

District Officer Questionnaire

To be administered at the District/sub-national level with relevant stakeholders. **Please include the DEO/District Education Officer, an inspector, a Gender Officer and a Focal Person for Violence.** If a gender and violence focal person do not exist, please interview the first two officers and a third officer of relevance – minimum 3 interviewees.

Enumerator/researcher introduction:

Hello, my name is _____ and I am here today on behalf of UNICEF to carry out a study for the “Safe to Learn” global initiative, which aims to measure the quality of national efforts to prevent and respond to violence in schools. I will be asking questions about whether certain standards, policies or practices exist, **but please note that this is not a test, either of you or of the government.** Rather, the results of this study are meant to be *helpful* by providing guidance on how to make schools safer for learning. So please be honest with your answers, nobody is judged.

Your participation in this research is confidential and I will not take your name or share information about you. If you would not like me to note your position or name, please let me know. Your participation is also voluntary. If you do not wish to answer a question or if you feel uncomfortable, we can stop the interview at any time. I have a consent form that explains this further. Please feel free to read this and sign.

With your permission, I may ask to record some of your responses or take pictures of documents or materials that reinforce your responses and demonstrate good practice. Please let me know if this is acceptable.¹ Overall, this interview is set to take approximately one hour.

Do you have any questions and can we commence the interview now? Again, there are no right or wrong responses, so please be honest with your answers.

Respondent district: _____

Respondent's position: _____

Number of years in post: _____

(Leave blank if respondent has asked for anonymity)

Recording/photo consent: Y / N

Gender: F / M

¹ Note to enumerator: opportunities to take photographic evidence of good practice are indicated with an asterisk (*) throughout this research tool.

Questions	Yes	No	Don't know	Provide elaboration on the respondent's answer:
1. Is there an objective/strategy/activity in the Education Sector Plan* that aims to prevent violence in schools?				
2. If there is an ESP objective to prevent violence, what are the roles and responsibilities of the district for its implementation?				
3. Is there an explicit law that prohibits corporal punishment in schools?				
4. If such a law exists, what are the protocols and sanction(s) if the law is broken?				
5. How does the district support implementation and enforcement of this law?				
6. Does the MoE have a specific policy that prohibits corporal punishment in schools?				
7. If such a policy exists, how does the district support its implementation and enforcement?				
8. Is there a National Child Protection* policy, framework or action plan?				
9. If such a policy exists, how have you adapted it for use in your district?				
10. What are the roles and responsibilities of the district in implementing this policy, particularly regarding severe cases of violence at school?				
11. Is there a formal coordination mechanism between different sectors (like health, police, justice, social welfare) regarding severe cases of violence in school?				

Questions	Yes	No	Don't know	Provide elaboration on the respondent's answer:
12. Has a District Officer been identified as a focal point with responsibility for overseeing the District's response to reports of violence in schools?				
13. Has the government endorsed the <i>Safe Schools Declaration</i> and <i>Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict</i> ?				
14. If so, how has the district disseminated the guidelines?				
15. If there is conflict in the area, do you have a clear plan of action if conflict were to affect the schools in your district?				
16. Does the national curriculum teach children in all primary and secondary grades about: a) life skills (such as how to communicate with people, how to think about problems, etc.). If so, please provide examples*				
b) violence and safe behaviour (if so, please provide examples*)				
c) promoting inclusion of marginalized groups and gender equitable relationships (if so, please provide examples*)				
17. If any of these topics are in the curriculum, how does the District supervise and ensure that they are being implemented in schools?				
18. Do schools in your District has confidential reporting procedures for students to report violence?				
19. If so, what are these procedures?				
20. Are all students made aware of and encouraged to use these reporting procedures?				

Questions	Yes	No	Don't know	Provide elaboration on the respondent's answer:
21. Do schools in your District have a step-by-step process for how to respond to students' reports of violence?				
22. If so, what is this step-by-step process?				
23. At the District level, does your office have step-by-step procedures to coordinate all sectors (education, health, social services, police, justice) to respond to escalated reports of violence from schools?				
24. Do teachers in this District read the National Teacher Code of Conduct on an annual basis?				
25. Is there a copy of the National Teacher Code of Conduct* at this District HQ? (If so, please take a picture of it).				
26. Do teachers in this District sign the National Teacher Code of Conduct in order to commit to it?				
27. Do District officers sign the Code of Conduct as well?				
28. How does the District ensure that teachers are complying with the Code of Conduct?				
29. Do you have a policy or procedure to conduct background checks before hiring teachers to assess their suitability for working with children? If so, where did this policy come from?				
30. Do you have a policy or procedure to ensure that if a teacher is dismissed for bad behaviour, they are not simply transferred to another school? If so, where did this policy come from?				
31. Do you know if newly qualified teachers (less than 3 years' service) have received pre-service training on: a) effective positive discipline and non-violent classroom management strategies				
b) teacher obligations on child safeguarding and how to prevent revictimization				

Questions	Yes	No	Don't know	Provide elaboration on the respondent's answer:
c) violence reporting and response referral pathways for districts and schools				
32. Have regular teachers in your District received in-service training on any of these topics within the last 3 years? If so, which teachers and for which topics?				
33. Do schools in your District has a designated School Counsellor to support children, particularly those experiencing violence?				
34. Have the designated School Counsellors received any training for this role? If so, from where?				
35. Does the district have a referral system for specialised services for children that schools and school counsellors can use?				
36. If so, can you give (an anonymised) example of how this has worked in the past?				
37. Are there any national standards to ensure school buildings and grounds keep students safe, which include:				
a) a process for mapping unsafe areas				
b) standards to ensure sanitary facilities that are safe and secure				
c) standards for gender-responsive classroom design				
d) standards for school grounds that allow students move safely and freely to and from school				
38. Do District Inspectors monitor whether these standards are being met? If so, how?				
39. Have you ever been involved in disseminating information to students, teachers, parents and community members about:				
a) child rights regarding violence				

Questions	Yes	No	Don't know	Provide elaboration on the respondent's answer:
b) laws prohibiting violence against children				
40. If so, what have you disseminated, with whom and when?				
41. Have you ever been involved in interventions that address social norms (beliefs, behaviours and practices) surrounding certain types of violence (like bullying, online harms, sexual abuse, gang violence)?				
42. If so, what interventions have you implemented, with whom and when?				
43. Have you ever been involved in activities that help students, parents and communities take action against violence?				
44. If so, what interventions have you implemented, with whom and when?				
45. Has the District ever received government funding for violence prevention and response interventions? If so, what has been achieved?				
46. Has the District ever received any <i>donor</i> funds for violence prevention and response interventions? If so, which donors and what has been achieved?				
47. Has the District ever received any resources from private sector funders (like foundations, companies, churches, etc.) for any violence prevention activities? If so, which funders and what has been achieved?				
48. Do schools in your District have a policy or process for confidentially logging reports and responses to violence in the school?				
49. Do the schools share anonymised data or logbooks with the district?				

Questions	Yes	No	Don't know	Provide elaboration on the respondent's answer:
50. Is there someone at the District who analyses school-level data and shares it with the MoE and with schools?				
51. Has your District participated in any international data collection activities on the prevalence and forms of violence in school? If so, which ones, when and what have been the results?				
52. Have you facilitated any other violence prevention initiatives, including the monitoring and evaluation for these? If so, which ones?				
53. Do you know if any evaluations of violence prevention interventions have informed decisions for replication or scale-up by the district or MoE? If so, which ones?				

END INTERVIEW: Thank you so much for your inputs, for sharing your views, you have been very helpful. Do let me know if you have any questions or concerns. Have a wonderful day, good bye.