

Ministry/National-level Questionnaire

To be administered at the Ministry of Education and with relevant national level stakeholders. Please liaise with the UNICEF CO regarding the most appropriate ministry people to speak to (ie., **Director of Policy/Planning, Director of Teacher Development, Director of the Gender Unit – at a minimum, please speak to these directors**). Additional respondents include stakeholders from UN Agencies, INGOs, National NGOs working to reduce violence in schools (3-4 respondents maximum).

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's organisation: _____

Respondent department: _____

Respondent's position: _____

(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.

National-level questions	Yes	No	Don't know	Provide elaboration on the respondent's answer:
1. Is there an explicit objective/strategy/activity in the Education Sector Plan* that aims to prevent violence in schools?				
2. If so, is there a costed action plan* that supports the implementation of this objective?				
3. Is there an explicit law (that has been ratified by cabinet) to prohibit corporal punishment in schools?				
4. If so, does the law state specific protocols and sanction(s) if the law is broken?				
5. Does the MoE have a specific policy* that prohibits corporal punishment and other forms of violence in schools?				
6. Is there a National Child Protection policy, framework or action plan*?				
7. If so, does it provide guidance to sub-national authorities (from education, health, social welfare, justice and police) and schools on their role and responsibilities regarding severe cases of violence?				
8. Are there any MoE policies or guidelines that require districts/schools to adapt the National Child Protection Policy for local use and identify focal points to oversee responses to reports of violence?				
9. Has an MoE officer been identified as a focal point to oversee implementation of the policy?				
10. Has the government explicitly endorsed the <i>Safe Schools Declaration</i> ?				
11. If so, are there any national policies or guidelines* that reference <i>the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict</i> ?				
12. Does the national curriculum include age appropriate approaches for all primary and secondary grades that:				
a) develop life skills				
b) teach children about violence and safe behaviour,				

National-level questions	Yes	No	Don't know	Provide elaboration on the respondent's answer:
c) promote inclusion of marginalized groups and gender equitable relationships				
13. If so, please provide examples of how these topics are approached.				
14. Are there any national policies or guidelines* that provide guidance to districts and schools on how to establish safe and confidential reporting mechanisms for students to report violence?				
15. Is there a national child helpline that can be used for reporting violence?				
16. To what degree is it functioning? (ie., hours of operation, etc.)				
17. Are there any national policies or guidelines* that provide guidance on how districts/schools should <i>respond</i> to reports of violence?				
18. Is there a National Code of Conduct* for all teachers and educational personnel?				
19. If so, does the Code outline teacher standards regarding: a) zero-tolerance towards all forms of violence (ie., physical, psychological, sexual violence)				
b) disciplinary action if standards surrounding violence are not adhered to				
c) requirement of a every teacher to sign the Code of Conduct on an annual basis				
20. Were teachers involved in the development and/or revision of the Code of Conduct and its standards regarding violence?				
21. Are there any national policies or guidelines* that provide guidance to schools on how develop and implement a School Code of Conduct that outlines codes of behaviour for all members of the school community regarding violence?				
a) If so, does it outline consequences for violations of the code and how these are enforced				
b) If so, is it publicly posted and disseminated so that all members of the school know and understand it				
c) If so, does it require all members of the school to comply and require all staff to sign it				

National-level questions	Yes	No	Don't know	Provide elaboration on the respondent's answer:
22. Are there any national policies or guidelines* that provide guidance to districts/schools on how to conduct background checks before hiring teachers to assess their suitability for working with children?				
23. Are there any national policies or guidelines that provide guidance to districts/schools on how to ensure that teachers who are dismissed for bad behaviour are not simply transferred to another school?				
24. Is there an explicit module or course content in the national pre-service teacher training curriculum on:				
a) effective positive discipline and non-violent classroom management strategies				
b) teacher obligations on child safeguarding and how to prevent revictimization				
c) violence reporting and response referral pathways for districts and schools				
25. Has there been in-service training for all primary/secondary school teachers on these topics?				
26. If so, how often has it been implemented and by who?				
27. Is there an explicit module or course content in the pre-service training curricula for school counsellors on:				
a) Children's mental health and wellbeing				
b) referral procedures for when a child needs specialized services/care				
28. Are there any national policies or guidelines* that provide 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 to ensure classrooms are arranged to encourage all students to participate, particularly girls				
d) standards for school grounds that allow students move safely and freely to and from school				
29. Are there any national policies or guidelines* for districts/schools on how to widely disseminate information to school and community members on:				
a) Child rights with regard to violence				

National-level questions	Yes	No	Don't know	Provide elaboration on the respondent's answer:
b) laws prohibiting violence against children				
30. If so, what are the suggested dissemination strategies?				
31. Are there any national policies or guidelines* that provide guidance on implementing/researching interventions addressing social norms (beliefs, behaviours and practices) related to violence (ie., bullying, online harms, sexual abuse/exploitation, youth/gang violence)?				
32. Are there any national policies or guidelines* that outline communication for development initiatives (ie., media, arts, awareness and empowerment raising activities) to help students, parents and communities take action against violence?				
33. Does the education budget include a specific line for the development and implementation of violence prevention and response interventions?				
34. If so, are there any specific interventions or activities listed?				
35. Are there any additional budget lines/activities that address violence in schools?				
36. Have in-country donors provided specific funds or technical assistance for the development and implementation of violence prevention and response interventions?				
37. If so, what has been achieved to date?				
38. Are there any additional donor-funded programmes or interventions that target violence in schools?				
39. Has the private sector (ie., private philanthropy, foundations, CSR, social impact investors, etc.) provided specific funds or technical assistance for the development and implementation of violence prevention and response interventions?				
40. If so, what has been achieved to date?				

National-level questions	Yes	No	Don't know	Provide elaboration on the respondent's answer:
41. Are there any additional privately-funded programmes or interventions that target violence prevention in schools?				
42. Has the MoE developed and implemented a national system that collects data from Districts regarding violence-related incidents?				
43. Does the MoE consistently monitor violence-reporting data, look at trends and share analyses with districts and schools?				
44. Are there any national policies or guidelines* that outline protocols for how schools and districts should confidentially log reports and responses to violence at schools?				
45. Have the MoE and National Statistics Office collected data on the 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)?				
46. If so, what have been the results? If not, why?				
47. Has the MoE planned and conducted robust monitoring and evaluation of violence prevention initiatives in order to inform replication and scale-up?				
48. If so, what were they and what was done? If not, why?				
49. Have there been any donor-funded evaluations conducted on violence prevention initiatives?				
50. If so, did these inform any decisions for replication or scale-up?				

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.