

ACTION TO END VIOLENCE AGAINST CHILDREN IN SCHOOLS

UNICEF Review of Programme Interventions Illustrating Actions to
Address Violence against Children in and around Schools • 2018-2020

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for every child



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FOREWORD

Schools are the most influential institution for children after the family. Schools can provide a protective environment in which children can gain the knowledge and skills they need to navigate adult life. Schools can also buffer children from the adversities they may face in home or community settings. But for too many children, schools are not safe spaces. An analysis of data from the 2018 UNICEF publication “[An everyday lesson](#)”, underscores how common violence is in schools around the world: it affects hundreds of millions of students every year.

The consequences of violence on children’s educational outcomes, long term health and wellbeing are well documented. In schools, children experiencing violence may find it difficult to concentrate in class, miss classes, avoid school activities, play truant or drop out of school altogether. This has an adverse impact on academic achievement and future education and employment prospects. An atmosphere of anxiety, fear and insecurity is incompatible with learning, and unsafe learning environments can undermine the quality of education for all students.

In 2018, UNICEF was catalyst for a global movement to end violence in and around schools. Entitled “Safe to Learn”, it brought together a coalition of education leaders and governments around a five-point call to action. It built upon a wealth of country office experience in prevention and response to violence in schools. Since the mid-2000’s, UNICEF has been implementing the Child-Friendly Schools framework and advocates that its standards are embedded across education systems. Since 2014, UNICEF is also a member of the Global Working Group to End School-

Related Gender-Based Violence (SRGBV) and has supported practical actions in schools to address the drivers and response to SRGBV. UNICEF has identified ending Violence against Children as an organizational priority in the 2018-2021 Strategic Plan, adopting a multisectoral approach which identifies the Education sector as one key role player.

School-based violence prevention is of heightened importance in the context of the COVID-19 pandemic. [The Framework for Reopening of Schools](#) highlights the need to re-establish regular and safe delivery of essential services - including protection referrals - as part of the back-to-school process.

According to 2020 country office annual reports, UNICEF is implementing programmes to address violence in schools in at least 80 countries. This publication documents experiences and case studies in 28 countries across seven geographical regions. The range and depth of these experiences is remarkable. We hope that they serve as inspiration everywhere to the introduction of new approaches in protecting children in schools and encourage Education and Child Protection colleagues to work collaboratively towards this end.



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and Pacific Regional Office, the South Asia Regional Office, the Europe and Central Asia Regional Office and the Middle East and North Africa Regional Office.

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For further information about any of these country experiences and case studies, please contact childprotection@unicef.org

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EXECUTIVE SUMMARY





This review of programme interventions illustrates UNICEF actions to address violence against children in and around schools in 28 countries in seven geographical regions. UNICEF has a longstanding experience of working on these issues. This review focuses on the 2018-2020 triennium, 2018 being the year when the #ENDviolence campaign adopted a more targeted focus on ending violence in and around schools and the [Safe to Learn](#) initiative was established.

This report aims to complement the [Safe to Learn Global Programmatic Framework and Benchmarking Tool: from Call to Action to Programme Responses](#), providing concrete examples on the range of interventions and programme strategies implemented by UNICEF and partners in different contexts to operationalize the [Call to Action](#). There is a focus on Calls 1, 2 and 3 that have the most 'programmatic' content. The report also includes case studies, highlighting a series of innovative initiatives to prevent and respond to violence against children in and around schools.

The methodology included a literature review, the selection of participating countries based on a set of weighted criteria defined by a multisectoral team at UNICEF New York Headquarters (NYHQ) with the researcher, and a country ranking first within each of the 7 geographical regions based on information contained in UNICEF country offices annual reports for 2018 and 2019. Seven UNICEF Regional offices were consulted to finalize the selection of countries to be included in the report. The review process involved education and child protection experts at country, regional and global level. Documents developed at country, regional and global level were included. Remote interviews with UNICEF education and child protection experts in participating countries were held to collate information and

documents supplementing the literature review. UNICEF country offices participated in the selection of the documented interventions and each narrative is the product of a remote but very close collaborative process with the country offices. To ensure quality, the final report was reviewed by child protection and education experts at NYHQ and regional offices.

CALL TO ACTION

-  1. Implement policy and legislation
-  2. Strengthen prevention and response at the school level
-  3. Shift social norms and behaviour change
-  4. Invest resources effectively
-  5. Generate and use evidence

The review found that UNICEF works to prevent and respond to violence against children in and around schools in over 80 countries (2020)², extending beyond the number of countries included in this report, across the following geographic regions: East and Southern Africa, West and Central Africa, East Asia and Pacific, Europe and Central Asia, South Asia, Latin America and the Caribbean and Middle East and North Africa. This represents an opportunity for UNICEF and its partners to advocate the endorsement of the Call to Action, currently endorsed by 15 countries, in additional countries and to support its realization across continents.



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Although this review did not look at initiatives under item 5 of the Call to Action, its findings indicate that generating evidence and promoting its use is a key aspect of UNICEF work. It is at the core of UNICEF's evidence-based advocacy to mobilize duty bearers and rights holders to act for violence prevention and response and of evidence-based policy advice and programming. In Jordan for example, UNICEF has been supporting a monthly online survey in schools allowing children to regularly convey their protection concerns and needs, enabling policy makers to inform policies and actions accordingly. Between 2019 and 2020, UNICEF has supported country diagnostic exercises in Uganda, South Sudan, Jordan, Pakistan and Nepal to assess the extent to which governments were meeting the requirements set out by the [Safe to Learn benchmarks](#), identify good practices, gaps and priority actions with governments, and establish baselines to measure country progress in ensuring safe schools.

Findings indicate that generally UNICEF's work covers various aspects of the Safe to Learn Call to Action – UNICEF Ghana multi-pronged intervention strategy is a good example of this, with its three major intervention pillars aligned with items 1-3 of the Call to Action.

Countries are at different stages in their work to eliminate violence in and around schools and UNICEF is involved in this process in a variety of roles in countries. UNICEF produces evidence to mobilize action: in Gabon, the Congo and the Republic of Moldova UNICEF has supported ground-breaking studies, allowing evidence-based mobilization of policy makers and intervention design. UNICEF has also supported governments in their efforts to coordinate approaches in different sectors as well as players involved in violence in school prevention and response. In Togo, for example, UNICEF contributed to the establishment of a multisectoral thematic group to fight against school violence.

UNICEF has contributed technical and financial support to pilot new initiatives, evaluate interventions and support governments in scaling up effective approaches. Examples of this role include Jamaica School-wide Positive Behaviour Intervention and Support framework (SWPBIS); Cambodia scaling-up of positive discipline through the national Child Protection in School Policy; and Roots Indonesia student-led bullying prevention.

UNICEF is contributing to achieve progress under all points of the Call to Action. It has been supporting countries in the design, development and implementation of policies and legislation (Call to Action item 1). Some countries have included prevention of violence in and around schools as a specific strategy in education sectors policies and plans. Cambodia included violence against children in the Education Sector Response Plan to COVID-19, Indonesia integrated positive discipline in the national teacher training curriculum, Kazakhstan is embedding the school-based violence prevention programme into national education. Jordan, Senegal, South Africa and Uganda have established guidelines and standard operating procedures (SOP) to respond to violence in schools. Senegal has established national standards and comprehensive guidelines for preventing and responding to violence in schools; in South

Africa a National School Safety Framework was implemented through SOP; Uganda is implementing Reporting, Tracking, Referral and Response Guidelines and Jordan is implementing SOP for violence in schools.

UNICEF has also been working to strengthen prevention and response at school level (Call to Action item 2). It has supported the establishment of clear roles and responsibilities within the education sector in response to referrals of incidents of violence and the strengthening of violence prevention and response at school level. In Lebanon, a Child Protection Policy in the School was established, and its implementation is being supported by UNICEF; in the Philippines, a Supplemental Policy to the existing national school Child Protection Policy was drafted to respond to the increased risks faced by children online or at home in remote learning during the Covid-19 pandemic. UNICEF has also assisted with the provision of mental health and psychosocial support to students, in particular during the Covid-19 pandemic, in many countries, including Bhutan and Jamaica. Additionally, UNICEF has contributed to the prevention of violence in and around schools. In Honduras, school principals have reported that violence was reduced in 77 per cent of educational centres covered by the UNICEF-supported Peacebuilding, Coexistence and Citizenship Programme of the Ministry of Education.

Shifting social norms and promote behaviour change (Call to Action item 3) is one of the most complex and yet critical intervention areas. It is aimed at children, parents, teachers, governments and community leaders and calls for recognition of the devastating impact of violence in schools and for action to promote positive social norms and gender equality in order to ensure safe schools. To respond to this challenge, UNICEF Child Protection, Education and Communication for Development at NYHQ developed a technical guidance package on social and behavioural change to address violence against children in and around schools. UNICEF Viet Nam has recently managed to mobilize policy makers to recognize the scope of the problem and its devastating impact and take action. UNICEF Moldova, and

its partners are promoting an end to bullying through youth engagement in schools. In Indonesia, Roots bullying prevention model piloted and evaluated with UNICEF's support is proving effective in reducing bullying and the positive discipline training is changing teachers' behaviour. In Malawi, the IMPower-School-based self-defence classes implemented with UNICEF's support, are proving effective in reducing forced sex in schools.

The review also documents cases where UNICEF's work on violence in school includes a specific focus on gender-based violence (GBV) and on promoting changes in gender norms to prevent and respond to violence, including innovative and effective approaches. IMPOWER, implemented as part of Malawi's Safe Schools Programme, is empowering girls and promoting change among girls and boys to prevent and respond to violence and has significantly reduced forced sex in primary and secondary schools. Togo managed to establish multisectoral coordination to tackle gender-based violence in school, under the leadership of the education ministry. Congo has recently launched the report of a national study on gender-based violence in schools and online violence. Ghana has produced a Safe Schools resource pack which provides practical guidance to promote gender equality, inclusion and safe schools and developed guidelines for the education sector on the prevention of adolescent pregnancy and retention of young mothers in schools. Nepal established violence compliant mechanisms in schools, which includes a Gender Focal Point and a complaint hearing body/Gender Network. India School Safety programme intervenes to ensure protection from violence, including GBV. In Senegal the National Education Sector Plan (2018-2030) has included a specific objective related to the development of safe learning environments, free from violence and discrimination, with special consideration for girls.

The review also identified and documented some strategies and approaches put in place by UNICEF and partners to address the differential vulnerability to school-related violence of marginalized and vulnerable children. In

Bhutan, UNICEF is protecting children living outside of parental care by building a safe environment in Central Schools and monastic institutions where they live and study. In Jordan, the Ma' An programme includes an audio option for children with learning difficulties or academically challenged children. In Brazil, UNICEF intervenes in territories where armed violence takes place and children and adolescents are particularly at risk due to overlapping deprivation and violence in their community.

UNICEF works both in peace and conflict settings to tackle violence in and around schools. In Ukraine, it has successfully contributed to the country's endorsement of the Safe Schools Declaration and, within the framework of a wider programme to mitigate the impact of the conflict on young people and adolescents, it is supporting peaceful conflict resolution in and through schools. In the State of Palestine, UNICEF is partnering with communities to ensure the safeguarding of students in and on their way to school.

In 2020, many schools globally were closed due to the Covid-19 pandemic. Some UNICEF programmes have adapted to this new reality and seek to improve protection of children, whether their education is provided in school, at home or online, and respond to the heightened need of students for mental health and psychosocial support. UNICEF and partners at global and regional level have developed tools to support the integration of child protection in education during remote learning and during the return to school. In Bhutan, UNICEF has supported the provision of mental health and psychosocial support to students; Jamaica implemented a tele-mental health referral system; in the United Arab Emirates, UNICEF has helped the Ministry of Education to adopt and adapt the UNICEF MENARO Teacher Preparedness Training Package to help teachers prepare for a safe return to school after school closure.

Violence in schools remains widespread but can be prevented. School and education actors can play a significant role in this process. As governments



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are making efforts to reopen schools, recover learning and reconceive education, it is crucial for UNICEF to collaborate closely with partners to ensure that child protection is an integral part of these efforts and guarantee a protective and supportive environment for children to learn, irrespective of educational setting and how teaching is delivered. It is important that countries are ready to protect and support their students and ensure safe learning for all girls and boys, which includes blended learning.

This review showed progress within the Call to Action framework. Countries are encouraged to undertake country diagnostic studies based on the [diagnostic tool](#) developed by UNICEF and Safe to Learn, to support national dialogue on violence in schools, assess the extent to which governments are meeting the requirements set out in the Safe to Learn framework, identify priority actions to meet the Safe to Learn benchmarks and establish baselines to measure country progress in ensuring safe schools. Beyond education and child protection, other sectors have a key role to play to protect children in and around schools - health, WASH, social policy, communication, C4D, IT - are all key and it will be crucial that their engagement is strengthened to accelerate results in protecting girls and boys in education.

ACRONYMS AND ABBREVIATIONS

ALEG	Adolescent Leaders for Gender Equality (Moldova)
BE-LCP	Basic Education Learning Continuity Plan (Philippines)
C4D	Communications for Development
CEHRD	Centre for Education and Human Resource Development (Nepal)
CERD	Centre for Educational Research and Development (Lebanon)
CPS	Child Protection Specialist
CRM	Complaint Response Mechanism Operational Guidelines (Nepal)
CSO	Civil Society Organization
DBE	Department of Basic Education (South Africa)
DepEd	Department of Education (Philippines)
DOPS	Department of Guidance and Counselling (Lebanon)
EU	European Union
EVAC	End Violence against Children
FCBF	Barcelona Football Club Foundation
GAC	Global Affairs Canada
GACA	Ghanaians Against Child Abuse
GAO	Gulf Area Office
GBV	Gender-Based Violence
GCA	Government-Controlled Areas
GES	Ghana Education Service
GHS	Ghana Health Service

GPEVAC	Global Partnership to End Violence against Children
GSHS	Global School-based Student Health Survey
GSMJL	Garde des Sceaux, Ministre de la Justice et de la Législation (Notary Public, Ministry of Justice and Legislation, Togo)
IEC	Information Education Communication
KAP	Knowledge Attitude Practice
LACRO	Latin America and the Caribbean Regional Office
MASPFA	Ministère de l'Action Sociale, de la Promotion de la Femme et de l'Alphabétisation (Ministry of Social Action, Women's Promotion and Literacy, Togo)
M&E	Monitoring and Evaluation
MEHE	Ministry of Education and Higher Education (Lebanon)
MENA	Middle East and North Africa
MENARO	Middle East and North Africa Regional Office
MEPSTA	Ministère des Enseignements Primaire, Secondaire, Technique et de l'Artisanat (Ministry of Primary, Secondary, Technical and Crafts Education, Togo)
MESR	Ministère de l'Enseignement Supérieur et de la Recherche (Ministry of Higher Education and Research, Togo)
MHPSS	Mental Health and Psychosocial Support
MICS	Multiple Indicators Cluster Survey
MoE	Ministry of Education (Jordan)
MoES	Ministry of Education and Sports (Uganda); Ministry of Education and Science (Ukraine)
MoESCS	Ministry of Education, Science, Culture and Sport (Georgia)

MOEST	Ministry of Education, Science and Technology (Nepal)
MoEYI	Ministry of Education, Youth and Information (Jamaica)
MoEYS	Ministry of Education, Youth and Sport (Cambodia)
MoGLSD	Ministry of Gender, Labour and Social Development (Uganda)
MoH	Ministry of Health
MOSA	Ministry of Social Affairs (Lebanon)
MoWECP	Ministry of Women's Empowerment and Child Protection (Indonesia)
MSHP	Ministère de la Santé et de l'Hygiène Publique (Ministry of Health and Public Hygiene, Togo)
MSPC	Ministère de la Sécurité et de la Protection Civile (Ministry of Security and Civil Protection, Togo)
NCFJA	National Council of Family Affairs (Jordan)
NCRB	National Crime Records Bureau (India)
NGO	Non-Governmental Organization
NSSF	National School Safety Framework
OROEI	Office of Resource Officers of Educational Institutions (Georgia)
PAR	Participatory Action Research
PFA	Psychosocial First Aid
PISA	Programme for International Student Assessment
PSS	Psychosocial Support Services
RAM	Results Assessment Module
RAP	Renforcement de l'Appui à la Protection des Enfants dans l'Éducation au Sénégal (Strengthening Child Protection through Education, Senegal)

RTH	Return to Happiness
RTRR	Reporting, Tracking, Referral and Response
SASS	School Active Search Strategy
SCFS	Safe and Child-Friendly School
SOPs	Standard Operating Procedures
SRGBV	School-Related Gender-Based Violence
SRSR/VAC	Special Representative of the Secretary-General on Violence Against Children
SSD	Safe Schools Declaration
SWPBIS	School-wide Positive Behaviour Intervention and Support framework
Tdh	Terre des hommes
TPTP	Teacher Preparedness Training Package
UAE	United Arab Emirates
UNDIME	União Nacional dos Dirigentes Municipais da Educação / National Union of Municipal Managers of Education (Brazil)
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNGEI	United Nations Girls Education Initiative
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency
VAC	Violence Against Children
WHO	World Health Organization

BACKGROUND

A global problem - Violence against children in and around schools

Millions of children worldwide face violence in and around their school. Overall, 720 million children are not fully protected from corporal punishment in school under their country's legal system; 150 million children, corresponding to half of all students aged 13-15 years, report experiencing peer-to-peer violence in and around school; within the same age group, one in three students has experienced bullying, and a similar percentage was involved in physical fight.³

Students are also affected by sexual and gender-based violence (SGBV) in, around and on their way to school.

In 2019, the UN verified over 700 attacks on schools in a number of countries, including the Syrian Arab Republic, Afghanistan, Central African Republic, Colombia, Libya, Mali, Nigeria, Somalia, Sudan and Yemen.⁴ All children are potentially subject to violence, yet some are particularly vulnerable due to the exacerbating effects of other risk factors and context-specific experiences.

Violence has short- and long-term negative impact on the life, health and wellbeing of children, with repercussions on their transition into adulthood. The costs of violence to communities and society worldwide are significant: the global costs of the consequences of violence against children are estimated at US\$ 7 trillion per year.⁵ Furthermore, SGBV is a form of gender discrimination,⁶ with wide-ranging consequences for both girls and boys, women and men, future children, communities and society as a whole.

The COVID-19 pandemic continues to have considerable impact on the protection and education of children worldwide. Globally, many schools closed in 2020 as part of containment measures to limit the transmission of COVID-19. However, violence has not stopped. As many schools provided education remotely, children have increasingly remained at home with longer time spent online and in some cases with abusive parents. Within this setting they have been exposed to child protection risks. As some schools reopen and others close again or provide remote education, it is crucial to guarantee that they all ensure a protective and supportive environment for children to learn, irrespective of the educational setting and how teaching is delivered.

School closure has made it more difficult for schools to play a role in identifying child protection concerns affecting students and refer students to child protection authorities and response services. As efforts are made globally to reopen schools, reimagine and recover education, it has become clear that there is an urgent need to integrate violence prevention and response strategies and child protection, more broadly, into education.

With the increased possibility of blended learning in the future, the need to develop systems to protect and support children both in school, online, at home and in other settings has become increasingly clear. It is also important that these systems are integrated to ensure seamless support as children move between learning in schools and remotely.

Global progress on violence in and around schools and Safe to Learn

UNICEF works in over 190 countries and territories to defend the rights of children and has made protecting children from violence an organizational priority. In over 80 countries (2020) UNICEF is actively involved in the prevention and response to violence against children in and around schools. With the 2030 Agenda and SDG 16.2, violence against children has become a multisectoral priority for UNICEF, which is central to the UNICEF Strategic Plan 2018-2021, and a priority under Goal Area 3 of the Strategic Plan: 'Ensuring that every child is protected from violence and exploitation'.

Since July 2013, UNICEF has been involved in a multiphase initiative to end violence against children, involving over 70 country offices and National Committees, with significant results.⁷ Key flagship publications on violence against children were launched, providing the evidence and programmatic foundation for action.⁸ In the second half of 2018, the [#ENDviolence campaign](#) adopted a more targeted focus in support of SDGs 4 and 16 and UNICEF Goal Areas 2 and 3: 'Ending violence in and around schools'. The focus was inspired by a new initiative, called [Safe to Learn](#), originally conceived by the UK Department for International Development (DFID), the Global Partnership to End Violence against Children (GPEVAC), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Girls Education Initiative (UNGEI) and UNICEF, to end school violence by 2024.

In support of this campaign, a global [Call to Action](#) was developed, inviting all to join in making schools safe and setting out the programmatic and advocacy objectives of Safe to Learn in five points: 1) Implement policy and legislation; 2) Strengthen prevention and response at the school level; 3) Shift social norms and behaviour change; 4) Invest

resources effectively; and 5) Generate and use evidence. In September 2018, UNICEF released a new report with updated data, [An Everyday Lesson: #ENDviolence in Schools](#). Over 80 UNICEF country offices, UNICEF national committees (NatComs) and partners, the Special Representative of the Secretary-General on Violence Against Children (SRSG/VAC), the UN Foundation, the World Association of Girl Guides and Girl Scouts and the World Council of Churches participated in a global activation campaign. UNICEF asked young people if they had ever been afraid of violence in and around their school. The poll received an unprecedented 1 million responses representing 160 countries and 69 per cent of responses were "yes." The activation also elicited over 24,000 recommendations from young people about how to make schools safer. In December, UNICEF, Global Citizen and Junior Chamber International (JCI) convened over 100 young people to draft a first-of-its-kind [#ENDviolence Youth Manifesto](#) based on this feedback. The Manifesto serves as one of the foundational documents of the Safe to Learn partnership.

The Safe to Learn partnership was officially launched in January 2019 at the Education World Forum, where youth activists from South Africa and the United States presented the [#ENDviolence Youth Manifesto](#) and the Call to Action was endorsed by Georgia, Ghana, Mexico, Moldova, Nepal, Sierra Leone, South Sudan and Uganda. In the course of the High-Level Political Forum, a further three countries endorsed the Call to Action which, to date (February 2021) has been endorsed by a total of 15 countries.⁹ With a vision to 'work with governments, civil society organizations, communities, teachers and children to generate commitments and create action to end all violence in every school by 2024', Safe to Learn's strategy is 'to unite education, child protection, violence preventing and health communities in a collaborative partnership that delivers multiple wins against the SDGs'. The Safe to Learn initiative has rapidly grown and it now includes 14 member organizations.¹⁰



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In January 2020, all Safe to Learn partner organizations committed to the Safe to Learn Strategic Roadmap, to deliver ‘more, better, and new actions to end violence against children in and through schools’.¹¹ In the same year UNICEF led with DFID’s support the development with the Safe to Learn partners of a Global [Programmatic Framework and Benchmarking Tool](#), in order to support countries and partners in translating the Call to Action into practical actions. The Safe to Learn Global Programmatic Framework and Benchmarking Tool: from Call to Action to Programme Responses translates the Call to Action into a set of benchmarks which countries need to meet to achieve change under each area of the Call to Action. It also sets out a suggested framework for monitoring and tracking results and provides a list of key interventions to prevent and respond to violence in schools as well as resources to assist in the design of interventions. The Programmatic Framework is based on international child rights frameworks, United Nations guidance and minimum standards, and good child safeguarding practices. Based on the benchmarks, UNICEF and partners also led the development of a [Safe to Learn Diagnostic Tool](#) to measure the extent to which countries are meeting these checkpoints and inform country-level collective dialogue on national efforts to prevent and respond to violence in schools. Four countries – Nepal, Pakistan, South Sudan and Uganda¹² – undertook these diagnostics with support from UNICEF, the UK Foreign, Commonwealth and Development Office (FCDO) and The World Bank. The key findings were published by UNICEF in collaboration with Safe to Learn in a [Synthesis Report](#).

In 2020, as part of its COVID-19 Response, UNICEF NYHQ, regional offices and Safe to Learn partners produced a series of key advocacy and technical guidance products, to ensure child protection in education during and post school closures.¹³ Finally, UNICEF NYHQ published a package on how social and behavioural change can address violence against children in and around schools, to accelerate results in shifting social norms and promoting behaviour change under Safe to Learn Call to Action 3.¹⁴

INTRODUCTION

The report examines programmes implemented across all UNICEF intervention regions in countries that are characterized by significantly different contexts. Participating countries are grouped in geographical areas as follows: East Asia and the Pacific (4 countries); Europe and Central Asia (4 countries); South Asia (4 countries); Eastern and Southern Africa (4 countries); West and central Africa (5 countries); Middle East and North Africa (4 countries); and Latin America and the Caribbean (3 countries). The review focuses on actions, approaches and results achieved under the first three points of the Safe to Learn Call to Action: 1. Implement policy and legislation; 2. Strengthen prevention and response at the school level and 3. Shift social norms and behaviour change. It also documents a series of case studies which are innovative or have proved their effectiveness.

This report complements the Safe to Learn Global Programmatic Framework and Benchmarking Tool, providing concrete examples of UNICEF programme interventions under the Safe to Learn Call to Action. It focuses on the 2018-2020 triennium. Of note, in 2018 the #ENDviolence campaign adopted a more targeted focus on ending violence in and around schools and the [Safe to Learn](#) initiative was established. The report is targeted at UNICEF technical staff and partners in the education, child protection and related intervention sectors, involved in prevention and response to violence against children in and around schools.

The aims of this review are:

- To illustrate the range of interventions and programme strategies implemented with UNICEF support under the Safe to Learn framework and Call to Action, in particular under the 'programmatic points' of the Call to Action (1-3) in over 24 countries.

THE CALL TO ACTION



1 Implement policy and legislation

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.



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-centred teaching and protect and improve children's physical and mental wellbeing.



3 Shift social norms and behaviour 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.

- To contribute to cross-fertilization among countries, by providing a platform to collate and further disseminate different experiences and programme examples.
- To identify and document innovative country case studies to prevent and respond to violence against children in and around schools.
- To document available progress and evidence of UNICEF's work to end violence against children in and around schools.

METHODOLOGY

Country selection – the selection of countries included in this review was based on a series of weighted criteria established by a multisectoral team of UNICEF NYHQ experts, including the main researcher and NYHQ Education, Child Protection, DOC Campaign, Disability and Communication for Development experts. The following criteria applied:

- Country has reported significant progress in UNICEF country office annual report (COAR) 2019.
- Country has reported significant progress in UNICEF country office annual report (COAR) 2018.
- Country has endorsed the Safe to Learn Call to Action.
- Country made an original commitment to the Safe to Learn initiative in 2018.

To ensure, as far as possible, regional balance within the review, countries were clustered by UNICEF intervention region. For each of the seven regions, the highest-ranking countries were pre-selected following the above criteria. Ranking was performed according to the analysis of information contained in UNICEF annual reports.

A country selection matrix was constructed based on these criteria. All UNICEF country office annual reports (COARs) for 2018 and 2019 were reviewed and the matrix was completed with relevant information extracted from the annual reports. Of note, the 2020 reports were not available at the time of the commencement of the review.

For each UNICEF intervention region, 3 to 5 countries with the highest ranking were pre-selected. Where too many countries in one region had a high score, a further selection process was performed to ensure balance across regions and calls to action. Consultations were then held with UNICEF Child Protection Advisors and Regional Education Advisors in each of the seven regions, to finalize the selection of the participating countries, based on expert advice.

Intervention selection - The researcher contacted each pre-selected UNICEF country office through the relevant child protection and education chiefs. Where an interest in participating in the review was expressed at country level, remote meetings with child protection and education teams were set up by the researcher in order to identify the most relevant intervention and action to be documented. Alternatively, this was achieved through email exchanges. Interventions were selected if they contributed to the implementation of one or more of the Safe to Learn Call to Action (1-3) or fulfilled the criteria for case study identification set out below. In certain countries, UNICEF experts from social policy and adolescent development and participation also expressed interest in joining the meetings.

Case studies - the review also documents eight case studies. These were selected based on the following criteria:

- The intervention is evidence-based, or evaluations have demonstrated its effectiveness in reducing violence in schools.

→ The intervention is innovative because it meets one of the following conditions: it comprises programmatic or operational innovations, for example, the integration of violence prevention and response into education during the Covid-19 pandemic; it responds to all 3 criteria for programme identification (Call to Action 1-3); it is an 'outlier', in the sense that it does not respond to the identification criteria for the

programme review (Call to Action 1-3) but it prevents or responds to violence against children in, around or through school.

The first phase of the review consisted of a preliminary desk review of the following documents: UNICEF 2018 and 2019 COARs, evaluation and research reports and other key national, regional and global documents available at NYHQs or online on UNICEF or partners' websites. Standard country summary templates were compiled for the pre-selected countries during this phase. The second phase consisted of data collection from UNICEF COs, in order to complete the information collated in the literature review. This was achieved through virtual meetings, collection and review of additional key documents, email exchanges and/or written input by the COs in the pre-compiled templates. A total of 54 UNICEF staff from COs contributed as key informants, co-authors of drafts or reviewers and 42 of these were interviewed, including staff from child protection, education, social policy, and Adolescent Development and Participation (ADAP) sections. In the third and final phase of the work, data analysis was performed. Country summaries and case studies were prepared and each of these was shared with the corresponding country office to allow revision and fact checking and finally, endorsement.

The overall report was then reviewed by child protection and education experts at UNICEF NYHQ and Regional Offices, for quality assurance and a final fact checking.

The review commenced in March 2020 but was soon interrupted by UNICEF due to the COVID-19 pandemic. Work was resumed in the last quarter of 2020. Despite considerable challenges in terms of the timing of the schedule of work, which coincided with a particularly busy time of the year for UNICEF country offices and partners, and the continued pandemic, it was possible to elicit the engagement and collaboration of the vast majority of the pre-selected country offices for the purposes of this project.



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PART I – SELECTED INTERVENTIONS



1. Implement policy and legislation

CAMBODIA

Including violence against children in the Education Sector Response Plan to COVID-19

On 16 March 2020 the Royal Government of Cambodia decided to close all 13,482 education institutions, including public and private schools, to prevent the spread of COVID-19. School closures have affected 3,210,285 students.¹⁵

UNICEF Cambodia has been working with the Ministry of Education, Youth and Sport (MoEYS), together with development partners and stakeholders, to help students, their families and school staff during the COVID-19 pandemic and recovery. This work includes different strategies to support the integration of child protection into education programmes. With advocacy and technical support, UNICEF achieved the inclusion of child protection indicators on mental health and psychosocial support (MHPSS) and violence against children in the education sector needs assessment, a key step in the planning process, and supported the inclusion of child protection in the [Cambodia Education Response Plan to COVID 19 Pandemic](#).¹⁶ Developed by the MoEYS of Cambodia with development partners, this plan is a powerful tool for coordinating partners and mobilizing resources. It aims to ensure a harmonized response across schools, technical departments and institutions and minimize duplication of efforts among partners.¹⁷ The plan supports



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remote learning, systems resilience and the return to school and aims to ensure a flexible learning environment.

The plan recognizes the impact of COVID-19 on students, in particular the increased risk of vulnerable children dropping out of school and highlights the impact of school closure on children's mental health. Based on this plan, the Education Sector will be piloting several initiatives, including school counselling and MHPSS for students, teachers and school staff; the development of school child protection and child safeguarding policies and procedures; the establishment of reporting and referral mechanisms at school level, from school to child protection services, including MHPSS and referral of children with severe needs to specialized services through a partnership between MoEYS, Ministry of Health (MoH) and Ministry of Social Affairs, Veterans and Youth Rehabilitation.

Finally, UNICEF supported the dissemination of key messages on child protection through the nationwide Back to School campaigns, and the development of a handbook for teachers and school principals to promote the well-being of children and ensure their safety. [The Safe Operation of Schools in the Context of COVID-19](#) handbook has been disseminated to all teachers and school principals in all schools (pre-primary, primary and secondary) across all the 25 provinces within the country.

UNICEF's intervention on violence in and around schools in Cambodia builds upon the collaboration between the UNICEF Cambodia Child Protection, Education, Health and Communications teams, as part of UNICEF Cambodia country office-wide approach to ending violence against children. The work on violence in and around schools is framed around the country office broader support for the implementation of the Action Plan to Prevent and Respond to Violence Against Children (2017-2021). This is a multisectoral action plan mobilizing 13 ministries

and institutions, including the MoEYS, addressing all forms of violence against children and young people experienced at home, at school, in the community and online.



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CAMBODIA

Scaling-up positive discipline through the national Child Protection in School Policy

Teachers are the most common perpetrators of physical violence against children outside the home in Cambodia (CVACS 2013)¹⁸. Corporal punishment in schools is explicitly outlawed.¹⁹ However, 43 per cent of men and 37 per cent of women report they were physically punished at school during their childhood.²⁰

UNICEF has been supporting the MoEYS of Cambodia since 2015, to promote safe learning environments for all students. MoEYS and UNICEF developed and rolled out a training package on positive discipline and effective classroom management, aiming at fostering positive, non-violent and gender-equitable relationships between students and teachers.²¹ In 2015, the training was piloted in 12 primary schools in three target provinces.

The results of the baseline and end-line surveys conducted on the initiative in partnership with the Royal University of Phnom Penh suggested a 30 per cent reduction in corporal punishment by school staff and improved sense of safety in schools as a result of the training, as reported by students. Between 2015 and 2020, the MoEYS scaled up and reached 12,000 teachers and school principals in 1,400 primary schools with the evidence-based training, benefitting 420,000 girls and boys.

However, survey results and data collected through monitoring indicate that scaling up results and achieving sustainable change require embedding the training within a more systemic approach to eradicating violence by:

- integrating teacher training on positive discipline into a broader national policy, with a proper legislative backbone to prevent and respond to violence.
- establishing appropriate reporting and referral mechanisms so that schools can identify and refer cases to social welfare and child protection services.
- engaging children, parents, teachers, and members of the community to shift social and cultural norms to ensure schools are safe spaces for learning.
- incorporating a gender perspective within the training, as gender impacts how children and adults experience and perpetrate violence.

As a result, the MoEYS, with UNICEF's support, has embedded positive discipline in a comprehensive five-year Action Plan (2019-2023) to implement the Child Protection in Schools Policy and scale up positive discipline.²²



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JORDAN

New experience on standard operating procedures (SOP) for violence in schools

A national programme to reduce violence against children in all schools in Jordan (Ma'An – Together) was launched in late 2009 by the Ministry of Education (MoE) and UNICEF to reduce the incidence of violence against children in MoE schools. The cumulative results of the Ma'An programme over the past years is evident. There has been a considerable and progressive decrease in the proportion of children who experience verbal or physical violence, from 44.8 per cent (verbal) in 2009 to 15 per cent in the academic year 2018-2019 and from 40.3 per cent (physical) to 8 per cent for the same period.

Despite the endorsement of national Standard Operating Procedures (SOPs) for the prevention and response to violence against children in Jordan in 2018, the need for sectoral internal SOPs persisted as internal challenges within different ministries hindered the implementation of the national SOPs.

UNICEF supported the National Council of Family Affairs (NCFA) and Ministry of Education (MoE) to develop internal sectoral SOPs for the MoE on dealing with cases of GBV, domestic violence, child protection and violence in schools in line with the national SOPs. A technical committee of MoE educators from different field and management levels was formed to oversee the development of SOPs endorsed in 2020.

The SOPs outline different interventions at different levels of the MoE (school, directorate and ministry level) and identify the roles and responsibilities of each level. The SOPs comprise a detailed outline of interventions in response to school violence and a different outline for dealing with cases of GBV, domestic violence and child protection. They are divided by the responsive level of the MoE (school, directorate and ministry level). The different outlines are summarized in user friendly flow charts to facilitate timely utilization of the SOPs by MoE educators.

It is anticipated that the MoE internal SOPs will eliminate challenges related to lack of clarity of the required interventions when responding to violence cases in schools, concerns over bearing responsibility for interventions, and the limited capacity to effectively prioritize the severity of cases and respond to violence cases in a timely manner.

The development of SOPs is one of the major milestones that contribute to strengthening the capacity of the MoE to effectively and timely respond to Child Protection and GBV cases. Further support is needed on the operationalization of the SOPs within the MoE.

GEORGIA

Strengthening capacities at the system and school level to tackle violence and provide psycho-social support

More than 2 out of 3 children (69 per cent of children) in Georgia have experienced violent discipline (MICS 2018).²³ In schools, children are frequently subject to psychological and physical abuse. Bullying by peers is also a widespread form of violence among students, according to the monitoring report by the Public Defender's Office to study violence against children in general educational institutions.²⁴ Social norms, the belief that physical punishment is more effective than non-violent parenting techniques and that using physical violence against children is acceptable, remain at the roots of these practices.²⁵

Georgia endorsed the Safe to Learn Call to Action and joined the Global Partnership to End Violence against Children as a pathfinding country in 2018. UNICEF supports the government to achieve progress in these commitments and to implement Chapter 16.4 of the Human Rights Governmental Action Plan of Georgia for 2018-2020. This action plan highlights the Ministry of Education, Science, Culture and Sport (MoESCS) objectives to make schools safe and create policies and programmes to encourage evidence-based interventions to end violence in schools.

The Office of Resource Officers of Educational Institutions (OROEI) is a public entity²⁶ responsible for the safety of children, school mediation, prevention of violence and psycho-social services. OROEI works in 485 public schools covering 70 per cent of the students nationally through 1300 Resource Officers, whose function is to identify and refer cases of violence in school and promote a school culture of safety and respect.²⁷

The office also includes a Psycho-social Service Centre which provides psychological and emotional assistance to students, family members and school communities.

Since 2019, UNICEF has been supporting OROEI through two major initiatives: the 'Safe to Learn to End Violence against Children Initiative', supported by UNICEF's education programme to strengthen capacities at the system and schools level to prevent and respond to violence; and a further initiative, supported by Child Protection, to strengthen psycho-social services for students.²⁸ This resulted in the development of a training toolkit on safe and violence-free preschools and schools, which supports teachers in the process of informing parents about violence and positive parenting at home and trains teachers and parents on cyber violence. The training toolkit also includes a series of animated videos on violence prevention for public education. UNICEF's support has also allowed to formalize the Psycho-Social Service Delivery Procedure by developing standards for Psycho-Social Service Provision, developing a Group Trauma Management module and supporting psychologist training and professional development.

In June 2018, the Parliament of Georgia adopted a new 'Law on Social Work' which created opportunities to improve social work and the numbers of social workers across Georgia. Importantly, the new legislation introduced these professionals into different areas of social work, including education and health, and at the local municipality level. In line with the newly adopted law and its action plan, UNICEF supported the development of a 'Best Model for Social Work Service Development in Educational System', a framework conceptualizing the roles and functions of social workers in education, to be finalized and approved by the Ministry of Education in 2021. It is anticipated that the number of social workers will increase over the next 5 years by 560 and that the quality of their work will improve.

UKRAINE

Advocacy for the endorsement of the Safe Schools Declaration

Students in Ukraine have been suffering the consequences of the 2014 conflict. Since the beginning of the conflict, the Ukraine Education Cluster has reported damages to over 750 education facilities. The proximity of military operations to the schools increases the risks for students, with more than 400,000 children living, playing and going to school where shelling and extreme levels of mine contamination threaten their lives and wellbeing.²⁹

On 20 November 2019, Ukraine became the 100th country to endorse the [Safe Schools Declaration \(SSD\)](#).³⁰ This followed four years of advocacy efforts by UNICEF and its partners and represents the Government's commitment to ensure safe continuous access to education for school-age children in the conflict-affected areas of Ukraine. UNICEF's specific actions in 2019 included support to the Ministry of Education and Science (MoES) participation in the Third International Conference on Safe Schools in Spain, featuring Ukraine in UNICEF's global Children Under Attack campaign and also continuing contribution to the evidence generated by the Education Cluster on the attacks on education, both in Government and non-Government controlled areas of Ukraine.

Following the endorsement of the SSD by the Government of Ukraine, UNICEF provided policy advice and technical assistance to the MoES regarding implementation. Recommendations for priority actions were summarized in a technical note and communicated to the MoES in January 2020 and were successfully incorporated into the draft SSD implementation action plan prepared by the Government.



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Currently, UNICEF assists the Government of Ukraine in the development of a monitoring mechanism to allow accurate data collection for evidence-based response to attacks. The monitoring tool is planned for roll out in early 2021.

KAZAKHSTAN

Embedding the school-based violence prevention programme into the national education system

In Kazakhstan, two out of three schoolchildren experienced or witnessed violence or discrimination by peers or teachers; children in boarding schools and those in school for children with behavioural difficulties experience particularly high levels of violence.³¹ Overall, 75 per cent of adults support the use of corporal punishment of children. Social norms that tolerate and accept violence against children persist and many parents are not aware of alternative non-violent ways of disciplining children or lack the time to educate them.³²

In 2013, in collaboration with the Office of the Commissioner for Human Rights in the Republic of Kazakhstan, UNICEF undertook the [Assessment of violence against children in schools in Kazakhstan](#), funded by Norway.³³ The comprehensive findings on violence against children in state-run schools allowed UNICEF and national partners to design and pilot a programme to prevent violence in schools. As part of this process, a methodology and a [Manual for the Programme to Prevent and Respond to School Violence in East Kazakhstan](#) were developed and tested in schools in East Kazakhstan, Kyzylorda and Mangystau regions.

The programme targets primary and secondary schools and includes school-wide primary prevention through a social and emotional learning curriculum for all students in grades 3-7. It also includes system strengthening for the identification and reporting of violence against children in secondary schools and for enhancing multisectoral referral from schools to out-of-school response services and interventions

for at-risk and high-risk students. It is focused on behavioural change and accountability as well as building systems to take action on abusive or violent school-personnel.

The evaluation of the pilot in 2014 suggested that the methodology was effective, and the pilot was ready for scaling up due to its well-structured approach in reaching children, teachers and schools through the primary and secondary prevention curriculum, M&E tools, and operational implementation mechanisms including School Safety Teams. These teams, comprising school administrators, specialized staff, and teachers, are responsible for violence prevention and response in each school. Based on evaluation findings the 'Programme to Prevent and Respond to School Violence' is now being scaled-up in other regions through in-service training and guidance for school personnel by the National Education Academy, in partnership with UNICEF.

Methodologists from 17 regional education departments were equipped with tools to mainstream the programme into curriculum and extra-curricular activities for Grades 3-7. UNICEF capacitated the National Education Academy, the main body responsible for methodological support to schools, to guide schools in reporting violence cases; engage School Safety Teams in the review and analysis of reported incidents; assess student behaviour; identify at-risk and high-risk children; and develop secondary and tertiary prevention programmes.³⁴ School Safety Teams were provided with implementation guides and coaching. With the help of M&E forms, for the first time, schools maintained regular records of violence against children and case status. The programme has also been included in the Inter-Agency Plan of Joint Actions for Prevention of Violence and Abuse of Children (2019-2021), developed with UNICEF's support and adopted by six ministries, including the Ministry of Education and Science.

GABON

Preventing and responding to violence in schools through evidence-based multisectoral mobilization

Children in Gabon are subject to verbal, physical and economic violence in school, with girls more affected by sexual violence than boys (41 per cent and 34 per cent, respectively).³⁵ Importantly, 70 per cent of victims of violence in schools did not seek any recourse, regardless of the form of violence suffered.³⁶

Within the legal framework of the Child Act (Law 003/2018) and Education Law (Law 21/2011) UNICEF and the Ministry of National Education in charge for Civil Education (Ministère de l'Éducation Nationale Chargé de la Formation Civique) commissioned and published a survey on violence against children in school in Gabon in 2019 ('État des lieux de la violence en milieu scolaire et analyse de la réponse du système éducatif au Gabon'). The evidence provided by the study provided the basis for advocacy at governmental level towards recognizing the scope of the problem and its devastating impact. As a result, in November 2019, the Prime Minister established through a Ministerial order³⁷ an intersectoral mechanism to prevent, monitor and respond to violence in schools, universities and vocational training. An inter-ministerial group rapidly developed a range of policy and legal instruments to ensure safer schools. The education ministry developed a national strategy to strengthen the response to violence in school (Stratégie nationale de renforcement de la réponse aux violences en milieu scolaire au Gabon)³⁸ which includes a national action plan on violence in school (2020-24), comprising five main intervention pillars: strengthening the regulatory and institutional framework; prevention of violence in schools; advocacy and social mobilization; holistic management of cases of violence in schools and

strengthening the monitoring-evaluation mechanism and the coordination mechanism. The Direction of Protection of the General Direction of Human Rights under the Ministry of Justice developed a national manual of procedures for the prevention, early intervention, and monitoring of violence against children in schools, university, and vocational training, to be published soon. This also resulted in the establishment of a helpline for children victims of violence, launched by the same ministry in November 2020 and of a Network of school councils (reseaux des conseils scolaires).



SENEGAL

Preventing and responding to violence in schools through national standards and guidelines

Over 1.5 million school-age children are out of formal education in Senegal (2016). Young boys are often sent to Qur'anic schools or to work, while girls have better access to education at preschool and primary levels. However, due to gender- and school-based violence and discrimination, child marriage and early pregnancy, girls have a lower rate of transition to secondary education.³⁹ Learners in Senegal are subject to various forms of violence, both in formal and non formal education. Corporal punishment is traditionally accepted to educate children, and students face harassment and sexual abuse by school personnel as well as by peers.⁴⁰

UNICEF has been supporting the Ministry of Education, in partnership with Canada, France, UNESCO, and Plan International under the Project “*Strengthening Child Protection through Education*” (‘RAP’)⁴¹, to strengthen the response of the education sector and better protect children against violence, within the framework of the Safe to Learn initiative. In this respect, the National Education Sector Plan for 2018-2030 has included a specific objective related to the development of safe learning environments, free from violence and discrimination, with special consideration for girls. In 2019, the Ministry adopted national guidelines and standards for preventing and responding to situations of violence affecting children within and through schools - [Référentiel pour la détection et la gestion des situations de risques affectant un\(e\) élève](#). The guidelines recognize the various forms of violence students can be subjected to within the school, family and community context, highlight the main functions of schools in the child protection system, and detail

specific responsibilities for preventing violence, supporting student victims and fighting against impunity, in line with organizational standards. They provide a referral pathway from schools to other sectors and services, including three different pathways depending on the nature of the situation and level of risk for children, from minor incidents to severe offenses.

The guidelines introduce innovative features, such as the appointment of a teacher as focal point for child protection in every school, the establishment of student representative bodies in every school, including at primary level, to prevent and eliminate school-based violence, as well as guidelines on case management including how to handle sensitive information.⁴²

To support the roll out and implementation of these guidelines, UNICEF supported the Ministry of Education to disseminate the guidelines nationwide, train education personnel (over 2,000 thus far) and operationalize the guidelines at school level with focal point teachers and pupils’ representative bodies. Support was also provided for the development and implementation of school action plans. To date, 8,631 schools are connected to national platforms for reporting incidents online, covering about 1,800,00 learners. Data on school-based violence has also been introduced in the national Education Management and Information System to inform policy and programming, and monitor progress. Handbooks for children on self-protection and for parents to better protect their children were also finalized in 2020 and are about to be deployed through school communities. These interventions were articulated with the separate development of National Multisectoral guidelines on Child Protection, clarifying and articulating the role and responsibilities of each sector on child protection, including the Education sector. In this context, UNICEF also advocated and supported the Ministry of Education in creating, by ministerial decree⁴³, a dedicated unit in charge of Gender and Equity, whose mission includes the coordination and monitoring of child protection policy implementation within schools.

TOGO

Tackling gender-based violence in schools through multisectoral coordination led by the Education Ministry

There is a lack of comprehensive data on violence in schools in Togo.⁴⁴ A report by the Togo Ministry of Primary and Secondary Education and Professional Training (MEPSFP), UNICEF, GPE, UNGEI and Learning for Peace, highlights that the available evidence indicates that students are exposed to corporal punishment, psychological violence and sexual violence, perpetrated by both adults - school staff and community members- and peers. Violence takes place within the school itself (in classrooms, school corridors, school offices, school toilets), on the way to school, and out of school in 'school-connected spaces', such as teachers' homes, teachers' fields, bushes near the school. School-based violence affects both boys and girls, with girls being particularly affected.⁴⁵

A multitude of sectors and actors, including governmental, non-governmental as well as international organizations and development partners, are involved in preventing and responding to violence against children and gender-based violence in schools in the country. In 2015, to address the lack of leadership and common vision on the issue, the duplication of field activities, methods and tools used, and to ensure coherence and alignment, UNICEF supported the MEPSFP to establish a multisectoral group on violence in schools (Groupe thématique lutte contre les violences en milieu scolaire GT-VMS/ Thematic group to fight against violence in school).

The group initially comprised the MEPSFP, UNICEF and direct partners working on violence in the school environment. The group was subsequently extended to include all the ministries responsible for

education (MEPSFP, MESR, METFP), the ministry of social action (MASPFA), health (MSPS), security (MSPC), justice (MJRIR), and development partners, including but not limited to UNICEF, the Cooperation and Cultural Action Service of the French Embassy in Togo (SCAC -Service de Coopération et d'Action Culturelle), the National Commission for UNESCO), Non-Governmental Organizations and Civil Society Organizations (such as Plan International Togo, ActionAid Togo, Peace Corps, the National Catholic Office of Enfance du Togo (Childhood in Togo), the Forum of Organizations for the Defense of the Rights of the Child in Togo, the Togolese National Coalition for Education For (CNT-EPT). The GT-VMS, co-managed by the MEPSFP and UNICEF Education section, meets regularly, providing a framework for coordinating action and sharing information across sectors and organizations for a more effective response to violence in schools, including gender-based violence. In response to the use of many different modules by partners to train teachers on the issue of violence, the group has developed a harmonized teacher training manual on the protection of children against violence in schools, including gender-based violence. In 2018, under the leadership of the MEPSFP and UNICEF, the GT-VMS set up a technical team that developed a multisectoral National Strategic Framework to fight against violence in schools and gender-based violence in school, with the support of a national consultant.

Since its inception, the harmonized manual has been used each year to train a cohort of teachers on combating violence in schools. Another manual was developed in 2020 by the GT-VMS with support from Global Affairs Canada and used to train parents on the same subject. Through UNICEF advocacy in collaboration with GT-VMS, the harmonized teacher training manual on violence, including gender-based violence, has been integrated into the initial teacher training curriculum and data collection on school violence issues has been integrated into the EMIS in order to ensure up-to-date data. With the thematic group, a study on the extent of violence in schools is being prepared and will be conducted from the first quarter of 2021.

UGANDA

Reporting, Tracking, Referral and Response Guidelines

Evidence from the National Survey on Violence against Children in Uganda (2015) shows that violence against children and sexual and gender-based violence are widespread in the country.⁴⁶ In schools, teachers use violence, including caning and physical work, to punish students. A UNICEF baseline report in 2019⁴⁷ indicated that 35.5 per cent of students had been caned in the preceding week and 52 per cent saw or heard another student being beaten.⁴⁸ Furthermore, 11.5 per cent of students reported experiencing sexual abuse in schools, perpetrated both by school staff and peers.

With UNICEF technical and financial support, the Ministry of Education and Sports (MoES) and Ministry of Gender, Labour and Social Development (MoGLSD) developed [the National Strategic Plan on Violence against Children in Schools \(2015-2020\)](#) and the Reporting, Tracking, Referral and Response (RTRR) guidelines (2014). The RTRR guidelines provide a clear reporting, tracking and referral pathway and response process that children, teachers, parents and members of the community need to follow when they are confronted with cases of violence against children in schools.

UNICEF has since been supporting the implementation of both policy documents including providing system strengthening in 27 focus districts to operationalize the RTRR guidelines at district, school and community level. In the baseline report of the impact evaluation of interventions to prevent violence in school in Uganda supported by UNICEF in 2019, 90 per cent of teachers knew what to do on encountering a case of violence, and 80 per cent of students responded that they were willing to report another student beating or touching a person inappropriately.⁴⁹

As a result of the operationalization of the RTRR guidelines, in Karamoja region, 1348 cases of violence in school were reported to UNICEF's implementing partner Straight Talk Foundation in 2020 and 59 per cent of these were referred to the relevant authorities for support.



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SOUTH AFRICA

National School Safety Framework and its implementation through standard operating procedures

Violence in school takes various forms in South Africa, including sexual violence, bullying, corporal punishment, threats of violence, assaults and robbery against children, as well as violence against teachers by students. Overall, 15.3 per cent of children in primary and secondary schools experienced some form of violence in school in 2018⁵⁰. More than 1 in every 6 students (17.2 per cent of students) were subject to corporal punishment in school; 1 out of every 5 boys and 1 out of every 6 girls has been bullied.⁵¹ Cyberbullying, in its various forms, is also affecting students. Sexual abuse is a major concern: 1 in every 5 incidents of sexual abuse happens in schools, with teachers representing one third of perpetrators of child rape, according to the [Study on Violence against Children in South Africa \(2013\)](#).⁵²

South Africa has endorsed the Safe to Learn Call to Action. It is a Pathfinding country of EVAC and hosted the drafting of the #ENDviolence Youth Manifesto in 2018. Corporal punishment of children in schools and in all settings is prohibited.⁵³

The Department of Basic Education (DBE) adopted, with UNICEF support, a [National School Safety Framework](#) (NSSF, 2015), providing schools, districts and provinces with a 'common approach to achieving

a safe and healthy school environment'. UNICEF, through its Education and Adolescent Development sections, contributed to the NSSF implementation in 2018-2019, supporting the development by the Department of Basic Education (DBE) of two protocols, including the training of learners, educators and officials:

1. The [Protocol for Management and Reporting of Sexual Abuse and Harassment in Schools](#) – developed as part of DBE's national strategy to address SRGBV (school related gender-based violence), with UNICEF and UNESCOs' support, provides SOPs for the Department of Basic Education (DBE), to manage and report incidents of sexual abuse and harassment in schools.
2. The [National Protocol to Deal with Incidences of Corporal Punishment in Schools](#) – highlights the prohibition of corporal punishment in schools and provides guidance to provinces, districts and schools to implement this prohibition and deal with issues of corporal punishment.

Between 2018 and 2019, with UNICEF support, 20 *master trainers* were trained to roll out the national SRGBV protocol across all nine provinces of the country and 989 senior management teams, including learners from 250 schools, were trained on the NSSF; 300 leaders were sensitized on the *Protocol for management and reporting of sexual abuse and harassment in schools* through nine provincial consultative workshops. Unfortunately, due to budgetary constraints and the COVID-19 emergency UNICEF could not support the initiative in 2020.



2. Strengthen prevention and response at the school level

BHUTAN

Mental health and psychosocial support to students during the COVID-19 pandemic

Bhutan has been affected by the COVID-19 pandemic. All schools were closed in March 2020 and children returned home from central schools. In July some classes reopened but students in grade PP-eight have been learning online from March to the end of 2020.

In 2020, to counter the growing mental health and psychosocial impact of COVID-19 on children, young people and their families, UNICEF Bhutan supported the Mental Health and Psychosocial Support Desk under the Education Emergency Operation Centre to provide psychosocial support (PSS) to children, parents and caregivers in need. The support included the development of guidance notes on the provision of remote PSS to parents and caregivers, a training manual on psychosocial support for children, and training of 156 school guidance counsellors (76 female) from all 20 districts in Bhutan on the provision of remote psychosocial support to parents and caregivers, as well as face to face psychosocial support to children once the schools reopen. To ensure the availability of PSS services for children who are not in school, counsellors in 117 schools have started bi-monthly PSS sessions. The sessions are conducted online and face-to-face where allowed. Several IEC materials on MHPSS have been developed and widely distributed by the counsellors to parents and children. It was possible to reach and provide PSS services to 22,006 girls and boys and 437 parents and caregivers.



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BHUTAN

Protecting children living outside of parental care by building a safe environment in central schools and monastic institutions

Many children in Bhutan live outside of parental care for education purposes, either in central schools, monastic institutions or private monasteries and nunneries. Almost 30 per cent of the student population lives and studies in central schools, mostly based in rural major catchment areas to respond to the education needs of children coming from very remote areas.⁵⁴ Others – more than 5,000 child monks and 500 child nuns – live and study in 250 monastic institutions and approximately 2,000 additional unregistered child monks and nuns study and live in private monasteries and nunneries. Many of these are orphans, children of single parents, children with special needs or children from poor family backgrounds.⁵⁵

Children experience violence during their education. More than two out of three children in Bhutan report experiencing physical violence at school; three out of four children in day school were violently disciplined by a teacher and about 3 per cent of adolescents aged 13-17 years from monasteries and nunneries reported experiencing physical violence.⁵⁶ Children are also subject to peer violence, verbal sexual harassment and sexual violence in school. Violence is accepted as a disciplinary method by parents, teachers and, in the form of light beating and harsh words, by children themselves. Corporal punishment of children is not prohibited.

Since 2017 UNICEF Bhutan has been working to integrate child protection in education, particularly in schools, monasteries and nunneries where children live and learn, to ensure that children who are particularly



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vulnerable because they are living outside of parental care are not overlooked. Since 2020, heightened efforts were also made on MHPSS and GBV integration, in response to COVID-19.

School-based counsellors are present in central schools and high schools. In 2019-2020, UNICEF supported the Ministry of Education to use the school counsellors as a strategic entry point to build a safe environment in Central Schools by enhancing their capacity on psychosocial support and equipping them with knowledge and skills to prevent, recognize and respond to violence against children, identify and safely refer child protection cases, deal with survivors of GBV and refer them to appropriate service providers for support.

UNICEF also worked with the Central Monastic Body, Dratshang Lhentshog, Bhutan Nuns Foundation, Ministry of Education, CSOs RENEW and Youth Development Fund to appoint 180 child protection focal points⁵⁷ (one child and one adult focal point in each monastic institution or nunnery) in 90 monastic institutions and nunneries; equip about 20 per cent⁵⁸ of all child monks in the country and all child nuns with the knowledge and skills to prevent, recognize, and report violence; and strengthen child protection in communities in which monasteries are located. As a result, children in 28 per cent of monastic institutions and nunneries in Bhutan now have access to child-friendly reporting mechanisms.⁵⁹ A comprehensive training package on child protection and participation for children and adolescents was developed, translated into the national language Dzongkha and used to train 20,422 girls and boys out of 124,114 of children across 20 districts.



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INDIA

School Safety Programme

Overall, 99 per cent of school children in India are subjected to physical and mental abuse by teachers (NCPDR, 2012).⁶⁰ Sexual abuse of children is a major problem, with 47,335 sexual offences against children reported in 2019.⁶¹ Every hour 5 cases of child sexual abuse are reported in India (NCRB 2018).⁶² An emerging concern is mental health, with a high number of suicides among student population: every hour one student commits suicide in India, with about 28 suicides reported every day (NCRB 2018 and 2019). In 2019 NCRB reported that 10,335 students died by committing suicide.

In July 2020, UNICEF launched the office-wide strategy on [Ending Violence Against Children in India](#) which has laid the foundation for stronger engagement of multi-sectoral stakeholders from health, education, and social protection to move the agenda on EVAC forward under three key pillars: (i) enabling environment, (ii) systems strengthening, (iii) social behaviour change communication and adolescent's engagement. Addressing violence in schools is a key priority of the strategy where efforts are embedded across the three pillars.

UNICEF, in co-ordination with WHO and UNFPA and knowledge partners such as the NGO ARPAN, has advocated and technically supported the Ministry of Health and Family Welfare and the Ministry of Human Resource Development in launching a comprehensive [School Health Programme](#) in 2018, to promote mental health, nutrition and prevention of violence in schools for more than 220 million children in 2.6 million secondary schools in India. As part of part of the School Health Programme, UNICEF and partners have also supported the design of a teacher training curriculum which integrates elements of personal safety education to prevent sexual abuse, peer-to-peer violence as well as corporal punishment in schools. Under the programme, a cadre of school counsellors was developed to provide psychosocial support to children, which was facilitated by the National Institute of Mental Health and Neurosciences. In addition, social behaviour change communication interventions were conducted for children, parents and teachers, creating a safe and conducive environment for children to report cases of violence and abuse, as well as seek help when needed.

With the support from UNICEF, the school safety programme has been rolled out by the State Governments of Bihar, Rajasthan, Jammu and Kashmir, Madhya Pradesh and Maharashtra to ensure that children are safe from all forms of violence and abuse, including child online abuse, gender-based violence, bullying and corporal punishment.

NEPAL

Complaint response mechanism

Children in Nepal are exposed to different forms of violence in school, including physical punishment, bullying and sexual abuse.⁶³ Overall, 50,9 per cent of students aged 13 -15 are bullied and 39 per cent were involved in a physical fight (GSHS, 2015).⁶⁴ Violence against children in school is prohibited.⁶⁵

Nepal has endorsed the Safe to Learn Call to Action. Between 2016 and 2019 UNICEF has been supporting the rolling out of a complaint response mechanism in schools. The mechanism includes a suggestion box in schools, a Gender Focal Point and a complaint hearing body/ Gender Network which regularly opens the suggestion box and addresses complaints in the school internally or refers to other service providers for response, such as the police, health facilities or local government judiciary bodies. The 'suggestion boxes' are kept in accessible locations, allowing students to report issues they face at school.⁶⁶

The establishment of suggestion boxes in each secondary school in the country is a requirement under the Complaint Response Mechanism (CRM) Operational Guidelines of the Centre for Education and Human Resource Development (CEHRD) of the Ministry of Education, Science and Technology (MoEST). The CRM Operational Guidelines, adopted in 2018 as an adaptation to the new federal system of older guidelines, were developed with UNICEF support in collaboration with the Ministry of Women, Children and Senior Citizens, the Ministry of Federal Affairs and General Administration and a technical team representing the Girls Education and Gender Equity Network.⁶⁷



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The endline survey of the UNICEF-USAID project, which supported the rolling out of the suggestion boxes, found that these 'acted as a strong deterrent for harassment, GBV and bullying and contributed to regulate teachers resorting to violent discipline'.⁶⁸ The suggestion boxes also complemented traditional alert and reporting mechanisms, as some non-school-related violence was also reported through these, highlighting the role that the school environment can play in early detection of violence against children. During 2016-2019, 4,251 complaints were received : 29 per cent of these were related to violence against children, GBV, discrimination and menstrual hygiene, including issues of sexual harassment, rape, child labour, gender discrimination, verbal and emotional abuse, child marriage, physical abuse and quarrelling, and bullying.⁶⁹

The suggestion boxes, which are also useful to collect student complaints on the quality of education and school infrastructure⁷⁰ are opened and reviewed by a committee, which includes the school's gender focal person. Over 90 per cent of participating students in the endline survey of the UNICEF-USAID project confirmed that the suggestion boxes were regularly opened and that their concerns were addressed, with some students referred to service providers while other concerns were addressed within school. This complaint response mechanism encourages students to have a voice and be listened to 'in a society that has never valued their opinions'.⁷¹



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JAMAICA

Tele-mental health referral system during the COVID-19 pandemic

COVID-19 has increased anxiety for many and school closures have removed access to support services including those related to mental health and wellbeing.

By mid-2020, recognising the need to support and expand existing psychological first aid systems, UNICEF Jamaica had implemented a tele-mental health referral system in partnership with the Guidance and Counselling Unit of the Education Ministry and the Ministry of Health and Wellness. The provision of mobile phones with monthly unlimited data and telephone service plans facilitated School-wide Positive Behaviour Intervention and Support (SWPBIS) framework referrals of children for [teletherapy](#) to the 20 child guidance clinics across the island.

Over 800 families have been served to date and this teletherapy system will become a formal part of the SWPBIS structure. In December 2020, UNICEF also launched a Return to Happiness (RTH) trainer of trainers programme in partnership with the Jamaica teaching Council and the University of the West Indies Department of Social Work, to support nationwide capacity-building of teachers. RTH is a psychosocial recovery programme developed by UNICEF for children who have experienced trauma from disaster, crisis, conflict or violence. Children receive support to process their stress and trauma and to begin looking towards the future.

LEBANON

Child Protection Policy in the school and its implementation

Violence against children in schools is widespread practice in Lebanon and includes physical, psychological, and sexual violence. Results from a KAP Survey undertaken by UNICEF in 2017, showed that the majority of caregivers send or would prefer to send their children to private schools due to the inadequate standards of public schools and the prevalence of violence.⁷² A national study conducted in 2011 found that 45.6 per cent of students have experienced violence in school.⁷³ A Human Rights Watch Report published in 2019 highlighted that physical violence is the most widespread form of violence in schools in Lebanon (42 per cent in 2018; 81 per cent in 2019). On a broad level, there is a normalisation of violence across Lebanon, which contributes to the belief that corporal punishment is a useful disciplinary tool by parents at home and teachers in schools.⁷⁴

In 2018, the Lebanon Ministry of Education and Higher Education (MEHE) adopted a Policy for the Protection of Students in the School Environment, developed in collaboration with UNICEF and the ministries of Social Affairs and Justice and through consultations with The Centre for Educational Research and Development (CERD), the Lebanese University and Saint Joseph University.

The Policy highlights core policy commitments and defines the roles and responsibilities of educational staff, including teachers, school principals and administrators, and MEHE Central bodies, to address violence in schools. It includes preventive approaches, as well as SOPs to respond to violence and outlines capacity building, monitoring, and evaluation strategies. The Department of Guidance and Counselling (DOPS) within the General Directorate of Education is responsible for its follow up.



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UNICEF has been supporting the implementation of the policy in multiple ways. It is currently developing a Child Friendly version and has produced and disseminated, with the Department of Guidance and Counselling (DOPS), an Activity Booklet of Psychosocial Support (PSS) Activities for School Counsellors, which aims to build children's resilience along the five domains identified in the Socio-Emotional Learning framework.⁷⁵ Between 2018 and 2019 the policy was implemented in 435 of the 1200 public schools in the country: the MEHE appointed two officials per school (96 per cent were female) as child protection and PSS focal points and provided training on the child protection policy. Using Teacher Training Modules on Child Protection and Gender Based Violence developed by the CERD with UNICEF's support, UNICEF and CERD provided training on the child protection policy for 5,800 teachers, supervisors, and school principals. It was also possible to appoint 60 school counsellors to address low to medium risk child protection cases in schools. The MEHE is working to decentralize referral and case management and to strengthen the communication and feedback system with the Ministry of Social Affairs (MoSA), as most cases of children at risk are referred to MoSA for support and protection. The referral mechanism in the child protection policy covers both institutional violence, perpetrated by education staff in the school and domestic or community violence, perpetrated outside the school by members of the child's family, community, or society and identified within the school environment. MEHE 2019 data shows that over 60 per cent of the reported cases concerned at risk children subject to abuse or exploitation outside the school.

Since October 2019, the implementation of the Policy for the Protection of Students in the School Environment was hindered due to political circumstances and, since March 2020, due to school closure as part of the COVID-19 containment measures, affecting 1.2 million students and 27,890 learners in non-formal education.⁷⁶

UNICEF continues to work with MEHE in addressing violence against children during the pandemic by enabling targeted psychosocial support interventions, raising parents' awareness on their role in protecting children from harm at home, and taking further steps towards the adaptation of the roll-out of the MEHE Policy for the protection of students.



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STATE OF PALESTINE

Partnering with communities to ensure school safeguarding in and on the way to school

Despite the Non-Violence in School Policy Adopted in State of Palestine, more than two-thirds of students in grades 1 to 10 report exposure to emotional and physical violence by teachers or peers at school.⁷⁷ Thousands of Palestinian children face major challenges in accessing safe education. Between January and September 2019, 199 education-related child rights violations were verified affecting 17,644 students. These include frequent settler attacks on schools and military presence in or around schools, school closures and 61 checkpoints affecting access to schools in the West Bank. In H2 area in Hebron, the children are exposed to violence daily, with soldiers at a few meters of distance from their schools and a lack of recreational activities.

UNICEF has been supporting the protection of students as they commute to school and their mental health and fostering psychosocial support. In 2019, UNICEF facilitated safe access to school for 7,000 children⁷⁸ and their teachers in the West Bank through protective accompaniment. International volunteers would accompany children and teachers to school, walking them through the check points. The intervention was successful in achieving results in the short term but findings from its evaluation in 2020 indicated that this approach is not sustainable. It proved difficult for volunteers to receive their VISAs to undertake their assignment and the intervention alone proved inadequate as violence against children occurs both in the school and in the communities. Therefore, UNICEF adopted a more comprehensive approach to build the resilience of both schools and communities, working with communities as partners. The country office is now collaborating



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with approximately 60 selected communities in Hebron, the West Bank, Bethlehem, and parts of Jerusalem. The aim is to enhance resilience of students and reduce violence, through plans agreed upon with the school management team, for school safeguarding in and on their way to school. A 'Behavioural and Emotional Detection tool' was developed with UNICEF support for use by non-mental health professionals who interact with children on a regular basis, including teachers and community workers. Teachers received training in its use and learned to detect emotional problems in children, as well as to provide psychosocial support to traumatised children and refer them to specialized services according to their individual needs. It was also possible to train teachers on positive discipline, and on the detection and referral of violence cases and of students with protection needs.

UNICEF has also been working on youth and adolescent engagement to enable them to become active positive change makers in addressing violence against children in schools and to improve their learning environment. With UNICEF support almost 2,750 adolescents acquired skills in problem-solving, communication and respect for diversity in 2019, which led 320 among these to develop and implement 32 initiatives promoting a culture of peace to prevent all forms of violence.⁷⁹

HONDURAS

Reducing violence through peacebuilding, coexistence and citizenship

Violence is one of the major causes of school drop-out in Honduras and violence in schools. The perceived insecurity in schools, around schools and in local communities are among 'the main causes of the low coverage and inefficiency of the education system in the country'.⁸⁰ According to a [Survey on Violence Against Children and Adolescents in Honduras](#)⁸¹ conducted in 2018, 10 per cent of female students aged 14-17 years and 7.1 per cent of male students enrolled in school missed school or did not leave the home due to fear of violence over the preceding 30 days. Almost one in four adolescent girls (23.9 per cent) aged 13-17 years and 14 per cent of adolescent boys in the same age group missed school due to physical violence; further, 21.2 per cent of adolescent girls aged 13-17 years missed school as a result of having been victim of sexual violence.⁸² A OUDENI survey in 2018 showed that 37 per cent of students in grade 4, 6 and 8 had been insulted by other students during the same year, 36 per cent reported that other students damaged, hid or stole their belongings, and 28 per cent stated that other students hit or pushed them.⁸³ Furthermore, 21 per cent of school principals interviewed witnessed students bringing knives to school.⁸⁴

Through a partnership agreement with CINDE⁸⁵, UNICEF supported a participatory diagnosis of the violence and insecurities that children and adolescents face at school. Based on the diagnosis, it was then possible to build and validate pilot strategies, leading to the development of the

Peacebuilding, Coexistence and Citizenship Programme of the MoE for the prevention and reduction of violence in educational centres between August 2017 and mid-2019.

The programme trained 65 trainers of trainers, 44 educational authorities, 520 managerial teachers, using a toolkit developed by UNICEF. It also activated School and Community Coexistence Committees comprising teachers, boys, girls and adolescents from the School Government, school principals, and community volunteers. The School and Community Coexistence Committees are responsible for observing, monitoring and following up violence cases and promoting response actions to reduce violence. Based on situation assessments the committees identify specific solutions to reduce violence. In coordination with the Management Teams of each school, the committees created agreements with groups of maras and gangs, for example, to respect the school space. In other cases, coexistence agreements were established with the children, teachers and the community, so that no weapons or drugs were present in school and fights did not occur on school premises.

With UNICEF and CINDE support, the initiative initially reached 130 schools and was subsequently scaled up to 260 schools, as a result of the work of the municipal educational networks promoted by the educational authorities and by school principals. An evaluation of The Culture of Peace, Coexistence and Citizenship programme was conducted in 2019, in coordination with UNICEF LACRO⁸⁶, as part of the formative evaluation of UNICEF strategies in response to Violence Against Children in Latin America and the Caribbean.⁸⁷ School principals reported a reduction of violence in 77 per cent of educational centres covered by Peacebuilding and Safe Learning Spaces Programmes supported by UNICEF.⁸⁸



3. Shift social norms and behaviour change

INDONESIA

Integrating positive discipline in teacher training

Children in Indonesia are subject to violence in their homes, schools and communities, from peers and adults. Teachers often use punishment in the form of physical and emotional violence to discipline children. They lack the necessary knowledge and skills on positive discipline approaches, the identification and reporting of violence and referral of students to response services.⁸⁹

Corporal punishment of children in school is lawful in Indonesia. However, UNICEF has been able to support the development and implementation of a positive discipline programme in schools by the Ministry of Women's Empowerment and Child Protection (MoWECP), in collaboration with the NGO Yayasan Nusantara Sejati. This programme integrates violence prevention within existing structures and programmes. The initiative aims to strengthen positive behaviour, by training teachers, headmasters and school committees on educating children without using physical and verbal forms of punishment and strengthening their capacities to foster children's critical awareness and responsibility about their own behaviour.

Positive discipline training is implemented in a cascade manner, through a training-of-trainers of district education supervisors (pengaws), who then train teachers through the Teachers' Working Group for Primary School (KKG, Kelompok Kerja Guru) and the Subject Teachers' Working Group for Secondary School (MGMP, Musyawarah Guru Mata Pelajaran) and support them with mentoring and continued advice.

The positive discipline initiative is based on the positive results of a pilot implemented in 2016 in Papua and West Papua provinces, highlighted by the results of UNICEF's supported evaluation which indicated that the use of corporal and emotional punishment by teachers had each decreased from 20.57 per cent and 13.47 per cent, respectively, to 4 per cent. In 2019 the MoWECP adapted the positive discipline model and implemented it in over 30 cities/districts in 15 provinces, delivering training to 3,000 teachers and staff.⁹⁰

UNICEF is now supporting the Ministry of Education and Culture to integrate the positive discipline training into in-service teacher training and "on-service" training through e-learning. The training curriculum is being adapted by the Faculty of Education and Teacher Training at two Universities, one in Papua and one in South Sulawesi, to become mandatory pre-service training for teachers.

As a next step, UNICEF plans to support the integrated implementation of this positive discipline initiative with the Roots Indonesia programme (see Indonesia Case Study) in the same target schools, to achieve stronger results in preventing violence in schools.



Click [here](#) to watch a UNICEF-supported documentary video on positive discipline in Indonesia.

VIET NAM

Mobilizing policy makers to establish laws and policies to protect children from violence in and around schools

Despite the prohibition of corporal punishment, over than one in two children (59 per cent) aged 8 years in Viet Nam reports that teachers use corporal punishment in the preceding week.⁹¹ Students are also affected by peer violence, including bullying and cyberbullying and other forms of abuse, such as sexual abuse.⁹²

UNICEF, through its Child Protection, Education and Communication experts, has been advocating and providing technical support to the Government of Viet Nam in ending violence against children. This work included a 2018 nationwide online conference chaired by the Prime Minister and attended by parliamentarians, senior policy makers and 18,000 government officials from national and local levels, across more than 500 locations. The conference was successful resulting in concrete policy directions by the Prime Minister.

As a part of the [#End Violence](#) Campaign, UNICEF strategically engaged well-known Korean celebrities to raise awareness of violence in schools. An October 2018 field visit with K-Pop stars contributed to a significant rise in social media engagement, calling on young people to take action to [#StopBullying](#) at school, reaching millions of young Vietnamese social media users.⁹³ Media raised engagement reporting on several 'high profile cases' of child abuse in the last few years, including sexual abuse, has contributed to a continued increase in the public visibility of the issue of violence against children. UNICEF supported this process through talk shows and media interviews to inform the public on the risks and consequences of violence against children and calling for government action to invest in strengthening the child protection system.⁹⁴

As a result, the Prime Minister instructed the Ministry of Education and Training to develop training materials for law dissemination on child protection and prevention of child abuse and violence and endorsed a multi-sectoral National Action Plan for Prevention and Combat of Violence against Children and Child Abuse (2020-2025), approved in 2019. The Plan comprises specific actions by the Ministry of Education and Training to prevent school violence and provide support to children who experienced violence and sexual abuse in educational institutions. The Ministry of Education and Training issued a plan to prevent, support, and address violence and sexual abuse in educational facilities (2020 – 2025).⁹⁵ The National Assembly adopted a [National Assembly Resolution](#)⁹⁶ in 2020, directing relevant authorities on what to do to respond to child abuse and violence and directing the Ministry of Education and Training to promulgate the Programme on preventing and combating child abuse in the education sector in 2020. The National Assembly Resolution directs the Ministry of Education and Training to also strengthen school counselling and school-based social work, equip teachers with problem-solving skills in child abuse prevention and control, and integrate guidance on safe Internet use for students into computer educational programs.

UNICEF has also provided substantial technical support to MOLISA to prioritize the multi-sectoral approach and address social norms that condone violent discipline. UNICEF has supported the government to develop the National Programme on Protection and Support for Children's Healthy Interactions in the Cyberspace 2021-2025 to minimise online risks.⁹⁷ The government is also developing an inter-agency protocol for handling of child abuse and violence cases and three sectoral protocols for the social welfare, health and education sectors in referring cases and collaborating to comprehensively address children's needs.

JAMAICA

School-Wide Positive Behaviour Intervention System

The UNICEF-funded national study 'Investigating the prevalence and impact of peer abuse (bullying) on the development of Jamaica's children' (2015), highlights that 64.9 per cent of students have been bullied at some point, particularly children from the lowest grade levels and 79.95 per cent of school staff knew about children being bullied in their schools. Children in schools also face gang culture, online violence, harassment and suffer the consequences of the presence of drugs and weapons in school premises .

Jamaica has endorsed the Safe to Learn Call to Action and is a Pathfinding country of EVAC. It has a National Plan of Action for Children and Violence (2018-2023), reviewed in 2018 with UNICEF support, which includes violence in schools. UNICEF is supporting the implementation of the Action Plan in collaboration with the Ministry of Education, Youth and Information (MoEYI) and civil society organizations, to ensure safe schools and provides technical assistance to the National Violence Prevention Commission, recently established by the Prime Minister. One of the key initiatives supported by UNICEF is the School-wide Positive Behaviour Intervention and Support framework (SWPBIS), piloted between 2015 and 2019 and currently being scaled-up.

SWPBIS supports the development of prosocial skills and problem-solving techniques and promotes non-violent and positive discipline to reduce violence and misconduct in schools. It comprises 3 tiers of action, including school/classroom-wide actions targeting all students and activities for specific smaller groups of students who need closer support.

With UNICEF financial and technical support SWPBIS was piloted in 56 primary and secondary schools and the pilot was evaluated in 2019, in collaboration with the MOEYI. The formative evaluation found notable changes in behaviour in schools where there was a good buy-in from principals and staff. Children who took part in the evaluation reported that as a result of SWPBIS, they were more respectful of parents and teachers; in all but one region, teachers were 'viewed as the most supportive of good behaviour'. However, evaluation findings indicated that many teachers were unwilling to take on the perceived added responsibilities of SWPBIS, as they felt overwhelmed by their current workload. The evaluation recommended a deeper focus on the underlying issues of challenging behaviour by students and addressing the psychological needs of teachers and parents, as well as the challenges children face in their community.

The evaluation results are now guiding UNICEF support for the SWPBIS scale-up across the country, which includes the updating and finalisation of a Safe Schools Policy. As part of the EU-funded 'Spotlight Initiative to Eliminate Violence against Women and Girls', UNICEF Jamaica is also developing a complementary online training for school leaders on 'Leadership for Safer Schools', in partnership with the National College for Educational Leadership. A website on school safety initiatives in the country is also under development, to showcase good practices and serve as a reference and training resource to generate buy-in system wide.



Click [here](#) to watch video documentaries on the SWPBIS

THE CONGO

Mobilizing policy-makers to take action against gender-based violence and violence in schools

A large number of adolescents, particularly girls, are affected by violence, including in the virtual space. A study supported by UNICEF in 2020 found that 7 out of 10 students aged 12-18 years in Congo suffered verbal or psychological violence at school or online. Four out of 10 students were subject to physical violence and 3 out of 10 students were victims of sexual violence.⁹⁸

UNICEF undertook the first [study on gender-based and online violence in schools](#) in Congo, published and launched in 2020 with the Government of Congo. The study carried out in all 12 departments of the country, involved about 6000 students aged 12-18 years, teaching and non-teaching school staff from 140 public schools and 53 private schools. It revealed that a large number of adolescents in the country, particularly girls, are affected by violence, including in the virtual space. The report provides evidence to push forward the policy and programmatic agenda to prevent and respond to violence in Congo. First, it analyses the magnitude of five types of violence suffered by children in school, including online violence, verbal or psychological violence, physical violence, sexual violence and economic violence⁹⁹; second, it provides a geographic mapping of the types of violence; third, it examines the extent and impact of such violence on educational; and fourth, it provides recommendations for a multisectoral response to such violence.

On World Children's Day 2020, the Government of Congo, with UNICEF support, convened a [High-Level Dialogue on Gender-based Violence and Violence in School](#) and developed a multi-sectorial roadmap on child



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protection at school, based on the six main recommendations of the study. The Government, with UNICEF and UNFPA's support, established a multi-sectorial technical committee under the office of the Prime Minister, involving the Ministry of Primary, Secondary Education and Literacy, Ministry of Health and women promotion, Ministry of Justice, Ministry of Social Affairs, Ministry of the Digital Economy, to coordinate and monitor the implementation of the roadmap. The Country also developed and validated a GBV strategy with a budgeted action plan that includes violence in schools. In 2021, a specific action plan will be developed on School gender-based violence. During the 16 days of activism between 25 November and 10 December 2020 prevention campaigns were organized by government departments and NGOs in schools.

UNICEF Congo is providing multi-sectorial support to this process, involving child protection, education and ADAP programmes, led by a unique "inter-sectoral chief".



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REPUBLIC OF MOLDOVA

Ending bullying through youth engagement in schools

According to [Bullying among adolescents from the Republic of Moldova](#), a national survey commissioned by UNICEF Moldova in 2019, 86,8 per cent of 6th to 12th grade students are affected by bullying. One out of 3 adolescents in the research, is a victim, bystander, and a bully.¹⁰⁰ Students are also confronted with physical violence, which affects one out of three students. Reports explain that violence in Moldova, including bullying, is a culturally accepted way for men to show their 'superior status' and that they are "true men".¹⁰¹

The *Bullying among adolescents from the Republic of Moldova* survey report was ground-breaking. It provided evidence on the extent of the problem and indications on what needs to be done based on the requirements of adolescents, parents and specialists. This allowed UNICEF and partners to inform with evidence the design of their interventions in order to better address the issue.

UNICEF and Terre des hommes (Tdh) provided 24 schools with board games developed in 2018 by Tdh, in collaboration with UNICEF and the Oak Foundation to support the development of children's capacities to identify and report cases of violence. The 'Memo's world-without stereotypes' and 'BOOM' board games design, informed by evidence from an earlier survey, focus on prevention of violence, gender and ethnic discrimination, and promote the use of a Child Helpline and other reporting mechanisms for children to report violence, neglect, abuse and exploitation³. In 2019 Tdh helped 42 teachers (all women) from 24 schools to find opportunities to use these games in school curricula and to acquire skills for facilitating children's discussions on violence prevention, identification and reporting.

In 2019, Tdh, through the Tdh-UNICEF-Oak Foundation project '*Preventing Violence Against Children through Community Engagement*' selected, mobilized, and trained 150 children from 30 schools in 30 communities as agents of change. These students aged 12–17, attended a one-month Summer School 'Adolescent Leaders for Gender Equality-ALEG' (in Romanian 'I choose'), where they learnt about bullying, tolerance, diversity, gender equality, and were taught strategies for resilience, emotional management, self-awareness, stress management, and peaceful conflicts resolution. Back in their respective schools, these young agents of change managed to set up teams of peer educators and to establish child/youth-friendly spaces in their schools 'Club ALEG'. In 'Club ALEG' children spend time and interact in safety. Students in each school also grouped into 'initiative groups', which conduct activities to tackle violence in schools and communities, through social theatre, peer-to-peer education, and students' engagement in the identification of problems and difficult situations happening in the school. A total of 70 children and 39 teachers designed a 15-day Campaign "I Choose to Promote Nonviolence" which included 15 different activities for each day of the campaign ending on the anniversary of the Convention of the Rights of the Child in 2020, involving 12,186 children and adults in activities.

UKRAINE

Supporting peaceful conflict resolution in and through schools

The protracted armed conflict in eastern Ukraine has a severe impact on children and young people: it threatens their physical safety, causes psychosocial distress, weakens “safety nets” and support systems and separates families or makes parents and caretakers unavailable. In the areas close to the “contact line” young people are exposed to deadly risks, such as shelling and landmine contamination. The volatile situation tends to trigger negative coping mechanisms, risky behaviours and radical views among children and young people in the conflict zone. Ukraine still lacks reliable data on violence against children, hindering child protection work¹⁰² In 2018, UNICEF supported a knowledge attitudes and practice study which found that one in two people believed that smacking children was not an act of violence and 67 per cent of adults interviewed believed that physical punishment could be applied to a child for educational purpose.¹⁰³

UNICEF has been working to create a favourable and safe environment in schools through various intervention of its Child Protection and Education programmes. In 2017-2019, with the Ministry of Education and Science of Ukraine, the country office developed a Safe and Child-Friendly School (SCFS) model and piloted it in 14 schools in the government-controlled areas (GCA) of the Donetsk and Luhansk oblasts. The model was [assessed](#) and was effective in enhancing adolescent perceptions of their school.

UNICEF has also been supporting schools and student empowerment to solve conflicts in school settings through mediation and life skills strengthening.¹⁰⁴ In 2018, a peer-to-peer mediation and conflict resolution programme implemented by the NGO ‘La Strada’ supported students

enhancing their conflict resolution and non-violent communication, as a means to prevent school conflicts in conflict-affected eastern Ukraine. The programme supported students with life skills training and provided them with a third party ‘mediator’ to turn to when experiencing challenging situations. The [assessment](#) of the intervention indicated that life skills education, such as negotiation skills, respect for diversity and kindness, can enhance competency in healthy conflict resolution.¹⁰⁵ Building on this experience, it was possible, within the framework of a wider EU-supported programme which aims to mitigate the impact of the conflict on young people and adolescents, to also assist school teams in developing school protocols and organizing activities to raise awareness on bullying and conflict resolution.¹⁰⁶ Fifty-six ‘School Centres for Common Ground’ were established in secondary and vocational schools in conflict-affected areas and became hubs for peer-to-peer support and mediation, involving 34,000 young people in their activities and services. Educators and students were trained as mediators and 2,100 young people participated in school centre mediation sessions to reduce post-traumatic stress levels.¹⁰⁷



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PART II – CASE STUDIES

BRAZIL

Preventing violence through education. Brazil 'School Active Search' and its adaptation during the COVID-19 pandemic

ISSUE – WHY THE INTERVENTION?

Violence in and around the schools is an important cause of school dropout in Brazil. In the PeNSE/IBGE national survey,¹⁰⁸ 14.8 per cent of students declared that they did not attend school at least once in the 30 days prior to the survey because they felt unsafe at school or on their way to/from school. In 2019, 26 per cent (1.941) of schools in 21 municipalities in the Rio de Janeiro Metropolitan Region were affected by shootings in their surroundings, defined as up to 300 meters, according to Fogo Cruzado, a national CSO.¹⁰⁹

Criminal groups in and around schools and the armed violence within student communities are a daily threat to students. Police undertake military-style operations in the favelas, which involve shootings and have resulted in students being injured or killed.¹¹⁰ Violence is also linked to a culture of "school failure", as a result of violence against schools, in schools and by schools, when they are opportunities for the perpetration of violence, such as exclusion, discrimination, bullying, sexual and gender violence, physical and psychological violence.

Brazil has the highest absolute number of adolescent homicides in the world:¹¹¹ over 9,500 adolescents aged 10-19 years were murdered in Brazil in 2018.¹¹² Over 70 per cent of adolescents aged 12-18 years who were murdered in 2015 in seven cities in Ceará state, had been out of school for at least six months.¹¹³ Almost 1.5 million children aged 4-17 years are out-

of-school¹¹⁴ and almost 6,5 million (22,3 per cent) students of public basic education are in age-grade distortion.¹¹⁵

ACTION – WHAT IS THE INTERVENTION?

UNICEF has been supporting education as a protective strategy since 2014. Since 2017, this has been addressed through the 'School Active Search Strategy' (*Busca ativa escolar*) which supports the active search for out-of-school children and adolescents and their return to school as a protective measure. A free and flexible social methodology and technological platform allows public authorities to connect operators from multiple sectors, including education, health, social welfare, within a municipality, NGOs and civil society with information on out-of-school children and adolescents.¹¹⁶

In 2019, inspired by the 'School Active Search Strategy' UNICEF launched the integrated strategy *Educação que protege contra a violência (education which protects from violence)* which highlights the role of education in protecting children, particularly in low-income urban communities.¹¹⁷ The national launch in Rio de Janeiro gathered over 400 State and Municipal authorities in education, social welfare, NGOs, CSOs, educators and students and CSOs, who reviewed initiatives and innovations to address violence in and around schools in communities affected by armed violence. The *Youth Manifesto to #EndViolence in schools* was also presented.¹¹⁸

Since its inception, and particularly after a right-wing Government came into power in 2019, the 'School Active Search Strategy' has had as main partner UNDIME, the national union of municipals managers of education (*União Nacional dos Dirigentes Municipais da Educação*), which enables a coordinated dialogue with Brazilian municipalities.¹¹⁹ This work is facilitated

within UNICEF by strategically placing 'Child Protection and Education programme officers' at country office level and in two zone offices. These programme officers merge child protection and education responsibilities to facilitate collaboration between education and child protection at UNICEF level and externally.

WHAT PROGRESS WAS ACHIEVED?

By November 2020 over 3,205 municipalities (56% of all municipalities in Brazil) and 19 states had joined the 'School Active Search Strategy' (SAS strategy). More than 150,000 children and adolescents are accompanied by the School Active Search and over 75,000 of these were (re) enrolled in education.¹²⁰ UNICEF and partners trained 9,000 people in the SAS strategy in 2020, across 20 states in Semiarid, Legal Amazon and

Southeast territories, through hands-on training sessions. A SAS massive online open course (MOOC) registering 7,438 participants.

NEXT STEPS

The three mini training will be offered in two modalities: broadly and based on self-instruction for the whole of Brazil; and through special classes, focused on some UNICEF areas of operation: Boa Vista (RR), Recife (PE), Rio de Janeiro (RJ), São Luís (MA) and Sobral (CE).



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BRAZIL 'SCHOOL ACTIVE SEARCH' ADAPTATION DURING THE COVID-19 PANDEMIC

Why the adaptation?

Brazil has been heavily affected by the COVID-19 pandemic and most schools have been closed in the country since March 2020. Education has adapted to the situation, offering options for school activities at a distance. However, 4.8 million Brazilian children and adolescents aged 9 to 17 years do not have access to the internet at home (equivalent to 18% of this population).¹ Other challenges underlying school exclusion were also aggravated by the pandemic. The context of confinement increased the risk of children and adolescents living in abusive homes, to suffer or witness violence at home and to be subject to a number of other rights violations. School is a protective environment, where cases of violence against children are identified, and in some cases, reported/referred to other actors of the child protection system. This function was completely suspended during the pandemic.

What does adaptation consist of?

The (SAS) strategy had to be reviewed and adapted to new challenges once most of Brazilian schools were closed. A new SAS Guide for Crisis and Emergencies was developed to include a series of recommendations to help States and Municipalities to prevent school dropout as a side effect of school

closure during the pandemic. SAS strategy also made available a series of materials (12 small videos and 72 reports) so that municipalities and states could set up their own advocacy and communication campaigns. As part of the COVID-19 response, another feature was added to the SAS digital platform to help education managers to monitor attendance at state and municipal schools. UNICEF also developed, in partnership with Luta pela Paz and Barça Foundation, three online training to promote the incorporation, in back-to-school efforts, of psychosocial care and identification, prevention and response to violence. The training and training materials also aim to strengthen the role of local child protection system in the 'School Active Search', reinforcing coordination mechanisms between schools and the other sectors and actors. The mini-training is free and targets managers, teachers, and professionals from schools and school networks, as well as social welfare managers, social workers, health workers and community teams, as key partners in the school community.

What progress was achieved?

Almost 2,500 schools have used this school attendance monitoring tool in 2020. The first round of training was launched in **November 2020**.



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GHANA

Creating a protective and enabling learning environment in all schools in Ghana

ISSUE – WHY THE INTERVENTION?

Violence against children in Ghana - both in and out-of-schools is a concern. Overall, 74 per cent of the children in MICS 2017/18 cited physical harm by a teacher or another person, physical work, humiliation, shouting, exclusion from class for doing something ‘wrong’ in school. Three out of 10 children experienced something that bothered or upset them while online and 4 out of 10 children saw sexual images while online¹²¹. Children’s experience of violence in schools is filtered through age, gender, and disability lens. Corporal punishment of girls and boys is common at home and in schools. Children with disabilities are more

likely to be bullied. While both boys and girls are bullied, boys experience physical aggression and psychological abuse equally; and more girls reported the latter and were twice as likely to miss school. Older girls are also vulnerable to sexual violence, particularly those with disability. The recent midline evaluation of the Ghana Early Grade Reading Programme highlights that punishment for poor performance in the classroom is negatively correlated with capacity for reading. Corporal punishment is condoned by teachers, families, and religious leaders and violence gains its legitimacy from broader discriminatory societal norms and practices around gender, power, and authority.

ACTION – WHAT IS THE INTERVENTION?

UNICEF has been supporting Ghana to translate the Safe to Learn Call to Action, endorsed by the country, into policies and practical actions to achieve results for children, with the aim for more girls and boys in Ghana to be able to learn in inclusive, gender-friendly, and violence-free school environments by 2022.

The UNICEF Ghana multi-pronged intervention strategy is based on three major pillars, aligned with STL Calls to Action points 1-3: 1) support to develop and enforce laws and policies to protect children from all forms of violence in and around schools, including online; 2) strengthen prevention and response to violence at the school level and at scale; 3), increase awareness among duty bearers and rights holders to address violence in and around schools.

Between 2018 and 2020, UNICEF – with the generous funding support from Canada NatCom, Global Affairs Canada (GAC) and Barcelona Football Club Foundation (FCBF) - provided technical leadership and financial support to the Ministry of Education-Ghana Education Service (GES)¹²², to develop, disseminate and operationalize a Safe School resource pack and adapt it for operationalization in special schools. The Safe Schools resource pack provides practical guidance to promote gender equality, inclusion and

safe schools: it comprises a Training Manual on Safe Schools, a teacher's Handbook on Safe Schools, Peer-to-peer materials, a poster and a brochure to support school-based violence reporting. UNICEF also supported the GES to develop National Child Friendly School Standards for basic schools and to review the Code of Conduct for Teachers, prohibiting the use of corporal punishment and supported the development of inter-ministerial guidelines for reporting violence. A governmental M&E framework for violence prevention in schools was also developed.

UNICEF has also been providing support to roll out the Behaviour Change Communication (BCC) strategy on violence prevention, developed with UNICEF's support in 2015 and to integrate the Safe School initiative within Ghanaians Against Child Abuse (GACA) campaign, reaching nearly 800,000 people between January and October 2020 with violence prevention communication, through Child Protection Community Facilitation Toolkits, video messages and video documentaries.

Through the 'ending child marriage' programme, in 2018, UNICEF supported the development of guidelines for the education sector on the prevention of adolescent pregnancy and retention of young mothers in schools. It also supported the development of a training manual to identify gender issues in education, understand data at the district level and use data for planning and evidence-based advocacy.

These interventions were made possible by the inter-sectorial collaboration of Education, Child Protection, Communications for Development (C4D) and Communications Sections and implemented in partnership with the MoE; Ministry of Gender, Children, and Social Protection; Ministry of Communications; Ministry of Local Government and Rural Development; Ghana Education Service (GES); Ghana Health Service (GHS)¹²³, Academia and Civil Society Organizations.

WHAT PROGRESS WAS ACHIEVED?

Interventions allowed to create a national, regional and district cadre of 120 trainers on Safe Schools and to identify and mobilize school-level champions for safe schools. Cadres and champions have been supporting the rolling-out of safe schools activities in 2,172 primary schools and junior high school since 2018. Overall, 9,000 teachers and over 4,000 students across 20 districts – girls and boys who were equipped to promote Safe Schools - are engaged in making school environments violence-free, also providing life skills training to 87,752 students to support the safe school initiative. Over 50 stakeholder organizations, including teacher education unions, are mobilized in Ghana to support the Safe Schools initiative, which allowed to sensitize 32,730 key community-level stakeholders. The programme oriented 650 key education decision-makers and administrators within 260 districts across the country and established reporting mechanisms across 825 schools within 20 districts as a pilot for scale-up. A total of 1,200 administrators learnt about the provisions of the education sector response to adolescent pregnancy. The GES has banned the use of corporal punishment in school.

NEXT STEPS

UNICEF will continue supporting the Safe Schools initiative. The GES recently requested UNICEF to support the development of a Safe Schools Policy to support nationwide implementation of the initiative. A Student code of conduct, a policy for pre-tertiary education and a digital literacy package for use in pre-tertiary are being developed, together with a Digital Literacy Package, to enhance the digital skills of students and enable them to use the internet safely and responsibly.



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INDONESIA

Roots Indonesia student-led bullying prevention

ISSUE – WHY THE INTERVENTION?

Three out of 4 children and adolescents who have experienced at least one type of violence in Indonesia report that the perpetrators were their friends or peers. Overall, 41 per cent of students aged 15 years have experienced bullying at least a few times a month (PISA, 2018).¹²⁴ Humiliating language, physical fights and harassment from other students are the most common factors students mention when characterizing their schools as unsafe.

ACTION – WHAT IS THE INTERVENTION?

Roots Indonesia, a school-based bullying prevention programme, was introduced in South Sulawesi Province in 2017, to create child friendly, safe and supportive learning environments. Adapted from the North American

programme Roots, this initiative intends to improve peer relationships and reduce bullying and violence incidents among junior high school students in targeted schools. The programme aims to: first, establish more positive school climate through the participatory development of an anti-bullying policy; second, change social norms regarding bullying that it is unacceptable behaviour; third, increase awareness and understanding of teachers of how bullying affects their students and deal with the incidents through positive discipline.

Roots, trains 30-40 students in each school as change agents, teaching them to identify problems and to initiate school anti-bullying activities. Agents of change are identified in a way which guarantees that their combined activities involve the entire student community (based on the social network theory). The activities culminate in a school-wide declaration against bullying. Student-led anti bullying activities in school are implemented in collaboration with civil-society.

The innovative approach of Roots Indonesia is based on various elements, including:

- **Social network theory** – used to identify the student agents of change. These are highly connected, with the potential to influence the behaviour of a large number of peers.
- **Participatory action research (PAR) methodology** – the change agents participate in regular afterschool sessions to identify problems in their schools and solutions.
- **Child participation** – Students participate in every programme stage, including design, implementation, monitoring and evaluation. The Agents of Change are supported by young facilitators from local children’s organizations.

- **Whole-school anti-bullying agreement** – students create school anti-bullying agreement/policy with school staff input and implement it.
- **Creative communication** – Students use visual and art (posters and dramas) to communicate the school anti-bullying agreement/policy to other students and teachers.

WHAT PROGRESS WAS ACHIEVED?

UNICEF supported the piloting of Roots in South Sulawesi and Central Java provinces and supported provinces and the national government to [evaluate the programme](#) and to develop scale-up plans based on results. More than 10,000 students were reached in 2018 and 4,421 in 2019, through government-led replication of the bullying prevention model designed and piloted in 2017.

The Ministry of Women’s Empowerment and Child Protection adapted a model like Roots Indonesia in 7 additional provinces, training 280 students as agents of change in 2019.

NEXT STEPS

ROOTS was adapted and is being scaled-up and combined with a programme with a teacher training component, to strengthen teachers’ knowledge and self-efficacy on positive discipline based on work developed and piloted with UNICEF support. For further information please refer to Indonesia positive discipline country summary.



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LESSONS LEARNT

Building strong relationships with school staff and engaging school staff and school principals from the initial phase of the programme is crucial for success. It is critical to build school staff capacity on social network theory and peer nomination for the selection of the agents of change, as this is not a commonly used method for selecting students to lead activities in schools.



JORDAN

Ma'An student online survey

ISSUE – WHY THE INTERVENTION?

UNICEF and the MoE launched Ma'An “Together” programme in 2009 to reduce violence against children in all MoE schools, in response to the high percentage of violence reported by children in a UNICEF-supported national study in 2007.¹²⁵ Monthly surveys were conducted manually to assess the violence situation in schools¹²⁶ and assess the impact of Ma'An programme activities in reducing violence rates in schools.¹²⁷ Challenges associated with the time-consuming process of calculating sample size and results and concerns over neutrality and transparency, made it necessary to move to a digitalized platform, launched in 2012 and then upgraded in 2019 to expand measurements of more types of violence and include settings other than school.¹²⁸

ACTION – WHAT IS THE INTERVENTION?

The monthly online survey system is a child and user-friendly digital platform hosted by the MoE to monitor verbal, physical, sexual violence, bullying and school vandalism incidents in schools, homes, communities and online as well as student perception on violence. Funded by DFID, and in coordination with MoE, UNRWA, the Military Education Directorate and UNICEF, the survey tool and software were developed in between 2018 and 2019. The aim was to improve the user-friendliness and layout of the system and the reporting process, ensure a dynamic reporting mechanism, enhance the system data integrity, and review the methods of sampling and calculation used for generating reports and aggregating data. A technical committee consisting of MoE school counsellors, heads of counselling and guidance units, members of the counselling and guidance department in the ministry and UNICEF was formed to oversee and endorse the development of the monthly online survey system.

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Overall, 70 per cent of students in all MoE schools including camps, host, UNRWA and military schools are targeted to use the online survey system every month to report on violence incidents they have experienced.¹²⁹ Two survey tools were designed to accommodate the capacity of two age groups (4th-6th grades and 7th to 11th grades). An Audio option is available for those who are academically challenged or have learning difficulties, allowing the survey questions and answer options to be narrated.

Information on violence against children is available and segregated by different indicators based on types of violence, settings of violence, school location, MoE directorates, governorates, student gender, and school levels. Schools respond to results of the monthly online survey by engaging students, teachers, counsellors, principals and safe school environment councils at school level in the implementation of different prevention and responsive activities under the Ma'An programme. Response to the results of the monthly online survey is monitored by MoE counselling and guidance units at directorate and ministry level as they receive notifications automatically by the system on high/increasing rates of violence and response plans. Different tools and activities used by counsellors are available on the system. The system is used to monitor violence on a monthly basis and generate reports by semester and by scholastic year, to monitor Ma'An Programme interventions.¹³⁰

WHAT PROGRESS WAS ACHIEVED?

As every child has the right to be heard, the monthly online survey as a complaint mechanism gives children a voice and allows them to convey their protection concerns and needs. The survey also serves as a strong monitoring tool for the MoE to monitor prevalence and type of violence that children may be experiencing and enables the MoE to provide effective and adequate solutions to ensure safe school environment for all children in Jordan.

The percentage of children who experience verbal or physical violence according to the survey has shown a steady and considerable decrease from 44.8 per cent (verbal) in 2009 to 15 per cent in the academic year 2018-2019 and from 40.3 per cent (physical) to 8 per cent for the same period.

The monthly online survey system was upgraded and endorsed by the MoE in 2019. It was operationalized in 2020. The upgraded version was tested in the field and amendments were made in response to feedback from the field.¹³¹ MoE school computer lab technicians, counsellors, and heads of counselling and guidance units were trained in 2019 on the implementation of the monthly online survey system.

Due to the constraints of school closure in March 2020, students have not been utilizing it to report on violence incidents in 2020 scholastic year.

NEXT STEPS

UNICEF will continue its support to the MoE to ensure the roll out of the survey in all MoE schools in host communities and Syrian refugee camps.



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JORDAN, NEPAL, PAKISTAN, SOUTH SUDAN, UGANDA

Tracking country progress on violence in school:
the Safe to Learn country diagnostics

ISSUE – WHY THE INTERVENTION?

Worldwide, millions of children are affected by violence in and around schools. With the aim to end violence in and through schools and based on the understanding that this requires coordinated efforts at multiple

levels, the Safe to Learn partnership calls on governments and education authorities to adopt a [Call to Action](#), which sets out in high-level terms what needs to happen to create safe learning environments through five points: implement laws and policy; strengthen school level prevention and response; shift social norms and behaviour change; invest resources effectively and generate and use evidence.

ACTION – WHAT IS THE INTERVENTION?

In 2019 and 2020, UNICEF, with support from the UK FCDO, led the development with Safe to Learn partners of a technical package, which includes a [Programmatic Framework and Benchmarking Tool](#) and a [Diagnostic Tool](#). The aim of these tools is to provide guidance to countries and partners in translating the Call to Action into practical actions. The Diagnostic Tool aims to support partners and governments to measure the quality of national efforts to prevent and respond to violence in and around schools against pre-defined benchmarks and to inform country-level collective dialogue with national counterparts and amongst Safe to Learn partners.

The benchmarks, which are aligned with the Safe to Learn Call to Action, were developed based on the international child rights frameworks, United Nations tools and minimum standards, and good practices from the field of child safeguarding. Each benchmark in the diagnostic is assessed by checkpoints at national, subnational/district and school level.

The methodology to undertake a country diagnostic exercise, consists of two steps: the first step, focuses on national level laws, policies, systems and processes and is based on a desk review of legal framework and policy environment along with interviews with MoE officials. The second step consists of a field study, involving a selection of relevant subnational units, representative districts and schools. The diagnostic tool comprises a [complete set of methodological resources](#) to support these stages of work, including interview guides with the MoE, district officer,

head teacher, and students.¹³² As the administrative structures vary from country to country, the tool needs to be adapted to reflect accountabilities at various levels of the system at subnational level: e.g., States, provinces, municipalities, districts.

WHAT PROGRESS WAS ACHIEVED?

From November 2019 to March 2020, UNICEF, with support from the UK Foreign, Commonwealth and Development Office and The World Bank, led the implementation of Safe to Learn country diagnostics in four countries - Nepal, Pakistan, South Sudan and Uganda. The four diagnostic exercises, which were technically supported by Cambridge Education under contract with UNICEF, aimed to: 1. Evaluate the extent to which governments were meeting the requirements set out by the STL benchmarks/checkpoints 2. Identify best practices, gaps and priority actions with governments in order to meet the STL benchmarks/checkpoints 3. Establish a baseline that will then demonstrate focal country progress between 2019 and 2024. Country findings were presented to stakeholders for feedback at national round tables or regional events and summarized in national reports.

The diagnostic exercises identified examples of good practice in all four countries, across all five points of the Call to Action, as well as gaps in good practice. These were summarized in a [Synthesis Report](#) and shorter [summary](#) together with some more general observations, including:

- Strategies to prevent violence in and around schools should be explicitly included in the education sector plan and accompanied by key indicators, action plans and budgets and should be resourced.

- Support for coordination, monitoring and evaluation of violence prevention initiatives should be included in all education sector plans.
- National policies, plans and guidelines on preventing violence in schools should be strongly disseminated at sub-national and school level, accompanied by measures for enforcement at these levels.
- There is a need to ensure the MoE is included in the national child protection policy framework and participates in the multi-sectoral child protection coordination mechanism.
- There is a need for increased focus on shifting social norms to end violence against children in schools, including through greater use of existing platforms (for example: student curriculum, teacher training).

NEXT STEPS

Developed before the COVID-19 pandemic, the country diagnostic can be crucial to ensure schools provide the safe and supportive space that children need, wherever education is provided; and to support governments to re-build better education systems.



For further information¹³³

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MALAWI

IMPower-School-based self-defence classes for girls and boys

ISSUE – WHY THE INTERVENTION?

Girl students in Malawi are particularly vulnerable to sexual harassment and abuse by their male peers, according to the report of an assessment conducted in 2014 on the capacity of the Ministry of Education, Science and Technology to identify, prevent, and respond to violence, abuse, exploitation and neglect. The same report also points to the weak capacity of teachers to identify violence and sexual harassment and student reluctance to report peer violence.¹³⁴

ACTION – WHAT IS THE INTERVENTION?

IMPower is one of the many core elements of Malawi's Safe Schools Programme (SSP), implemented in 169 schools across three of the 28 districts in Malawi and supported by UNICEF and partners as part of the Joint Programme 'Improving Access and Quality of Education for Girls in Malawi'. The SSP, which commenced in 2014, aims to prevent and respond to violence against children at school, on the way to school and at home. The programme has an integrated approach centred on schools and also creates school-based mechanisms and linkages extending into the community. The SSP life cycle approach is reflected into its three main components: one for young children (0–5 years), one for school-aged children (6–18 years), and one for early adolescents (10–14 years). The programme comprises of various core elements, implemented in schools and communities with government counterparts and civil society organizations - Action Aid Malawi and Ujamaa.¹³⁵

IMPower, implemented by UNICEF partner Ujamaa, trains and empowers girls and boys after school hours and in separate groups. Girls acquire self-defence skills, they are taught physical and verbal techniques to avoid and escape from dangerous situations and learn about empowerment, speaking out and reporting violence and abuse. Boys discuss and learn about gender awareness, respect for girls and women, positive models of masculinity, and life skills, such as how to intervene or de-escalate risky situations.

Girls and boys are trained by volunteer instructors, including older girls and boys from their community. Instructors attend a training of trainers for one month where they learn about self-defence for children in the schools, as well as skills and knowledge on trauma sensitivity, data collection and research methods to assess the project impact. The training of trainers is based on a standard curriculum which also values local knowledge, for example, by collaborating with groups of mothers.

IMPower follows an action research approach and is informed by evidence from East and Southern Africa, in particular from Kenya where a previous programme implemented in informal settlements of urban communities in Nairobi, and evaluated through a quasi-experimental and randomised control trial, was shown to significantly reduce sexual violence in schools and help decrease pregnancy-related school drop-out.¹³⁶

WHAT PROGRESS WAS ACHIEVED?

More than 11,000 girls and boys have been trained through IMPower in Malawi in 2018.¹³⁷ A cluster-randomized controlled trial commissioned on the programme by the Government of Malawi, UNICEF and Ujamaa

in 2017 to the Johns Hopkins University, found that there has been a significant reduction in forced sex both in primary and secondary schools in all intervention districts and a significant increase in knowledge of self-defence among participants in the intervention group. Sexual violence disclosure among those who experienced violence has increased in both intervention and control arms. The evaluation found that the effectiveness of this intervention persists across diverse districts in Malawi and highlighted that these results are similar to the findings from the Kenya intervention.¹³⁸ The 2018 evaluation of the Malawi Child Protection Strategy (2012–2018) also highlighted the IMPower self-defence programme as an example of good practice.

NEXT STEPS

Considering the positive results demonstrated, the programme will continue to reach out to girls and boys at an early age, offering gender awareness and life skills trainings. A focus will also be on strengthening reporting, referral mechanisms and teachers and other stakeholders capacity in handling complaints.



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PHILIPPINES

Adapting interventions to protect children from violence in school during the Covid-19 pandemic

ISSUE – WHY THE INTERVENTION?

The Philippines is, with Indonesia, the country most affected by COVID-19 in the East Asia and Pacific Region (as of December 2020).¹³⁹ As part of the pandemic containment measures, schools were completely closed in early 2020 and reopened at the beginning of October, providing learning in various modalities, including distance learning through modular learning, online learning, and TV/radio-based instruction, blended learning, and homeschooling.¹⁴⁰

During the strict lockdown experienced in the country, particularly from March to May 2020, there was a substantial increase in reports of child sexual abuse materials being accessed online compared to the same period in the preceding year.¹⁴¹

ACTION – WHAT IS THE INTERVENTION?

UNICEF Philippines has been adapting its intervention strategy to protect children from violence during the Covid-19 pandemic, irrespective of the educational setting of how they are learning. Child Protection, Education and Health sections, have worked closely with the Department of Education (DepEd) and other counterparts, adapting working modalities and approaches in the areas of policy formulation, advocacy and capacity building related with violence against children.

Capacity building on child protection, child rights and positive discipline for teachers, school staff and students, as well as advocacy migrated to digital platforms. Large events such as the 2nd National Summit on Child Rights¹⁴², the Department of Education's child rights webinar series and storytelling (for children) were hosted online. A cornerstone of UNICEF's intervention is the support to the Department of Education (DepEd) for drafting, in preparation

for the 5 October return to school, the Supplemental Policy to the existing national school Child Protection policy, to respond to the increased online risks to children during online learning. The Supplemental Policy was drafted in consultation with governmental institutions, civil society organizations, parents, and student representatives from all regions of the Philippines. The Department of Education has also been working to adjust its reporting and referral system to reflect and respond to the new challenges linked with COVID-19.

The Policy highlights the roles and responsibilities of various sectors and stakeholders in the context of the 'Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency'. It provides guidelines to recognize, report and respond to child abuse and exploitation in the different contexts in which education takes place, including at home and online, with reporting and referral procedures and case management guidelines to address both peer abuse and violence perpetrated by adults.

WHAT PROGRESS WAS ACHIEVED?

The Supplemental Policy is currently being finalized by the DoE.

NEXT STEPS

UNICEF will support the DepEd in the review of the mother Child Protection Policy and the implementation of the Supplemental Policy and of its Strategic Implementation Plan. It will continue to support the implementation of the Philippine Plan of Action to End Violence Against Children and strengthen the use of public finance for children strategies towards adequate investments for child protection.



For further information

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UNITED ARAB EMIRATES

Adapting and adopting the MENA COVID-19 Return to School Teacher Preparedness Training Package

ISSUE – WHY THE INTERVENTION?

During the COVID-19 pandemic, the United Arab Emirates (UAE) closed its schools in early March 2020 with the intention of maintaining fully remote learning until the end of the academic year. Children under the age of 12 were not allowed out of the home at all, while others were subject to a curfew from 10pm to 6am. The new academic year began on August 30, 2020, with 50 per cent of students in school and the remaining 50 per cent online, based on parent choice.

ACTION – WHAT IS THE INTERVENTION?

The MoE of the UAE was the first Ministry in the Middle East and North Africa (MENA) to adapt and adopt [Ready to Come Back, a Teacher Preparedness Training Package \(TPTP\)](#) prepared by UNICEF Regional Office for the Middle East and North Africa (MENARO) to support countries helping teachers to prepare for the return to school after school closure due to COVID-19 containment measures. ¹⁴³

The TPTP is a three-module self-guided teaching package addressing Safe School Operation (precautions and safety measures), Back to Learning (identifying and addressing missed and regressed learning), and Well-being and Protection in the classroom. The modules, available in English, Arabic, and French, were designed in work-book style with male and female avatars guiding teachers on how to adjust to new policies upon returning to school amid the COVID-19 pandemic. It can be adapted to their context and can be completed at the teachers' own pace. It includes quizzes and a self-evaluation and planning tool to help

teachers reflect on what they learned and what they still need to learn, encouraging further learning.

The second module, a collaboration between Education and Child Protection sectors, is based on a Psychological First Aid approach (Look, Listen, Link) and explores the relationship between well-being, teaching, and learning. It discusses violence against children both in and out of the classroom and how to identify a child in distress, intervene, and refer. Understanding the basics of psychosocial first aid (PFA) can assist teachers – as front-line workers – in how to identify and provide support to children who are struggling with newly established behavioural norms and the new classroom environment. Basic PFA can also help teachers identify, support, and refer children who have possibly experienced violence (emotional, physical, or sexual) or who have witnessed abuse while in lockdown. Finally, basic PFA can assist teachers in managing their own stress and learning how to work with other adults including parents, who may be having difficulty coping.

The introduction of the well-being and protection materials to UAE teachers and affiliated staff was part of an ongoing process to address violence against children, well underway before the COVID pandemic.¹⁴⁴ A Child Protection Policy for all educational institutions (K-12, both public and private) was developed by an Inter-Ministerial committee and is pending approval.¹⁴⁵ An anti-bullying program introduced in 2016-17 has now been mainstreamed to all public schools. All public schools have assigned social workers, at two levels: a social worker handles promotive and preventative work and manages 'low-risk' issues, while 'high-risk' issues are referred to a Child Protection Specialist (CPS) who has the legal authority to visit

homes and remove a child from imminent danger. Since September 2019 UNICEF Gulf Area Office (GAO) has been supporting the training of the CPS by a multidisciplinary team and their coaching and daily guidance through a reference group.¹⁴⁶ In 2020, UAE introduced case management procedures for social workers affiliated with schools and is now harmonizing those procedures with the health sector, which also has child protection unit and social workers.¹⁴⁷ During COVID-19, UNICEF worked very closely with social workers to reach out/ monitor children online and raise awareness of parents.

WHAT PROGRESS WAS ACHIEVED?

As of December 2020, approximately 2,080 teachers, nurses, and social welfare officers have been introduced to the Teacher Preparedness Training Package and the package (in both English and Arabic) has been made available on the MoE training platform. As part of its work to strengthen mental health within school health (standardize a screening tool, setting referral pathways), the MoE in partnership with UNICEF is currently developing another activity-based kit on managing stress and anger, resisting negative pressure, and strengthen resilience among adolescents using World Health Organization materials.



For further information

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ANNEXES

ANNEX 1. People interviewed, meetings held¹⁴⁸

COUNTRY	NAME	TITLE
Bhutan	Deki Dema	Child Protection Officer
Brazil	Ana Carolina Fonseca	Programme Officer, Education and Child Protection
	Rosana Vega	Child Protection Chief
	Italo Dutra	Education Chief
Cambodia	Miho Yoshikawa	Child Protection Specialist, Scale, Innovation and INSPIRE
Congo (The)	Cynthia Acka-Douabele	Chef, Child Protection, Education and ADAP
Gabon	Regine Bilogho	Adolescent and HIV/AIDS Specialist
	Michel Ikamba	Child Protection Specialist
Georgia	Milena Harizanova	Child Protection Chief
	Maya Kuparadze	Education Officer
	Keteven Melikadze	Social Policy and Economic Specialist
	Nona Tsikhelashvili	VAC Prevention and Response Consultant
Ghana	Muhammad Rafiq Khan	Child Protection Chief
	Joyce Odame	Child Protection Officer, Focal point VAC in School
	Christopher Nkrumah	Education Officer
Jamaica	Rebecca Tortello	Education Specialist
Jordan	Suzan Kasht	Child Protection Specialist

COUNTRY	NAME	TITLE
Kazakhstan	Tatiana Aderkhina	Child Protection Officer
	Aislu Bekmussa	Child Protection Officer
	Aigul Kadirova	Youth and Adolescent Development Officer
Lebanon	Nisrine Tawily Najjar	Child Protection Specialist
	Johanna Eriksson	Chief Child Protection
	Roula Abi Saar	Child Protection Officer
	Lisa Deters	Chief Education
Republic of Moldova	Traian Turcanu	Child Protection Specialist
	Gheorghe Trofin	Child Protection Officer
Nepal	Purushottam Acharya	Education Specialist
	Upama Malla	Child Protection Officer
Philippines (The)	Maria Margarita P. Ardivilla	Child Protection Specialist
Senegal	Laetitia Bazzi	Child Protection Chief
	Matthias Lansard	Education Chief
State of Palestine	Panji Catherine Chamdimba	Education for Development
	Basima Ahed Ahmad	Education Specialist

COUNTRY	NAME	TITLE
Uganda	Nabendra Dahal	Education Chief
	Birgithe Lund-Henriksen	Child Protection Chief
	Irene Naiga	Education Specialist
Ukraine	Naira Avetisyan	Child Protection Chief
	Sara Yasan	Education Specialist
	Bohdan Yarema	Education Officer
Viet Nam	Nguyen Ngoc Anh	Child Protection Specialist
UNICEF MENARO	Carlos Javier Aguilar	Child Protection Regional Advisor
	Stephanie Shanler	Child Protection Specialist

COUNTRY	NAME	TITLE
UNICEF NYHQ	Stephen Blight	Senior Advisor, Child Protection
	Wongani Grace Taulo	Senior Advisor, Education
	Clarice da Silva e Paula	Child Protection Specialist
	Siobhan Devine	Communication Specialist
	Emma Ferguson	Advocacy Specialist
	Anna Burlyaeva	Disabilities Specialist
	Charlotte Lapsansky	Communication for Development Specialist
	Marzia Pafumi	Communication for Development Consultant

ANNEX 2. List of contributors and reviewers, by country

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Congo (The)	Cinthia Acka-Douabele	Chef, Child Protection, Education and ADAP

COUNTRY	NAME	TITLE
Gabon	Regine Bilogho	Adolescent and HIV/AIDS Specialist
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	Keteven Melikadze	Social Policy and Economic Specialist
	Nona Tsikhelashvili	VAC Prevention and Response Consultant
Ghana	Muhammad Rafiq Khan	Child Protection Chief
	Joyce Odame	Child Protection Officer, Focal point VAC in School
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COUNTRY	NAME	TITLE
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	Hernan Torres	Education Officer
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	Soledad Herrero	Child Protection Chief
Indonesia	Milen Kidane	Child Protection Chief
	Astrid Gonzaga Dionisio	Child Protection Specialist
	Derry Ulum	Child Protection Officer
Jamaica	Rebecca Tortello	Education Specialist
Jordan	Suzan Kasht	Child Protection Specialist
Kazakhstan	Tatiana Aderkhina	Child Protection Officer
	Aislu Bekmussa	Child Protection Officer
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	Roula Abi Saar	Child Protection Officer
	Lisa Deters	Chief Education
Malawi	Kristina Wesslund	Chief Child Protection
Republic of Moldova	Traian Turcanu	Child Protection Specialist
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	Upama Malla	Child Protection Officer

COUNTRY	NAME	TITLE
Philippines (The)	Maria Margarita P. Ardivilla	Child Protection Specialist
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ANNEX 3: Other key informants and reviewers

UNICEF Child Protection Chiefs and UNICEF Education Chiefs in participating countries; Regional Child Protection Advisors and Regional Education Advisors at UNICEF EAPRO, ECARO, ESARO, LACRO, MENARO, ROSA, WCARO and UNICEF Regional Education and Child Protection Specialists.

ENDNOTES

- 1 UNICEF Gulf Area Office (UNICEF GAO) provides programmatic support to Saudi Arabia, the United Arab Emirates, Bahrain, Kuwait and Qatar.
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 - 7 Between 2013 and 2017, over 70 articles were generated in the international and national press; over 40 countries have adapted the campaign to their specific context and involved influencers to spread the message and engage youth; over 100 UNICEF regional and country offices and National Committees have posted videos or multilingual content related to the #ENDviolence campaign on local social media channels.
 - 8 These include: United Nations Children's Fund, *Hidden in Plain Sight: A statistical analysis of violence against children*, UNICEF, New York, 2014; United Nations Children's Fund, *Ending Violence against Children: Six strategies for action*, UNICEF, New York, 2014; United Nations Children's Fund, *A Familiar Face: Violence in the lives of children and adolescents*, UNICEF, New York, 2017.
 - 9 These countries include Cambodia, El Salvador, Georgia, Ghana, Honduras, Jamaica, Jordan, Lebanon, Mexico, Moldova, Nepal, Sierra Leone, South Africa, South Sudan, Uganda.
 - 10 The Safe to Learn coalition includes: the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), the Foreign, Commonwealth & Development Office of the United Kingdom (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 Organization, 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. As of March 2021, 15 countries have endorsed the Call to Action: Cambodia, El Salvador, Georgia, Ghana, Honduras, Jamaica, Jordan, Lebanon, Mexico, Moldova, Nepal, Sierra Leone, South Africa, South Sudan, Uganda.
 - 11 Including United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), the UK Department for International Development (DFID), 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 Organization, 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.
 - 12 A fifth country, Jordan, has also undertaken a country diagnostic which had some delays due to Covid-19. At the time of writing this report Jordan is finalizing its country diagnostic report, which will be available in 2021.
 - 13 At global level, these include: Safe to Learn, [Supporting schools to provide a safe online learning experience](#), STL, 2020; Safe to Learn, [Safe to Learn during COVID-19: Recommendations to prevent and respond to violence against children in all learning environments](#), STL, 2020; Safe to Learn, [Reopening Schools Safely: Recommendations for building back better to end violence against children in and through schools](#), STL, 2020.
- UNICEF Regional Offices have developed key tools to support the safety of children during school closures, including: the UNICEF EAPRO COVID-19 Package on Integration of Child Protection in Return to School, comprising an [Advocacy brief](#), [Messages for children and adolescents](#), [Tips for teachers and school management](#) and a [Template for Child Protection Referral Pathway Between Schools and Child Protection Authorities and Other Services](#) ; a [Teacher's Preparedness Training Pack](#) produced by UNICEF MENARO, which includes a module on well-being and protection.
- 14 Sood, Suruchi, et al., *Social and Behaviour Change to Address Violence Against Children. Technical Guidance: Schools Edition*, UNICEF, New York, 2020; United Nations Children's Fund, *Social and Behaviour Change Strategies for Addressing Violence Against Children in and Around Schools: Case studies and Lessons Learned*, UNICEF, New York, 2020.
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- 22 In addition to the positive discipline training, the Action Plan includes many actions to roll out the Child Protection in Schools Policy, such as: developing or strengthening child protection and child safeguarding procedures at school level; establishing or strengthening school-level reporting mechanisms and referral pathways between schools and other child protection service providers; integration of positive discipline into an online training to reach more school staff through the MoEYS online platform, through a blended learning approach; provision of mentoring and coaching support for trained teachers through school-to-school and district-to-district partnerships; integration of Mental Health and Psychosocial Support (MHPSS) as well as child online protection to the online training; incorporating positive discipline into the pre-service training for school staff at both primary and lower secondary levels; development of positive discipline training for state and community preschools; introduction of the positive parenting programme for parents and caregivers alongside the teacher training on positive discipline to optimize impacts; engagement of school support committees and commune councils for women and children in positive discipline/positive parenting training; longitudinal study to assess longer-term impacts of the teacher training on positive discipline; incorporating data on violence against children into the education management information system.
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- 30 The Safe Schools Declaration is an inter-governmental political commitment for the protection of students, teachers and schools during armed conflict, to support the continuation of education during armed conflict and to put in place concrete measures to deter the military use of schools. For more information, see [SSD document](#) and the website of the [Global Coalition to protect Education from Attack](#).
- 31 Source: <www.unicef.org/kazakhstan/en/ending-violence-against-children> accessed 21 January 2021.
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- 35 Ministère de l'Éducation Nationale Chargé de la Formation Civique and UNICEF, [État des lieux de la violence en milieu scolaire et analyse de la réponse du système éducatif au Gabon](#), UNICEF, 2019.
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- 38 Ministère de l'Éducation Nationale Chargé de la Formation Civique, Direction Générale de l'Enseignement Scolaire et Normal, UNICEF. [Stratégie national de renforcement de la réponse aux violences en milieu scolaire au Gabon](#), November 2019.
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- 41 Renforcement de l'appui à la protection des enfants dans l'éducation au Sénégal.
- 42 CAVE/Cellule d'Alerte, de Veille et d'Écoute- Alert, Watch and Listening Cell.
- 43 Ministry of Education Decree n°026967, 24 November 2020.
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- 56 United Nations Children's Fund, WASH Baseline Survey in Monastic Schools and Nunneries in Bhutan, UNICEF, 2019.
- 57 These focal points will take on the responsibility of identifying, receiving and reporting possible child protection matters in their institutions to the childcare and protection office (this office does case management for the central monastic body).
- 58 Over 1,280 child monks out of a total of 5,496 and all 235 child nuns from 60 monastic institutions and 28 nunneries, in 2018 and 2019.
- 59 Source: interview with Deki Dema, Child Protection Officer, UNICEF Bhutan.
- 60 National Commission for Protection of Child Rights.
- 61 Source: UNICEF India. Cases observed under the Protection of Children from Sexual Offences (POCSO) Act, 2012: 25.3% in 2017, 34.7% in 2018; and 35.3% in 2019.
- 62 National Crime Records Bureau.
- 63 UNICEF The World Bank, Cambridge Education (2020). Safe to Learn Nepal diagnostic exercise – Final Report, Safe to Learn.
- 64 Source: < www.unicef.org/nepal > accessed 30 April 2020, mentioning data from the 'Global School Based Student Health Survey Nepal, 2015. Kathmandu, Nepal: Nepal Health Research Council, 2017'. Indicators used: Number of students aged 13-15 years who reported being bullied on one or more days during the 30 days before the survey and number of students aged 13-15 years who reported having been involved in a physical fight at least once during the 12 months before the survey.
- 65 The Act Relating to Children (2018), prohibits violence against children in all settings, including in schools and specifies that "physical or mental punishment or undignified behaviour at home, school or any other place in the name of protection, education or discipline shall be regarded as 'violence against children. Source: < www.unicef.org/nepal/> accessed 30 April 2020).
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- 77 UNICEF State of Palestine (SoP) COAR 2018.
- 78 6,856 children (40% girls). Source: UNICEF SoP COAR 2019.
- 79 UNICEF SoP COAR 2019.
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- 82 Ibidem, p.38. Among 18-24-year-olds, 23.1% of female students missed school due to sexual violence in childhood, and 18.2 % of female and 16.7 % of male students missed school due to physical violence in childhood.
- 83 University Observatory of National and Regional Education (Observatorio Universitario de la Educación Nacional Y Regional). Source: UNICEF Honduras COAR 2018.
- 84 University Observatory of National and Regional Education (Observatorio Universitario de la Educación Nacional Y Regional). Source: UNICEF Honduras COAR 2018.

- 85 CINDE (International Centre for Education and Human Development) is an International Foundation based in Bogotá.
- 86 LEIMOTIV, Informe-país Honduras: Evaluación de intervenciones de UNICEF en materia de prevención de la violencia contra la infancia en escuelas y comunidades (2017-2018) (Reduciendo la Violencia contra la Infancia"-Evaluación multi-país de las intervenciones de UNICEF en la región de América Latina y el Caribe), UNICEF, 2019.
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- 94 UNICEF Viet Nam, Child Protection Thematic Report 2019.
- 95 The Plan includes among its five main objectives 'for all educational management agencies and educational institutions to organize communication to raise awareness, capacity, professional ethics and responsibilities of all managing staff, teachers, staff members and learners regarding school violence and child sexual abuse prevention; promptly implement supportive measures and interventions upon discovering a case of learners suffering from school violence and sexual abuse'.
- 96 Resolution no.: 121/2020/QH14 'Resolution on continuing to strengthen the effectiveness and efficiency in implementing the policies and laws on child abuse prevention and control'.
- 97 These programmes are awaiting approvals.
- 98 Source: brochure United Nations Children's Fund. Study on gender-based and online violence in schools, UNICEF, Republic of Congo, 2020.
- 99 The study includes the following acts and events as manifestations of economic violence: imposition of notes in exchange for money; coerce/force to buy course notes or any other document or educational equipment; forced payment to access classrooms, tutorials and classrooms practical work; forced payment in exchange of the establishment of school transcripts.
- 100 United Nations Children's Fund, Bullying among adolescents from the Republic of Moldova, UNICEF, 2019.
- 101 Source: UNICEF Moldova Country Office Annual Report 2018.
- 102 UNICEF Ukraine Country Office Annual Report 2018.
- 103 Source: < www.unicef.org/ukraine/en/unicef-and-eu-empower-youth-conflict-affected-ukraine >.
- 104 UNICEF also worked on the prevention of bullying and cyber-bullying, violence prevention through positive parenting, awareness-raising and capacity building of children, youth, caregivers and professionals on GBV and VAC, and supported the provision of psychosocial support and consultations through mobile teams and child helpline.
- 105 Centre for Sustainable Peace and Democratic Development and United Nations Children's Fund, *Peer mediation and conflict resolution programme in Ukraine. Impact Assessment of the Life Skills programme: The report on the mediation programme in schools*, SeeD and UNICEF, undated.
- 106 The school component was just one of the several components of a wider programme, which aims to mitigate the impact of the conflict on young people and adolescents in conflict-torn eastern Ukraine by supporting interventions in the following areas: 1. strengthening community capacities and referral systems to support youth resilience; 2. empowering to solve conflicts in school settings; 3. building sustainable civic engagement of youth and adolescents; 4. empowerment of young leaders. For further information : < www.unicef.org/ukraine/en/unicef-and-eu-empower-youth-conflict-affected-ukraine >.
- 107 Source: < www.unicef.org/ukraine/en/unicef-and-eu-empower-youth-conflict-affected-ukraine > , accessed 20 January 2021.
- 108 Pesquisa Nacional de Saúde do Escolar (PeNSE)/IBGE, 2015.
- 109 *Fogo Cruzado, relatório anual 2019*.
- 110 Source: interview with UNICEF Brazil, 23 November 2020.
- 111 United Nations Children's Fund, *A educação que protege da violência*, UNICEF, June 2019.
- 112 Sistema Único de Saúde do Brasil, 2018.
- 113 "Lives Interrupted" – UNICEF, Assembléia Legislativa do Estado do Ceará e Governo do Estado do Ceará, 2017.
- 114 Pesquisa Nacional por Amostra de Domicílio do Instituto Brasileiro de Geografia e Estatística, 2019.
- 115 Ministério da Educação do Brasil / Instituto Nacional, Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, 2018.
- 116 The system facilitates and promotes: 1) the engagement of different public agents in the identification and "alert" of children and adolescents out-of-school, 2) a multisectoral analysis of the causes of school exclusion, 3) identification and implementation of multisectoral solutions for the return and reintegration of children and adolescents to school, 4) the integration of data and evidence and its use for decision making. The technology / platform allows managers to optimize resources (human and financial) by integrating efforts based on the routines already practiced by each area. It also proposes a broad engagement of public opinion for the right of every child and adolescent to an education that protects.
- 117 United Nations Children's Fund, *A educação que protege da violência*, UNICEF, June 2019.

- 118 At that time (2018-2019), the national government supported a focused implementation of the 'Active School Search' in 24 municipalities in the state of Rio de Janeiro with high homicide rates among adolescents.
- 119 Brazil has municipal, state and federal different education systems, with relative autonomy from each other. This results in a wide adhesion of municipalities and states to the strategy, independent of Federal Government engagement.
- 120 Specifically, 34,740 of these since April 1, 2020, during the COVID-19 pandemic. Source: UNICEF Brazil, data collected on November 12, 2020, on the platform of the School Active Search.
- 121 Source: GlobalKidsOnline, [Risks and Opportunities Related to Child Online Practices](#), 2018.
- 122 GES is the 'implementing arm of MoE', which deals with the policy/overarching frameworks.
- 123 GHS is the 'implementing arm of MoH'.
- 124 Source: Nationally representative data on bullying in Indonesian schools from PISA (Programme for International Student Assessment) 2018.
- 125 Elayyan, K, Violence against children study in Jordan. Summary. UNICEF, 2007.
- 126 Verbal and physical violence.
- 127 School-based activities and use of positive disciplinary alternatives.
- 128 Home, community and online.
- 129 In a session facilitated by the Safe school Environment Council (school-based committees that facilitate all MAAAn programme activities), on school computer labs prepared for students to log into the system to complete the survey.
- 130 Monitoring access was granted to different levels at the MoE directorates and headquarter including MoE Secretary General and Minister of Education. Information is presented by numbers, percentages, info graphs and heat maps that easily present data in a traffic light colouring system.
- 131 Amendments were made to the survey tool and system.
- 132 Interview guides include: [Ministry of Education Interview Guide](#), [Student Interview Guide](#), [Teacher Interview Guide](#), [Head Teacher Interview Guide](#), [District Officer Interview Guide](#).
- 133 For further details access the information note prepared by UNICEF and Safe to Learn summarizing key findings from the Synthesis report: [Safe to Learn in Action. How Nepal, Pakistan, South Sudan and Uganda are meeting the challenge of ending violence in schools, Safe to Learn, 2020](#)
- 134 United Nations Children's Fund, Schools at the centre. Protection and education in Malawi. The Safe Schools Programme, UNICEF Malawi, June 16, 2019
- 135 Core programme elements include supporting child protection, school governance and inclusiveness; making information for reporting and assistance easily available at school; a one school-one police officer initiative; a school-based complaints mechanism for learners and teachers (complaints box) and IMPower-School-based self-defence classes for girls and boys. Additionally, the programme strengthens linkages between schools and communities through one-stop centres; Children's Corners; mother groups; Child Protection Case Management and Safe Schools; Police Victim Support Units (PVSU), child justice and mobile justice courts.
- 136 United Nations Children's Fund, Schools at the centre. Protection and education in Malawi. The Safe Schools Programme, UNICEF Malawi, June 16, 2019
- 137 United Nations Children's Fund, Schools at the centre. Protection and education in Malawi. The Safe Schools Programme, UNICEF Malawi, June 16, 2019
- 138 Wood, S., Sexual violence prevention through empowerment self-defence: A cluster-randomized controlled trial with adolescent women in Malawi. PowerPoint presentation to the Sexual Violence Research Initiative Forum, September 20, 2017
- 139 UNICEF EAPRO, COVID-19 and Child Protection: Weekly Bulletin East Asia and the Pacific 07 December to 13 December 2020.
- 140 As per the adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020 2021 in Light of the COVID-19 Public Health Emergency. Source: Supplement to DEPED order no. 40, s. 2012 (DEPED child protection policy) as amended by DEPED order no. 55, s. 2013 (implementing rules and regulations of republic act no. 10627, otherwise known as the anti-bullying act of 2013), in line with DEPED order no. 12, s. 2020 (adoption of the basic education learning continuity plan [be-lcp] for the school year 2020-2021 in light of the covid-19 public health emergency).
- 141 COVID-19 and Child Protection: Weekly Bulletin East Asia and the Pacific 30 November to 06 December 2020.
- 142 November 2020.
- 143 UNICEF MENARO, Ready to Come Back: A Teacher Preparedness Training Package (TPTP), UNICEF, 2020.
- 144 Global Partnership to End Violence against Children, [UAE Country Progress Fact Sheet](#), GP EVAC, 2018.
- 145 Comprising approximately 20 agencies.
- 146 UNICEF Gulf Area Office (UNICEF GAO) is responsible for providing programmatic support to Saudi Arabia, the United Arab Emirates, Bahrain, Kuwait and Qatar.
- 147 Additionally, the UAE joined the Global Partnership's to End Violence against Children in 2018, officially became a Pathfinding country and held an annual anti-bullying week focused on cyberbullying on 15-21 November 2020.
- 148 A meeting was also held on 4.12.2020 with UNICEF Eswatini, Youth and Adolescent Development, Education and Child Protection.

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