



CALL TO ACTION

Violence Free Zone: End School-Related Violence, Prevent HIV/AIDS

September 17, 2007

“Violence perpetuates poverty, illiteracy, and early mortality.... For a long time we only discussed access to education. But now we realize that access to education has to consider the issue of violence as well.... Both countries and civil society can work together to transform attitudes relating to discrimination between boys and girls, corporal punishment, and tradition prejudicial practices.”
—*Paulo Sérgio Pinheiro, UN Independent Expert on Violence Against Children*

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ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
DFID	Department for International Development (UK)
EFA	Education for All
ESP	Education Sector Plan
FTI	Education for All–Fast Track Initiative
HIV	Human Immunodeficiency Virus
MOE	Ministry of Education
NGO	Non-Governmental Organization
PRSP	Poverty Reduction Strategy Paper
PTA	Parent-Teacher Association
SRV	School-Related Violence
SRGBV	School-Related Gender-Based Violence
USAID	United States Agency for International Development

Executive Summary

As national Ministries of Education, with support from the international donor community, begin making partial strides towards the Millennium Development Goals, the significant issue of school-related violence is largely absent from national education plans and from the priorities of donors. Millions of children are sexually or physically assaulted at or on the way to school each year. Although the data on global prevalence of school-related violence are scant, regional- and national-level studies give an indication of just how great the problem is. For example, according to the 2006 UN Secretary General's *World Report on Violence Against Children*, 6% of school girls in Ghana indicated that a teacher has made them trade sex for grades, and in four Cameroonian provinces, 97% of students reported experiencing physical violence as a form of punishment in school. Human Rights Watch reports that, among South African rape survivors who indicated their relationship to their perpetrator, 37.7% were raped by a teacher or principal. These children may be just some of the more than 77 million children worldwide who are out of school, the majority of whom are in Africa. School-related violence (SRV) takes many forms, including corporal punishment, children required to trade sex or labor for grades, peer bullying, rape, harassment of girls due to a lack of separate latrines, and violence against children while in route between home and school.

School-related violence not only undermines efforts to reach gender parity and universal primary education by 2015, but also dramatically increases children's vulnerability to HIV/AIDS. There is strong evidence indicating a direct correlation between sexual violence and a significant increase in vulnerability to HIV/AIDS, especially for young girls. School-related violence is frequently cited as a leading cause of school dropout. Yet, estimates suggest that if all children received and complete a primary education, as many as 700,000 cases of HIV could be prevented each year.

A review of the Educational Sector Plans (ESPs) of ten¹ African countries that are being supported by the Education for All–Fast Track Initiative (FTI) reveals that none outlines a comprehensive intervention package to prevent, counter, and respond to SRV. While a few countries are taking important first steps, they are largely the exception, not the rule. In fact, many of the FTI countries reviewed systemically fail to acknowledge, let alone effectively combat, school-related violence within their education systems.

Based on a series of best practice benchmarks, the ESPs reviewed were scored according to the strength of their efforts to address the problem of SRV. None of the countries received higher than 30 out of a possible 48 points. Final grades were as follows:

Ethiopia: C+	Gambia: C
Ghana: D+	Kenya: C+
Lesotho: B	Liberia: D-
Mozambique: C	Niger: F
Rwanda: C	Sierra Leone : C+

¹ Thirty-two countries are currently supported by FTI. This document reviewed only those Education Sector Plans from African countries that were available in English; where they were complementary to available ESPs, English-language Poverty Reduction Strategy Papers were included in this review. This document does not represent a comprehensive review of all ESPs or of all activities taking place to address SRV; rather, it provides a starting point for a discussion of major gaps in current Education Sector Plans and in the priorities of donor government and multilateral agencies, and outlines opportunities for donors and national governments to fill these gaps with an eye toward increasing school enrollment and completion, which is an important factor in preventing HIV and AIDS.

Additionally, antiviolenace indicators and targets are noticeably absent from FTI assessment and review criterion, meaning that countries seeking FTI eligibility lack incentive to address school-related violence. Moreover, donor agencies, particularly USAID and DFID, while recognizing the issue of school-related violence as a significant obstacle to education and health development objectives, have failed to scale up piloted programs, integrate safe school models into their education programs, or provide significant funding for effective, comprehensive antiviolenace programs. Civil society and national governments have been largely silent on the issue, despite the urgent need to demand action on SRV at the community level.

Despite the systemic failure of national governments, multilateral agencies, and donor governments to effectively integrate comprehensive interventions into the education sector, piloted and small-scale programs have produced measurable and positive results in preventing, countering, and responding to SRV. The best practices gleaned from these programs provide important recommendations and a call to action for actors at all levels, including international institutions, national governments, individual schools, and communities. There is much work to be done, and scaling up will require both systemic institutional commitment to making schools safe by donors and national governments and sufficient funding and capacity building for local actors. Yet, these programs demonstrate that successful models exist to effectively reduce and ultimately eliminate school-related violence. In fact, the Millennium Development Goals, especially those on universal education and halting HIV/AIDS, cannot be reached without ensuring safe learning environments for the world's children. This report is a call to action to all global stakeholders: the time has come to declare schools "violence-free zones"!

Overview

School-related violence is not only widespread, but directly undermines efforts made by Education for All–Fast Track Initiative, developing country partners, and the international community to reach gender parity and universal primary education and halt the spread of HIV/AIDS by 2015. Though SRV effects millions of children around the world each year, comprehensive programs to counter, prevent, and respond to such incidences are largely absent from national education plans and the international community's funding priorities.

The objective of this call to action is to review the extent to which national education plans, the Fast Track Initiative, donor countries, and established international NGOs recognize and comprehensively combat school-related violence.² This brief contains five main sections in addition to two Appendices. The details and consequences of school-related violence are outlined in section 1. Section 2 outlines the major findings and broader trends from the country review process. Section 3 focuses on a discussion of models and programs employed to effectively counter school-related violence, highlighting overall best practices. Section 4 focuses on a review and critique of donor governments and international agencies in relation to their work on school-related violence. Section 5 outlines the recommendations and call to action for going to scale with programs to counter school-related violence. Finally, the Appendices include short discussion of the methodology employed in the reviews as well as an evaluation and report card of each of the ten African FTI countries reviewed.³

² National education plans are viewed as a proxy for national government commitment to school safety, and, by virtue of the Fast Track Initiative's unique role in providing multilateral funding for educational development, of the international community's commitment, as well.

³ This document contains reviews of the ESPs of Ethiopia, Gambia, Ghana, Kenya, Lesotho, Liberia, Mozambique, Niger, Rwanda, and Sierra Leone.

Section 1: Rape, Harassment, and Other Violence in Schools

According to the 2007 Education for All “Monitoring Report,” 77 million primary-school aged children are not enrolled in school, a significant decrease over the past five years.⁴ More girls than boys, however, are being denied an education. The long-term impacts of this gender disparity are broad and significant; for example, two-thirds of the world’s “781 million illiterate adults are women.”⁵ Additionally, as UNICEF notes, education is perhaps the most significant tool for fighting HIV/AIDS, “which is affecting a disproportionate number of women and teenage girls.”⁶ Yet, in a 2004 report, the Global Campaign for Education estimates that if all children received and completed a primary education, as many as 700,000 cases of HIV could be prevented each year.⁷ Clearly, gender disparity in educational attainment is a significant challenge to halting the spread of HIV/AIDS the world over.

While there are a number of reasons that so many children are prevented from enrolling in and completing primary education, an important, often overlooked, factor is school-related violence. Millions of children are at risk of or are experiencing school-related violence. While it is difficult to determine the true impact of the problem, some studies give an idea. For example, one from South Africa indicates that 37.7% of South African rape victims who indicated their relationship to their perpetrator were raped by school personnel.⁸ Such violence not only distracts children from learning while at school, but acts as a powerful incentive to drop out of school completely, undermining critical efforts to achieve the Millennium Development Goals of universal primary education and gender parity in education by 2015. In fact, Human Rights Watch’s 2005 report, “Failing Our Children: Barriers to the Right to Education,” concludes that “widespread violence in the schools, including corporal punishment, sexual violence, and violence and harassment against sexual and other minorities, undermines children’s ability to learn, puts their physical and psychological well-being at risk, and often causes children to drop out.”⁹

As girls’ access and enrollment is increasing in many African countries, recent studies in Africa demonstrate that between 16 and 47 percent of girls in primary or secondary school report sexual abuse or harassment from male teachers or classmates.¹⁰ Some children are faced with circumstances that require them to trade sex or labor for grades. Still others, particularly girls, face an increased vulnerability to violence, including rape, and harassment, due to a lack of separate latrines at school. Peer bullying, often based on gender, is also a frequent and degrading form of violence. Corporal punishment for real and perceived infractions of all sorts is also quite common. Such violence is not just inflicted on children while at school—it frequently occurs while children are in route between their home and school facilities, too. Additionally, psychological trauma, particularly from sexual and gender-based violence, is widely associated with increased risk for HIV/AIDS; this risk arises, for example, from an increased likelihood of drug and alcohol abuse and disproportionately irregular use of condoms among traumatized individuals.¹¹

⁴ Education for All. 2007. “Monitoring Report,” at 1. <http://unesdoc.unesco.org/images/0014/001477/147794E.pdf>.

⁵ UNICEF. “Basic Education and Gender Equality.” http://www.unicef.org/girlseducation/index_bigpicture.html.

⁶ Ibid. Women represent 62 per cent of the 15-24 year-olds living with HIV and AIDS globally.

⁷ Global Campaign for Education. 2004. “Learning to Serve,” at 2.

http://www.oxfam.org/en/files/pp042204_gcereport_hiv aids.pdf.

⁸ Human Rights Watch. 2001. http://www.hrw.org/reports/2001/safrica/ZA-FINAL-04.htm#P596_98167.

⁹ Human Rights Watch letter to UN Ambassadors. <http://hrw.org/english/docs/2005/09/12/global11722.htm>

¹⁰ World Bank, *Addressing Violence Against Women Within the Education Sector*. Available at

<http://siteresources.worldbank.org/INTGENDER/Resources/Education.pdf>.

¹¹ WHO, *World report on violence and health* (2002), at 164. Available at

http://www.who.int/violence_injury_prevention/violence/world_report/chapters/en/index.html. American Foundation for AIDS Research, *Women, sexual violence and HIV* (2005). Available at <http://www.amfar.org>.

Of the many manifestations of school-related violence faced by children, corporal punishment remains one of the most explicit forms. While many countries have passed laws banning corporal punishment of children the practice is still widely used in many countries and remains legal in some settings, according to UN's Committee on the Rights of the Child. A 2005 study by UNESCO concluded that "[i]n at least 60 states, beating children with sticks, belts and other implements is still authorized in schools."¹² In 2006 UNESCO noted that "[c]orporal punishment in schools is a common experience in the lives of large numbers of children and young people across the world."¹³ However, the 2006 *World Report on Violence Against Children*, commissioned by then UN Secretary General Kofi Annan, made as one of its primary recommendations the criminalization of corporal punishment in all settings: home, detention centers, and schools.¹⁴

Regardless of whether the violence is inflicted on boys or girls, at school or on route to school, by other classmates, teachers, or strangers, the implications are all the same: a dramatic disincentive to enroll in or complete school, increase childhood trauma, and increased vulnerability to HIV/AIDS.

Section 2: Failing Millions of School Children

This call to action is based on a review of ten African countries' Educational Sector Plans (ESP) endorsed by the FTI. Several metrics were employed in determining the level of commitment demonstrated by each country to addressing SRV. These metrics include indications of awareness of violence as an issue in education, infrastructural modifications to increase safety, and reforms to national curricula or teacher trainings to address and prevent violence (see appendices for more detail). This review overwhelmingly reveals that no country assessed for this document has outlined a comprehensive plan to prevent, counter, or respond to school-related violence. Some countries have proposed important first steps, such as acknowledgement of school-related violence and the need to involve a broad coalition of stakeholders in school systems, but fail to offer sufficiently inclusive solutions that include necessary teacher and community trainings, or effective monitoring mechanisms. Some steps, such as integrating HIV/AIDS education into the curriculum are common among ESPs,¹⁵ while other interventions, such as training teachers to recognize, prevent and respond to SRV, appointing violence counselors or selecting a staff member to be a resource person on SRV,¹⁶ are almost completely absent from Education Sector Plans.

Countries earning the highest marks in this call to action generally acknowledged violence against children, made some infrastructure reforms (usually the construction of separate latrines for boys and girls), built partnerships among stakeholders at all levels (national ministries down to teachers, community organizations, parents and students), integrated

¹² "Eliminating Corporal Punishment." http://upo.unesco.org/details.aspx?Code_Livre=4332

¹³ UNESCO. "Corporal Punishment: Ineffective and Dangerous." http://portal.unesco.org/en/ev.php-URL_ID=35001&URL_DO=DO_PRINTPAGE&URL_SECTION=201.html

¹⁴ United Nations, "World Report on Violence Against Children," 2006, at 154.

¹⁵ According to the UNAIDS Interagency Task Team for Education and HIV/AIDS, as of 2004, only two of 12 FTI countries then approved had included all four HIV/AIDS elements deemed appropriate and important for inclusion in ESPs: HIV prevention, orphans and vulnerable children, impact of HIV/AIDS on education, and costs. Both countries, Mozambique and Ghana, were reviewed for this document.

¹⁶ For example, in Tanzania a project supported by TANESA designated one teacher in each of 185 primary schools as a *mlezi* or "guardian," who was tasked with counseling girl students who had experienced sexual violence. In schools with *mlezi*, girl students reported greater willingness to report experiences of violence than in schools without such a guardian. For more information on the Mlezi project, see <http://siteresources.worldbank.org/INTGENDER/Resources/Education.pdf>.

HIV/AIDS education into the curriculum and provided some form of teacher or counselor training on gender or violence issues. Countries receiving lower marks lost most of their points for their failure to acknowledge school-related violence and neglect of essential interventions such as reforming school infrastructure and curriculum or adapting teacher training.

A series of broad indicators were employed in assessing the level of commitment to ending SRV exhibited by each ESP. These were: Awareness of Violence, Infrastructure Reform, Involvement of Stakeholders, Curriculum Reform, and School Personnel. Within each of these five categories are targeted considerations that were employed in assigning points earned to each country. These are further explicated below and in the appendices.

AWARENESS OF VIOLENCE

School-Related Violence: Gender disparity is a major theme among the FTI Education Sector Plans, and while many ESPs identify specific obstacles to gender parity and strategies to increase enrollment of girls, very few Plans acknowledge, let alone detail, interventions designed specifically to remedy the significant issue of school-related violence (see Appendix III). This lack of acknowledgment is perhaps the most significant difference between countries that scored relatively well on the Scorecard and countries that did not achieve “passing” marks.

Corporal Punishment: No ESPs mentioned the existence or prohibition of corporal punishment in school systems. Research updated in June 2007 from the Global Initiative to End All Corporal Punishment indicates that only three of the 10 countries reviewed have outlawed Corporal Punishment in school systems;¹⁷ however, many child advocate organizations note that the practices may still exist despite national bans.¹⁸ Additionally, there appears to be little correlation between a country’s overall score, and the legal status of corporal punishment in schools. This may, for example, be an indication of a lack of cooperation between government ministries, perhaps suggesting a need for increased training of teachers or for better enforcement mechanisms. Of the four countries that received the highest scores for efforts to combat SRV, Kenya, and Ethiopia prohibit corporal punishment, while the practice is still legal in Lesotho and Sierra Leone; all four countries scored in the “C+” to “B” range.

INFRASTRUCTURE REFORM

School Security: While some countries’ ESPs acknowledge the need to ensure a safe learning environment, there is little discussion of specific reforms to increase school security. Unfortunately, some countries only mention security as it pertains to ensuring that educational materials are not stolen from school facilities, and no ESP mentions the construction of fences, lights, or other security measure to decrease school children’s vulnerability to violence.

Transportation: No ESPs discuss transportation programs for children traveling between home and school facilities. This could include engaging local community members to escort children to and from school, in addition to providing transportation, training bus and taxi drivers, and discussing other issues that concern the distance children must travel from home to school and back again.

Location: Some ESPs propose increasing school locations, particularly in rural areas, which not only increases school access, but can significantly reduce a child’s vulnerability to violence by

¹⁷ Ethiopia, Guinea, and Kenya prohibit corporal punishment in schools.

¹⁸ Global Initiative to End all Corporal Punishment. <http://www.endcorporalpunishment.org/pages/frame.html>.

decreasing travel distance between home and school. While this is an important outcome, the expansion of schools is only mentioned for reasons of increasing access and not to prevent violence against children.

Safe Latrines: Countries scoring relatively well overall generally mentioned the need to construct separate latrines for boys and girls. Countries scoring poorly overall generally failed to mention efforts to create separate, safe, or secure, school sanitation facilities for girls.¹⁹ In some countries, ESPs specifically note that having even one, low-cost latrine at a school is a difficult objective, perhaps highlighting a more significant funding and/or sanitation problem. Because multilateral agencies have acknowledged that water and sanitation is a factor in educational attainment and gender parity, among other significant development objectives (this is, for example, an indicator used by the FTI), safe and separate latrines should be raised by education sector specialists as well as by other development sectors in conjunction with overall water and sanitation efforts.

STAKEHOLDER INVOLVEMENT

Most countries' ESPs recognize the importance of engaging a broad range of stakeholders in the education sector; however, no country's ESP specifically mentioned stakeholder involvement to prevent, counter, or respond to school-related violence. Some countries were more positively reviewed for working to engage parents in school activities and management, while others specifically noted the importance of pupils participating in training teachers.

CURRICULUM

HIV/AIDS Integration: Nearly every country's ESPs mentioned the need to integrate HIV/AIDS education into the school system, though some countries (Kenya and Lesotho), offered far more comprehensive plans and programs. These model programs not only worked to postpone adolescent sex, but also provided counseling services, condoms, and prevention messages that were broadly integrated into a number of school activities and subjects. Other ESPs simply mentioned that HIV/AIDS was a cross-cutting issue, but failed to outline how prevention, treatment, and sexual and reproductive health programs would be integrated into the school system.²⁰

Violence and HIV: No ESPs mentioned the significant correlation between violence and HIV, or the increase vulnerability to HIV that young girls and women face. None indicated a need to integrate violence into school curricula.

Gender Sensitivity: While some ESPs discussed gender sensitivity in curriculum reform efforts, others neglected the topic entirely. Even when reform was mentioned, details were largely absent.

SCHOOL PERSONNEL

Female Educators: Few countries mentioned efforts to recruit and retain female educators, though it was a policy of both Ethiopia and Kenya.

¹⁹ The construction of separate latrines appears to be a strong proxy for determining broader success or failure on school-related violence. The inclusion of separate latrines does not necessarily indicate overall success, but failure to mention the need for separate latrines is strongly correlated with overall failing marks.

²⁰ For more information about HIV/AIDS and the education sector, see Clark D. and Don Bundy, "The EFA Fast-Track Initiative Responding to the Challenge of HIV and AIDS to the Education Sector," 2004.

Violence Counselors: None of the countries reviewed outlined efforts to place violence counselors in schools or appointing existing school staff members to serve this role. The emotional health of children was rarely discussed in ESPs.

Antiviolence Training: While there was a large discussion in ESPs of reforming teacher training efforts to advance quality in ESPs, issues of violence were almost entirely neglected in these training reforms.

Section 3: Promising Practices

There are a growing number of programs addressing the vulnerability to violence in schools. For example, programs in Mexico, Nigeria and Cambodia work to promote gender sensitivity and violence awareness and prevention among bus and taxi drivers, and to modify school buildings and grounds to promote safety. The World Bank reports that South African school girls feel most unsafe at school gates, where students are able to congregate in large groups, at latrines or toileting areas in the absence of private latrines, and in male teachers' staff rooms and dormitories. This research has led to programs that emphasize building private latrines and training and hiring an increased number of female faculty and staff members.²¹

Other efforts at creating a safe school environment take a more systemic approach. In Tanzania, the government has established a *Mlezi* (Guardian) system in which one teacher in each of the 185 primary schools is designated to support girls who have been sexually abused, need advice or seek to report an incident. Girls in schools with a *mlezi* state that they are much more likely to report harassment than girls in schools without such a guardian. Plan Togo (highlighted in detail below) has implemented a national program to train teachers and increase accountability; modify curriculum to include violence, health and equity; improve school infrastructure; advocate for appropriate government support and resource provision; and engage parents and the community in preventing violence, all while simultaneously working to ensure that all children receive a successful basic education.²²

Below is a brief discussion of three different intervention programs, one supported by a donor government, one by a multilateral agency, and one by an NGO. While this document does not specifically endorse any one of these programs, their approaches to SRV, as well as their demonstrated results, offer important lessons for those interested in countering, preventing, and responding to school-related violence. It should be noted that none of these programs presents longitudinal empirical data. However, the lessons of these interventions are outlined in the "Best Practice" subsection, and, because of their comprehensive and holistic approaches, ultimately formed the baseline for evaluating the ESPs for comprehensive school-related violence interventions as described above.

SAFE SCHOOLS PROGRAM

The U.S. Agency for International Development (USAID) is supporting a Safe Schools Program (Safe Schools), currently being piloted by DevTech Systems in Ghana and Malawi.²³ Safe Schools takes a holistic approach to developing violence-free schools, providing adaptable training manuals on life skills and violence prevention, power dynamics in the classroom, and psychosocial support for survivors of violence. The program focuses on three types of

²¹ World Bank, "Addressing Violence Against Women Within the Education Sector." Available at <http://siteresources.worldbank.org/INTGENDER/Resources/Education.pdf>.

²² Ibid.

²³ Additionally Safe Schools has conducted Assessment Reports for Ethiopia and Jamaica.

interventions: prevention programs including “trainings for students, parents, community members and teachers aimed at reducing violence, developing response networks of volunteer community counselors for victims, and instituting reporting systems that encompass legislation strengthening at the school or community level.”²⁴ Safe Schools is currently active in 60 communities in Malawi and Ghana.²⁵

The Safe Schools Program was developed to address three different forms of school-related violence: sexual, physical, and psychological. Safe Schools’ objective is to improve educational outcomes (enrollment, retention, quality) and reduce negative health outcomes by creating gender-safe environments for all girls and boys. The program is unique in that it takes a gendered approach to the problem of School-Related Gender-Based Violence (SRGBV).²⁶ Specifically, Safe Schools works with girls as both participants and beneficiaries of the program, while working with men and boys as not only as perpetrators, but also as potential victims, as well as partners in preventing SRGBV.

The integrated program depends on a broad range of stakeholders including teachers, parents, students, community members and local nongovernmental organizations, as well as crucial support from government agencies from education, health, and social welfare. Specifically, Safe Schools works at four levels: national, institutional, community, and individual. At the national level, Safe Schools works to build advocacy and support for combating SRGBV with decision makers, encouraging both new policies where existing one are insufficient and the enforcement of current antiviolence policies. At the institutional level, Safe Schools works to implement the “Teacher’s Code of Conduct,” and to educate teachers, students, and the community about SRGBV and the appropriate response methods to address such violence. The primary objective at the institutional level is to train teachers to “prevent, report and respond” to violence in their schools. This is also the crucial level of intervention against the practices of corporal punishment, by training teacher on nonviolent disciplinary alternatives. The community level plan calls for the active involvement of community members and organization to reduce violent activity by increasing awareness of the issue within a local context and increasing participation in countering SRGBV (e.g., monitoring activities, school escorts). Finally, Safe Schools works at the individual level, primarily with students, to provide them with life skills, with the objective of equipping students with self-efficacy and skills to protect themselves from violence.

Impact Assessment Results of the Safe Schools Program:

*Malawi*²⁷

- To date approximately 15,000 students, 400 teachers, and 120 community counselors have been trained through the Safe Schools Program.
- All of the 30 communities associated with intervention schools have implemented community activities to prevent school-related gender-based violence such as strengthening Parent-Teacher Associations and enacting bylaws that prohibit teachers from demanding children to engage in any form of labor during instructional hours.
- The Government of Malawi is looking to scale up the program.
 - ◆ The Ministry of Education, Science and Technology has endorsed the student, teacher, and community counselor programs.

²⁴ USAID, July 2007 “EQUATE Technical Brief: Gender, Education, and HIV/AIDS,” 7.

²⁵ In Malawi Safe Schools is in the Machinga district. In Ghana Safe Schools is in the districts of Mfantseman, Ajumako-Enyan-Essiam, Assin.

²⁶ The Safe Schools Program’s “focus is where education, gender, and violence come together in the form of school-related gender-based violence.”

²⁷ USAID. June 2007. Ending Gender Violence in School: Malawi Update.

- ◆ The Ministry is also exploring use of the Safe Schools Life Skills and Teacher Trainer Manuals in teacher training colleges for pre-service teacher training.
- ◆ Both the Ministry of Education Science and Technology and the Teachers' Union have agreed to use the revised version of the Teacher's Code of Conduct that includes school-related gender-based violence.
- Preliminary tracking information from intervention schools indicates an increase in reenrollment of students and improved retention.

*Ghana*²⁸

- To date, approximately 15,000 students, 400 teachers, and 120 community counselors have been trained through the Safe Schools Program.
- After only one month of Safe Schools activities in the intervention schools:
 - ◆ The percentage of school children who believe they have the right not to be insulted by teachers or students increased from 88 percent in the baseline survey to 92 percent.
 - ◆ The percentage of school children who believe they have the right to say “no” to unwanted touching increased from 66 percent to 72 percent.
 - ◆ The percentage of school children who said he/she was a victim of violence or abuse at or on the way to school in the past month decreased from 43 percent to 39 percent.
- All of the 30 communities associated with intervention schools have implemented activities aimed at preventing school-related gender-based violence, such as strengthening Parent-Teacher Associations and instituting activities where younger students are escorted to and from schools by elders for safety.
- The Government of Ghana has reaffirmed its commitment to reducing school-related gender-based violence by working with the program and to scaling it up nationally.
 - ◆ The Ministry of Education has endorsed the student, teacher, and community counselor programs for use in the project schools and agreed to use the revised version of the Teacher's Code of Conduct in project schools.

CHILD-FRIENDLY SCHOOLS (UNICEF)

UNICEF's Child-Friendly Schools—a child-seeking and child-centered school—is now the primary model used by UNICEF and other partners to promote quality education in both “normal” and “emergency” situations.²⁹ More specifically, the program is “characterized as ‘inclusive, healthy and protective for all children, effective with children, and involved with families and communities - and children.’”³⁰ While the Child-Friendly School program goes well beyond the scope of safety for children at school, the framework does maintain that every child in school is “physically safe, emotionally secure and psychologically enabling.”³¹ The program also recognizes the important role children must play in their own education, as well as the essential partnerships between the school system and parents and families. Additionally, the program calls for a welcome teaching staff that attend to children's “health and safety needs.”

The broad approach of Child-Friendly Schools is “concerned both with the “whole” child (including her health, nutritional status, and well-being) and about what happens to children — in their families and communities—before they enter school and after they leave it.”³²

²⁸ USAID. June 2007. Ending Gender Violence in School: Ghana Update.

²⁹ UNICEF. November 2006. “Child-Friendly Schools”

³⁰ UNICEF. “Child Friendly Schools.”

http://www.unicef.org/lifeskills/index_7260.html#A%20Framework%20for%20Rights-Based,%20Child-Friendly

³¹ Ibid.

³² Ibid.

Additionally, programs must respect diversity, promote quality learning outcomes, support teacher capacity, ensure healthy and safe learning environments (e.g., schools should be free of corporal punishment, harassment, violence), provide life-skills, health education, and health services (including nutrition programs and counseling services), and promote gender equity (guarantee girl-friendly facilities, eliminate gender stereotypes, and provide non-violent socializing environments).³³

UNICEF's partners include: United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Girls Education Initiative (UNGEI), the World Bank, World Food Program, Hamburg Society for the Promotion of Democracy and International Law, Nelson Mandela Foundation, the African Union, New Partnerships for Africa's Development, Southern African Development Community, and the UNAIDS Inter-Agency Task Team on Education. The Child-Friendly Schools for Africa Program is comprised of six country governments: Angola, Malawi, Mozambique, Rwanda, South Africa, and Zimbabwe.

Results:

UNICEF indicates that the program can be used broadly as a model for advocacy and implementation at the national level, while at the community level the program becomes an effective tool for integrating the broader community into improving schools.

“Experience is now showing that a framework of rights-based, child-friendly schools can be a powerful tool for both helping to fulfill the rights of children and providing them an education of good quality. At the national level, for ministries, development agencies, and civil society organizations, the framework can be used as a normative goal for policies and programmes leading to child-friendly systems and environments, as a focus for collaborative programming leading to greater resource allocations for education, and as a component of staff training. At the community level, for school staff, parents, and other community members, the framework can serve as both a goal and a tool of quality improvement through localized self-assessment, planning, and management and as a means for mobilizing the community around education and child rights.”³⁴

PLAN INTERNATIONAL

In 2008, Plan International—an NGO working to achieve lasting improvements in the quality of life of deprived children in developing countries—will launch a new global advocacy campaign working to prevent all forms of violence against children in school, including corporal punishment, sexual abuse, child labor, bullying, emotional abuse, and harassment. The program will be implemented in 66 countries where Plan already works, and will be tailored to each individual country based on the greatest concern to children. Internationally, the campaign will target institutions and organizations charged with protecting children from violence.

In 2006 Plan Togo published an extensive report examining violence and abuse in schools in Togo. Specifically, the research examined the impact of corporal punishment and broader abuses of children by teachers as well as sexual harassment, rape, violence, and bullying. One of the main findings of Plan Togo's report was that while teachers are the main perpetrators of

³³ For additional information on the characteristics of child-friendly schools see:

<http://www.unicef.org/lifeskills/files/CFSchecklist.doc>

³⁴ UNICEF. “Child Friendly Schools.” http://www.unicef.org/lifeskills/index_7260.html

violence at schools they are also an essential part the solution. The report concludes with a call to action and Plan Togo's programmatic efforts to limit school-related violence in Togo.

Plan Togo's program works to: (a) develop capacity for children to participate in youth organizations and advocate for their rights, and (b) increase the capacity of caretakers (parents, teachers, community leaders) to provide a protective environment for children. More specifically, the program has the following components:

- Advance community participation in school life and school management;
- Improve quality of education through improved teaching methods and capacity;
- Build parents' associations;
- Improve school infrastructure;
- Provide efficient preventative and basic curative health interventions at school level;
- Increase girls' enrolment and success rates;
- Introduce child rights into school curricula;
- Work with parents and associations to highlight the importance of children's emotional and psychological needs;
- Listen actively to children's needs and involve them in both the decisions making and problem-solving processes; and
- Increase teachers' capacity by ensuring gender equality among staff, improve working and legal conditions of teachers, increase support, monitoring and supervision of teachers, as well as extend trainings for teachers.

Plan Togo also offers a call to action for the government of Togo, donors, parents and children.

Government of Togo

- Pass into law the Children's Code (including outlawing corporal punishment in schools);
- Prominently display all laws regarding children in schools;
- Improve legal access for children that are victims of abuse and violence;
- Integrate non-violent practices into teachers' training;
- The Ministry of Education should work with teachers to adopt a national code of conduct;
- Increase the number of female teachers through recruitment and retention efforts;
- Create and support an accessible child helpline for those faced with abuse and violence; and
- Reform curriculum to include issues of human rights.

Donor Agencies

- Increase funding for child protection issues; and
- Establish consistent policies on school-related violence and abuse.

NGOs and Civil Society

- Integrate antiviolenace and gender programs in country-level work; and
- Create a neutral person at all schools where children can confidentially report violence and abuse.

Community Level

- All schools, including private and unofficial schools should sign a charter defining children's rights and outlawing violence.

Parents Associations

- School and village development committees should integrate antiviolence programs into their activities.

School Children

- Should form solidarity organizations to advocate for child rights.

BEST PRACTICES: BUILDING A COMPREHENSIVE APPROACH TO COMBAT SCHOOL-RELATED VIOLENCE

A set of “best practices” can be derived from the demonstrated results and experience of the three intervention programs reviewed above (USAID’s Safe Schools Program, UNICEF’s Child Friendly School program, and Plan Togo’s program). These best practices fall into five broad categories (Awareness of Violence, Infrastructure Reform, Stakeholder Involvement, Curriculum Reform, and School Personnel) each with more specific indicators, practices, and policies. While there is a dearth of empirical evidence to support the impact of all of these interventions on SRV, and therefore on HIV/AIDS, those program evaluations available indicate important progress. These best practices provide the way forward as national and donor governments, multilateral agencies, and implementing organizations make a commitment to ending SRV and engage in innovative efforts to do just that.³⁵

Awareness of Violence:

- Pass effective national legislation outlawing violence and harassment in schools, including corporal punishment.
- Develop effective enforcement and monitoring mechanism to ensure schools are violence-free zones.
- Increase legal access for children to report violence, abuse, and harassment.
- Publicly display antiviolence laws and children’s rights law in all schools.
- Include standards against sexual relationships between students and teachers in school codes of conduct and establish mechanisms within the Ministry of Education to enforce the codes of conduct.

Infrastructure Reform:

- Construct separate, safe, and secure latrines for boys and girls at all schools.
- Provide lighting and fences as needed to reduce children’s vulnerability to violence and abuse on school grounds.
- Ensure that girls have a safe recreational space at school facilities and that dormitory facilities are appropriately separated from classroom and recreational areas.
- Increase school locations to both expand access and reduce children’s vulnerability during transits between home and school facilities.

Stakeholder Involvement:

- Reform teacher training to include nonviolent alternatives to corporal punishment, and intervention tactics and strategies to challenge gender discrimination and prevent, counter, and respond to violence and harassment in schools.
- Reform teacher training to include gender sensitive teaching methods.

³⁵ This list is not exhaustive, and only represents elements of the best programs available for review for this document.

- Encourage teachers to view themselves as protectors of children by placing greater emphasis on ethical standards of behavior; educate teachers on their responsibilities under codes of conduct.
- Involve communities in school management, monitoring of school facilities and school-related violence, and provide community training on antiviolence issues.
- Provide safer school transportation through peer or community escorts.
- Train school committees and parent associations (PTAs) to monitor school environments and hold teachers and school administrators accountable for their behavior and conduct.
- Work with children as partners in countering violence and developing safe school environments. This can include peer-to-peer education through youth organizations or radio show (as used in Plan Togo), as well as including pupils in teachers' trainings.
- Build collaboration and partnership with relevant NGOs working on rape, sexual assault, child abuse, domestic violence issues, or HIV/AIDS and sexuality education for the purposes of providing training, counseling, and advocacy services within the school and education system.

Curriculum Reform:

- Make school books and curriculum free from gender stereotypes and discrimination.
- Educate students on sexual health rights and widely integrate comprehensive HIV/AIDS education and prevention methods into various subjects and school activities, including discussion on the connection between violence and HIV/AIDS.
- Advance life-skills-based sexuality education programs with a gender and human rights perspective.

School Personnel:

- Develop a program to recruit, train, retain, and promote female educators and school administrators at all school levels.
- Provide students with accessible, confidential, and well-trained violence counselors.
- Provide students with a trained neutral party to report violence, abuse and harassment and help students navigate their legal and health needs as a result of the violence.

Section 4: Review and Critique of Donors

International donor agencies play a crucial role in setting global development agendas and building capacity and accountability through their specific funding initiatives and strategies, as well as developing specific criteria for funding. While the Department for International Development (DFID) and the United State Agency for International Development (USAID) are aware of school-related violence, and have made initial efforts to develop small-scale programs to increase school safety, both donor agencies fall far short of what is needed to ensure that schools are safe and secure learning environments for the world's children. Funding for such initiatives and programs is removed from larger, more comprehensive education funding, and safe schools strategies are programmatically separated within both DFID and USAID. The educational and health development objectives of both USAID and DFID depend on ensuring universal education and halting HIV/AIDS, two important components that cannot be achieved without safe schools programming.

UK DEPARTMENT FOR INTERNATIONAL DEVELOPMENT (DFID)

The January 2007 DFID “Factsheet on Girls Education” makes note of the issue of school-related violence. Explicitly, the publication calls on DFID to work to “make schools safer places.” To that end, DFID comments that its reviews have

“shown that lack of security in schools continues to be a daily reality for girls in most of the countries where DFID provides support to the education sector. A safe environment for girls includes attention to the design of school infrastructure, in particular, water and sanitation provision. Although DFID has provided some support to tackle this in individual countries, it is an area where more consistency and a stronger voice is required.”³⁶

DFID goes on to outline future actions, including “[a]dequate attention to girls’ safety and security in school...through research and influencing policymaking and DFID support for school infrastructure programmes.³⁷ DFID also notes the importance of supporting HIV/AIDS programs in schools. DFID explains that

“[i]n insecure school environments, girls can be particularly vulnerable to teasing and threats, intimidation, sexual harassment and rape and therefore potentially the spread of HIV and other sexually transmitted diseases. However, the girls’ education strategy highlighted growing evidence that educating girls can be a significant factor in preventing the spread of the virus. . . . The review has shown that DFID, particularly in Africa, is supporting a number of programmes on education and HIV, but that we need to do more to ensure there are more school-focused programmes targeting boys and girls and ensure that the curriculum addresses gender inequality.”³⁸

While DFID deserves credit for its own self-critique on this issue, its proposed solutions of increased research, influencing policy, and “infrastructure programmes” do not offer the comprehensive intervention package necessary for effectively combating school-related violence, nor guarantee that these minimal efforts are being undertaken. Increased HIV/AIDS education and gender sensitivity curriculum reform are important complements of policy and infrastructure improvements, but issues of violence, specifically its connection to HIV/AIDS, must also be integrated into these funding and programmatic initiatives.

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID) AND US GOVERNMENT

USAID’s Women in Development division is supporting the Safe Schools Program (as discussed above) in both Ghana and Malawi. Additionally, USAID commissioned an extensive report on school-related violence, entitled “Unsafe Schools: A Literature Review of School-Related Gender-Based Violence in Developing Countries.” The review notes that, while the 158-page document is not exhaustive, “it is indeed our hope that it will stimulate discussion and challenge

³⁶ DFID. 2007. “Factsheet on Girls Education,” at 5. <http://www.dfid.gov.uk/pubs/files/education/girls-education-factsheet.pdf>.

³⁷ Ibid.

³⁸ Ibid.

policymakers and educators to view school safety through a gender lens.”³⁹ Many of the “best practices” and recommendations this brief supports were derived from the analysis of the USAID report.

Although USAID has explicitly recognized the significant issue of school-related violence in both its research and programmatic areas, the issue remains an insignificant funding priority for the agency. The Safe Schools Program active in Ghana and Malawi is still only in pilot phase, and has not been scaled up to a national program or expanded to other USAID partner countries, despite aforementioned indications that the program is already making a difference in awareness of and attitudes around violence. Comprehensive safe schools programming remains separated from USAID’s overall education programming. For example, USAID’s 2005 Education Strategy mentions the need for “encouraging host countries to make the learning environment more girl-friendly by hiring more female teachers; removing gender stereotypes from learning materials; providing separate toilet facilities, safer schools, and transportation; and similar measures,” while simultaneously failing to mention the issue of violence.⁴⁰ Like DFID, USAID has outlined some important initial interventions, but has largely failed to integrate a comprehensive approach to school-related violence in its education funding and program initiatives. Moreover, USAID has already extensively researched school-related violence, outlining a number of effective interventions that are reflected in the existing Safe Schools Program, yet has failed to significantly expand its work to implement comprehensive safe school interventions that the agency itself indicates should be prioritized.

Finally, the United States government must significantly increase its commitment to supporting education sector development, specifically by contributing its responsible share to the FTI’s Catalytic Fund beginning in fiscal year 2009.

Section Five: Recommendations and Call to Action

A successful and widespread adoption of comprehensive safe schools programming requires action from the Fast Track Initiative, national governments and their Ministries of Education, as well as donor governments and agencies. NGOs also have an important role to play, although their ability to implement scaled-up SRV programs will in many respects be determined by the priorities of national and multilateral donors and national governments. Outlined below are a number of recommended action steps to go to scale with effective, comprehensive programs to prevent, counter, and respond to school-related violence.

The first set of recommendations is based on the FTI’s overall endorsement process, which entails a local donor taking the lead on evaluating a country’s Education Sector Plan using FTI’s Appraisal Guidelines and Indicative Framework. Together, these documents provide the evaluator with tools and concrete indicators to assess funding gaps, obstacles to reaching universal primary education, and benchmarks for progress.⁴¹ The second set of recommendations is targeted at donor governments, particularly USAID and DFID, which have already acknowledged the importance of addressing SRV, and is based upon the stated goals of these agencies themselves.⁴² Third, recommendations are made for global civil society, which has an important role to play in creating demand for SRV programming as well as in

³⁹ USAID. “Unsafe Schools: A Literature Review of School-Related Gender-Based Violence in Developing Countries,” at i.

http://www.usaid.gov/our_work/cross-cutting_programs/wid/pubs/unsafe_schools_literature_review.pdf.

⁴⁰ USAID. (2005). “Education Strategy,” at 9, http://www.usaid.gov/policy/education_policy05.pdf.

⁴¹ For more information see http://www.fasttrackinitiative.org/library/factsheet_endorsement.pdf.

⁴² Although USAID and DFID are the only donor government development agencies specifically cited in this document, other donor governments may have also begun assessing SRV and their role in funding related programs.

implementing programs that are evidence based and culturally appropriate. Finally, a call to action is issued to Ministries of Education, whose demand for SRV programming, as expressed through Education Sector Plans and other strategies and funding proposals,⁴³ will ultimately push donors and NGO implementers into prioritizing SRV, and whose commitment to ending SRV is essential for success.

FAST TRACK INITIATIVE

- Include school-related violence in review criteria of Educational Sector Plans, which is how FTI eligibility is determined. Specifically:
 - ◆ Add school-related violence to the high-priority issues of country-level assessment in Appraisal Guidelines.
 - ◆ Add specific indicators and targets on school-related violence issues to the Indicative Framework. These include:
 - ✓ Separate latrines for boys and girls
 - ✓ Implementation of a sexual harassment policy
 - ✓ The number of teachers trained in violence prevention/response
 - ✓ Inclusion of violence and related concerns in the National Code of Conduct and existence of an accountability mechanism for teachers engaging in violence against school children
 - ✓ National curricular reform including elimination of gender bias and the inclusion of nonviolent conflict resolution and comprehensive HIV/AIDS education, including connections between HIV/AIDS and violence
 - ✓ The addition of “safety” to the issues reviewed for school design (alongside water/sanitation)
- Add specific antiviolence indicators (as outlined above) to reporting requirements.
- Form global-level structures affiliated with the FTI Secretariat to further incorporation of SRV into all FTI work; these include a Task Force on School-Related Violence, and a working group that would bring together the HIV/AIDS and gender groups to focus on links with SRV.
- Conduct research into associations between SRV and failure to complete school and into effective practices for addressing SRV and meeting the needs of students who have experienced it, as part of FTI’s mandate to fill data gaps.
- Convene on behalf of the FTI Secretariat educational sessions and workshops in all available forums, including meetings dedicated exclusively to the issue of SRV, to educate donor governments, other multilateral agencies, national governments and civil society about SRV and best practices to halt the incidence and impact of SRV and increase educational success.

DONOR GOVERNMENTS (US AND USAID, UK AND DFID)

- Prioritize SRV in all bilateral negotiations.
- Dramatically increase and target funding for comprehensive safe school programming.
- Urgently scale-up successful, comprehensive pilot programs.
- Integrate comprehensive safe schools programming into broader education and health funding, specifically for education initiatives targeting gender issues, HIV/AIDS, and curriculum and teacher training reform.

⁴³ For example, in an HIV/AIDS component proposal to the Global Fund to Fight AIDS, Tuberculosis and Malaria, in addition to funding sought from donors mentioned previously.

- Integrate safe schools concerns into legal reform efforts targeting women's and children's empowerment and accountability of the judiciary.
- Integrate safe schools programming into agencies' long-term, strategic plans for education funding.
- Continue evaluating, monitoring, and researching new and innovative antiviolence programs.
- Add the inclusion of specific antiviolence indicators and targets (as outlined above) to reporting requirements.
- Contribute to the FTI's Catalytic Fund.

CIVIL SOCIETY

- Engage on-the-ground partners in two-way educational efforts about SRV, its impacts, and available interventions to address its prevalence and consequences.
- Launch urgent global demand-creation and education initiative. This initiative should be led by and link the Global Campaign for Education, the AIDS Free Generation Network, orphans and other vulnerable children (OVC) advocates, and other child well-being, HIV/AIDS, and education advocates around the world.
- Apply for funding from bilateral and multilateral donors to support SRV programming.

CALL TO ACTION: MINISTRIES OF EDUCATION AND DEMAND FOR SRV PROGRAMMING

- Develop a national strategy on school-related violence and link it to Education Sector Plans.
- Outlaw corporal punishment in all schools and develop a monitoring and enforcement mechanism.
- Support reforms to teacher trainings, including the integration of nonviolent alternatives to corporal punishment, gender sensitivity, antiviolence prevention and intervention strategies and techniques, in all required pre- and in-service training programs.
- Develop a national code of conduct for teachers and students specifically addressing issues of harassment, abuse and violence. Distribute the code of conduct to each school for public display. Establish a monitoring and enforcement mechanism within the appropriate government ministry and ensure that students and teachers have the necessary resources to use this mechanism.
- Provide guidelines to schools detailing the appropriate response to allegations by students of rape, sexual assault, or harassment, whether by teachers or fellow students.
- Recruit, train and retain more female educators and school administrators.
- Implement and support comprehensive sexuality and sexual and reproductive health education in schools, placing violence of all kinds as an integral part of the content. Expand HIV/AIDS education and prevention programs to specifically discuss the link between violence and increased vulnerability to HIV/AIDS.
- Remove gender stereotypes from school texts and curriculum. Ensure that a gender equality component is built into the national curriculum.
- Work with a broad range of civil society organizations (teachers unions, child advocates, HIV/AIDS and domestic violence organizations, parent and community associations) to expand safe schools programming and interventions throughout the school system and wider community.
- Support local schools, communities, and NGOs in efforts to create a safer and more secure environment for children commuting between home and school. This includes building more schools so that the distances between home and school are decreased and school access can be increased for all children.

Conclusion

School-related violence is a pervasive public health and human rights crisis that has the potential to impact every school in the world. In and of itself, this crisis demands swift and concerted action from donors and national governments alike. Given the relationship between SRV and HIV/AIDS, the urgency is all the greater, since the world will most certainly miss both the Millennium Development Goal on universal primary education and that on halting HIV/AIDS if the violent conditions currently seen in schools worldwide persist. Children who are unsafe and afraid at school are unable to achieve success, are more likely to drop out, and are put at constant risk of acquiring HIV, despite the fact that education is one of the most cost-effective and successful HIV prevention interventions available. It is time that donor governments, multilateral agencies, and national governments prioritize SRV—taking it out of the shadows and making the political and resource commitments necessary. Reforms at all level, particularly driven by demand from national government Ministries of Education, civil society, and the involvement of parents and communities, are essential. The world's children depend upon it.

Appendix I: Methodology and Limitations

This brief principally relies on the Education Sector Plans (ESPs) for African FTI countries, as available on the Fast Track Initiative website. The comprehensive Education Sector Plans—which are required by FTI to mobilize funding from donor governments and assess educational indicators—serve as a strong proxy for national governments’ education reforms. Based on the best practices demonstrated by those comprehensive antiviolenence intervention programs available for review, a baseline for awareness of and response to school-related violence was established. The best practices identified fall into five broad categories—Awareness of Violence, Infrastructure Reform, Stakeholder Involvement, Curriculum Reform, and School Personnel—which ultimately informed the method of reviewing, measuring, and evaluating each of the ESPs. Within each of these five categories, additional and more specific indicators, again derived from promising programs, were used to better identify each country’s efforts to prevent, counter, and respond to school-related violence. It is important to note, however, that this brief only uses the ESPs (and, where available and useful in filling gaps, the PRSPs) as a proxy for determining any action taken to counter school-related violence; these documents do not in and of themselves indicate implementation or account for on-the-ground evaluations or reviews of policies and programs outlined in the ESPs. This review also does not account for NGO interventions, except insofar as the program implemented by Plan Togo was used in determining best practice interventions. Some countries’ FTI Appraisal documents were also used in the evaluation of their response to SRV.

Because of the high burden of HIV/AIDS in Africa and literature that suggests very high incidence of SRV on that continent, this document examined only those efforts being conducted by African FTI countries. However, this review is limited in scope by virtue of the authors’ ability to assess only those African ESPs and PRSPs available in English. National and local commitment and ownership is essential for comprehensive reforms to be undertaken in a locally appropriate and sustainable manner. As such, national Education Sector Plans were determined to be perhaps the best indicator of political will to end school-related violence. It is for these reasons—in conjunction with the limited number of donor and non-governmental interventions designed to address SRV—that this brief is not comprehensive. Rather, it is intended to catalyze global awareness of and action on the problem, its links to the HIV/AIDS pandemic, and the potential solutions being modeled in ESPs and existing interventions around the world.

Appendix II: Review of FTI African Countries for School-Related Violence

This section includes descriptive details about plans to prevent, counter, and respond to school-related violence, as outlined in the ESP of each of the ten African FTI countries reviewed. These explanatory narratives supplement the report cards issued for each country (Appendix II).

Ethiopia:

Awareness of Violence: Importantly, the 2005 Education Sector Development Plan calls for the introduction of a system “to make teachers and head teachers accountable for actions detrimental to the access and survival of girls. A guide will be developed to increase the awareness of girls on harassment so that the victims will have the confidence to give the necessary information and bring the case to justice.” Additionally, Ethiopia’s July 2002 PRSP notes the need to strength the legal system to protect women and children from violence.⁴⁴

Infrastructure Reform: The ESP explicitly mentions the construction of separate latrines for boys and girls in an effort to make schools more friendly to girls. Additionally, new schools will be constructed in rural areas to expand access, though there is no mention of efforts to increase safety of children during transport to and from schools

Stakeholder Involvement: Community involvement in school programs and management is highlighted, including the role of PTAs to “ensure that schools are conducive for girls and free of violence.”⁴⁵ Additionally, the ESP notes that “[r]aising the awareness of communities and teachers and improving schools’ environment to make them girls-friendly were also other focus areas in improving girls’ participation in secondary education.”⁴⁶ Girls’ involvement and participation is being advanced through the creation of girls clubs and counseling services.

Curriculum Reform: Guidelines, monitoring and evaluations are mentioned in the 2005 Education Sector Plan as necessary for increasing girls’ enrollment and retention in schools. The ESP explains the importance of HIV/AIDS education in the schools, proposing peer education and training efforts and technical support to “minimize fear and discrimination against students and teachers infected and affected by HIV/AIDS.”⁴⁷

School Personnel: There has been an effort to expand female teachers in an explicit effort to make schools friendlier for girls as well as issuing “gender mainstreaming guidelines.”

Gambia:

Awareness of Violence: The February 2003 “EFA FTI Proposal” for The Gambia notes efforts to “address the insensitivity of the school environment to the needs of girls.”⁴⁸ Additionally, the proposal notes that in an effort “to make the environment (both in and out of school) safe for the child, a sexual harassment policy will be introduced.”⁴⁹

Infrastructure Reform: The Proposal calls for separate latrines for boys and girls, notes the construction of hundreds of “girl friendly schools” throughout the country, and non-formal education centers in isolated areas. The hope is that all of these structural changes will help make the school environment more welcoming and safe for girls, thereby increasing their enrollment.

Stakeholder Involvement: The community is identified as an important actor in increasing enrollment, though there is no discussion of their role in countering violence against children. However, the Proposal does discuss the formation of “Mothers clubs for effective community

⁴⁴ Ethiopia. 2002. “Sustainable Development and Poverty Reduction Program,” at 125.

http://siteresources.worldbank.org/INTETHIOPIA/Overview/20207639/2002_07_prsp.pdf.

⁴⁵ Ethiopia. 2005. “Education Sector Development Plan,” at 40.

http://www.fasttrackinitiative.org/library/Ethiopia_Education_Plan_August_2005.pdf,

⁴⁶ Ethiopia, 2005, at 11.

⁴⁷ Ethiopia, 2005, at 67.

⁴⁸ Republic of Gambia, Department of State for Education. 2003. “EFA Proposal for Fast Track Initiative,” at 12.

http://www.fasttrackinitiative.org/library/Gambia_Education_Plan.pdf.

⁴⁹ Ibid.

participation in the Girl-Friendly School Initiative and [that] increased enrolment of female students into the teacher training have improved the participation of girls.”

Curriculum Reform: The Proposal notes the need for increased sensitivity trainings and curriculum to increase girls’ enrollment in school, though there is only a minor mention of integrating HIV/AIDS prevention and safer sex education into the curriculum.

School Personnel: The Proposal makes no mention of efforts to increase the recruitment, training, or hiring of female educators, though it does highlight the benefits of including students, particularly girls, in teacher training. There is no discussion of teacher training on violence issues or the introduction of violence counselors into the school system.

Ghana:

Awareness of Violence: The issue of violence is completely absent from Ghana’s Education Sector Plan, though domestic and gender-based violence is briefly mentioned in the February 2003 PRSP.

Infrastructure Reform: The ESP calls for the addition of more schools in “remote settlements,” but makes no note of transportation systems or efforts to boost school safety. Importantly, the plan does call for separate latrines for male and female students and notes a plan to institute “systems/processes to ensure girl child security whilst at school,” although no details are provided.

Stakeholder Involvement: The ESP calls for a “Sector Wide approach,” in implementing the Education Plan. This includes the “Ministry of Education, Youth and Sports [the] . . . District Assemblies, local non-governmental organisations, and community based organizations”⁵⁰

Curriculum Reform: The Plan notes the importance of “eliminating gender stereotyping in educational materials.”⁵¹ While HIV/AIDS is mentioned as being added to the curriculum, the ESP is vague about the details of any efforts to promote prevention and safer sex education. The PRSP does, however, note programs, including peer counseling and teacher training about “HIV/AIDS in educational institutions both formal and informal, at work places and for out of school youth.”⁵²

School Personnel: Specifically, the ESP calls for encouraging and recruiting more female teachers. There is no discussion of teacher training on violence issues or the introduction of violence counselors into the school system.

Kenya:

Awareness of Violence: The country’s Educational Sector Programme explicitly notes child abuse and “the escalating violence against children,”⁵³ though it fails to outline detailed plans to counter such violence, except for mentioning the “[s]trengthening [of] legal instruments to check gender violence and child abuse.”⁵⁴ Additionally, the ESP comments that, despite the extensive “Guidance and Counseling Unit” (G&C), “issues to do with discipline and violence in schools have been handled in an ad hoc manner.”⁵⁵

Infrastructure Reform: While the ESP makes repeated mention of the need for a safe learning environment, it fails to outline any implementation details or infrastructure reforms. The Programme does note, however, that “infrastructure interventions will be made with gender

⁵⁰ Government of Ghana, Ministry of Education, Youth, and Sports. 2004. “Proposal for Inclusion in Education for All-Fast Track Initiative,” at 17. http://www.fasttrackinitiative.org/library/GhanaFTIproposal_Jan04.pdf.

⁵¹ Government of Ghana, 2004, at 10.

⁵² Government of Ghana, 2003. “Ghana Poverty Reduction Strategy Paper,” at 107. http://poverty2.forumone.com/files/Ghana_PRSP.pdf.

⁵³ Republic of Kenya, Ministry of Education Science Technology. 2005. “Kenya Education Sector Programme,” at 183. http://www.fasttrackinitiative.org/library/Kenya_Education_Plan.pdf.

⁵⁴ Republic of Kenya, 2005, at 255.

⁵⁵ Republic of Kenya, 2005, at 187.

sensitivity in mind, especially in relation to health, hygiene promotion and sanitation provision.”⁵⁶ There is no discussion of expanding transportation for children traveling to and from school to reduce their vulnerability to violence.

Stakeholder Involvement: Education plans are agreed upon by both the School Management Committees (SMCs) and the Parents Teachers Associations (PTAs). Additionally, communities, NGOs, churches, and parents have all made investments into school infrastructure and improving the learning environment and accessibility; however, there is no discussion of the role these groups play or can play in countering violence.

Curriculum Reform: The HIV/AIDS approach is multisectoral, with an extensive school-based education and behavior change program implemented in primary schools around the country.⁵⁷ Additionally the Programme notes the “[e]ngendering of the curriculum, teaching and learning materials,” as well as other curriculum policies to promote girls’ enrollment.⁵⁸

School Personnel: The Education Programme also notes efforts to train teachers in violence prevention, trauma management, and the importance of counselors. Additionally, programs exist to recruit, train, and place female educators and administrators throughout the schooling system.

Lesotho:

Awareness of Violence: Lesotho earns high marks largely for its recognition of school-related violence. The March 2005 Education Sector Strategic Plan calls for creating “a learning environment that is healthy, safe, responsive and free of gender-based violence.”⁵⁹ The ESP goes on to call for “[s]afe learning environments for girls created by 2015, focusing on elimination of child abuse, including sexual harassment.”⁶⁰ There is no mention in the ESP of corporal punishment, which remains legally permitted in Lesotho.

Infrastructure Reform: This is the weakest category for Lesotho, with no explicit mention of building separate latrines, providing transportation, or altering infrastructure to increase school safety. The ESP does mention that the “Gender Audit of the Education Sector” called for “school environment and sanitation facilities” to be a central policy item, although no specifics are outlined.

Stakeholder Involvement: While there is no mention of stakeholder involvement on school-related violence, the ESP details the importance of broad involvement in the education sector, particularly on gender and HIV issues. To that end, the ESP calls on a number of government ministries to work closely with teachers, management, students/pupils, the churches, traditional leaders, and NGOs, parents, and community organizations.

Curriculum Reform: Lesotho earns high marks in this category for developing “a gender-responsive curriculum and learning support materials,” and an extensive HIV/AIDS program in the education sector.⁶¹ Not only is HIV/AIDS education integrated into numerous school activities and subjects, but the ESP also calls for making “schools [a] focal points for reproductive health education, including aspects of HIV and AIDS and its link to gender.”⁶² The HIV/AIDS programs are comprehensive in that they offer abstinence and prevention education, distribute free condoms, and offer manageable care and counseling facilities/services to teachers and students affected by HIV/AIDS.⁶³

⁵⁶ Republic of Kenya, 2005, at 3.

⁵⁷ Republic of Kenya, 2005, at 55.

⁵⁸ Republic of Kenya, 2005, at 255.

⁵⁹ Government of Lesotho, Ministry of Education and Training. 2005. “Education Sector Strategic Plan,” at 108. http://www.fasttrackinitiative.org/library/Lesotho_Education_Plan.pdf.

⁶⁰ Government of Lesotho, 2005, at 154.

⁶¹ Government of Lesotho, 2005, at 108.

⁶² Government of Lesotho, 2005, at 112.

⁶³ Government of Lesotho, 2005, at 113.

School Personnel: The ESP makes no explicit mention of teacher training on violence or violence counseling; however, there are efforts to ensure female teachers and women are “are elevated to senior management positions in the entire educational system.” Additionally, the ESP calls for teacher training on gender issues, as well as for creating a safe environment for girls.⁶⁴

Liberia:

Awareness of Violence: Liberia’s recent civil war has dramatically set back the education sector. There is no explicit mention of awareness of school-related violence or violence against women or children.

Infrastructure Reform: Many schools are severely under-equipped and a school latrine is a luxury. There is no mention of plans to construct separate latrines for boys and girls or alter infrastructure to increase safety. The only time safety was mentioned in the ESP was to provide “suitable security in schools to safeguard instructional materials.”⁶⁵

Stakeholder Involvement: There is no discussion of stakeholder involvement on violence issues, though the ESP does discuss the MOE consulting with communities, parents, unions, and teachers in developing future education plans and policies.

Curriculum Reform: While the ESP notes that “[c]urriculum reform is an essential part of the primary education reform,” there is no mention of gender-sensitivity.⁶⁶ The ESP does, however, mention integrating HIV/AIDS and “girls’ education” into the standard curriculum.⁶⁷

School Personnel: USAID has become active in teacher training, and while accommodations are being made for female teachers, there is no mention in the ESP of a recruit plan for female educators. Additionally, there is no mention of violence counselors or integrating school-related violence programs into teacher’s trainings.

Mozambique:

Awareness of Violence: The March 2005 ESP explicitly calls for “ensuring that schools offer safe gender sensitive environments.”⁶⁸ The ESP goes on to state that “[s]afety of female students is a major issue, especially in those cases where boarding facilities are used (which are often the only way of providing access to students who live further away).”⁶⁹ The ESP even discusses the increased vulnerability of girls in predominantly male environments and the practices of exchange sex for grades.

Infrastructure Reform: While the ESP does note that “[s]afety of schools and boarding facilities is an issue, especially for girls, and cases of sexual abuse need to be more systematically and vigorously addressed,” specific details of safety plans and programs are absent from the ESP.⁷⁰ The ESP does mention that “[s]chool construction is gender sensitive” though no explanatory details are provided.⁷¹

Stakeholder Involvement: The ESP broadly recognizes the integral role of consulting and including a broad base of stakeholders to advance the objectives of the ESP. Specifically, the ESP calls for the involvement of parents, communities, workers, NGOs, religious organizations, students, as well as the Ministry of Education.

⁶⁴ Government of Lesotho, 2005, at 22.

⁶⁵ Republic of Liberia, Ministry of Education. 2007. “Primary Education Recovery Program Prepared for Fast Track Initiative,” at 42. http://www.fasttrackinitiative.org/library/Liberia_plan.pdf.

⁶⁶ Republic of Liberia, 2007, at 24.

⁶⁷ Republic of Liberia, 2007, at 41.

⁶⁸ Government of Mozambique, Ministry of Education. 2005. “Education Sector Strategic Plan II,” at 16.

http://www.fasttrackinitiative.org/library/Mozambique_Education_Plan.pdf.

⁶⁹ Government of Mozambique, 2005, at 22.

⁷⁰ Government of Mozambique, 2005, at 36.

⁷¹ Government of Mozambique, 2005, at 38.

Curriculum Reform: The ESP calls for expanding HIV/AIDS prevention programs in the school system. For example, it calls for “[s]ubstantially scaling up successful activities to enhance the capacity of the system to respond to the impact of HIV/AIDS and to reduce its spread at the school level. . . [and d]eveloping interventions that go beyond influencing knowledge to promoting attitude and behavior change in the education workforce and learners.”⁷² The ESP also broadly calls for increasing gender sensitivity in school environments.

School Personnel: The ESP explicitly notes the low number of female teachers and the likely correlation of not only disproportionate enrollment for girls, but also an increase in vulnerability of girls in predominately male environments.

Niger:

Awareness of Violence: Niger’s September 2002 Education Plan makes no mention of violence against women or children or of school-related violence.

Infrastructure Reform: There is no discussion of improving school safety though infrastructure reforms, though the ESP does acknowledge that the “distance to the school is another factor that limits schooling, particularly of girls.”⁷³

Stakeholder Involvement: Though not directly connected to issues of school-related violence, the ESP does call for the “involvement of grassroots communities in school management”⁷⁴ as well as developing partnerships with communities to increase their “responsibility for articulating their needs and implementing the recommended solutions” within local school systems.⁷⁵

Curriculum Reform: Niger does, however, earn some positive marks for their efforts to integrate HIV education into schools. For example, the ESP calls for “improving current teachers’ knowledge of HIV/AIDS issues; the integration of notions and concepts of health, hygiene and STD/HIV/AIDS prevention into initial teacher training programs,”⁷⁶ as well as “the re-energizing and expansion, by means of peer training, of committees engaged in HIV/AIDS prevention in schools.”⁷⁷

School Personnel: While the ESP does mention the need to increase the number and quality of teachers, it makes no mention of efforts to recruit or retain female teachers, nor offer trainings on violence issues. Likewise, there is no mention of violence counselors at school.

Rwanda:

Awareness of Violence: The ESP explicitly calls for action to “[p]rotect pupils against physical, sexual and emotional violence” as well as the need to “[s]ensitize communities on child violence and the promotion of a child protection culture.”⁷⁸ Additionally, it suggests a “[k]ey area of proposed intervention will be to ensure that girls have access to adequate sanitation in schools and that girls should be protected so that they can study in an environment free from abuse.”⁷⁹

Infrastructure Reform: Though lacking specifics, the ESP does call for the building of “appropriate sanitation facilities for girls.”⁸⁰ The ESP makes no mention of providing transportation for children or efforts to increase school safety through infrastructure reform.

⁷² Government of Mozambique, 2005, at 39.

⁷³ Republic of Niger, Ministry of Basic Education. 2002. “Education For All-Fast Track Initiative,” at 8. http://www.fasttrackinitiative.org/library/Niger_Education_Plan.pdf.

⁷⁴ Republic of Niger, 2002, at 6.

⁷⁵ Republic of Niger, 2002, at 7.

⁷⁶ Republic of Niger, 2002, at 11.

⁷⁷ Republic of Niger, 2002, at 12.

⁷⁸ Republic of Rwanda, Ministry of Education. 2006. “Education Sector Strategic Plan,” at 39. http://fasttrackinitiative.org/library/Rwanda_Education_Plan_2006_2010.pdf.

⁷⁹ Republic of Rwanda, 2006, at 19.

⁸⁰ Republic of Rwanda, 2006, at 45.

Stakeholder Involvement: The ESP stress the need to get feedback and participation from all stakeholders, though there is no mention of involving stakeholders in antiviolence efforts. The ESP does note, however, that a “Communication Strategy for Girls Education is also being proposed so that the various partners (students, teachers, administrators, parents, the private sector and partners, and donors) can address particular issues and harmonise their efforts.”⁸¹ The ESP calls for conducting “Gender sensitisation meetings with parents,” suggesting an important partnership between local schools and parents.⁸² Finally, the ESP mentions that communities can play an important role in monitoring and reaching out to children, especially “Hard to Reach” children.⁸³

Curriculum Reform: The ESP calls for integrating life skills and HIV/AIDS education into the curriculum, along with gender sensitivity, though no specific details of this HIV/AIDS plan were set at the time the ESP was published.

School Personnel: While the ESP makes no mention of efforts to recruit or retain more female teachers, it does note the need to “[e]stablish psycho-social support service for teachers and pupils.”⁸⁴ It also notes the need to include gender issues in teacher training, though there is no mention of efforts to add antiviolence components to teacher training.

Sierra Leone:

Awareness of Violence: The 2007 ESP explicitly calls for “developing a policy to address, amongst other things, the gender issues which negatively impact on the education sector such as gender inequality and gender based violence.”⁸⁵ Additionally, it calls “for concrete programmes to address gender based violence within schools,” but provides no details of such programs.⁸⁶

Infrastructure Reform: The ESP notes the need to “ensure that schools provide a safe environment for all children especially with regard to sexual exploitation and abuse and discrimination.”⁸⁷ Additionally, it outlines a number of strategies to meet this objective, including separate latrines for girls and boys, as well as a number of reforms to teacher training and the curriculum. There is no mention, however, of increased security measures at school facilities or transportation for children between their home and school. The ESP does note, however, that the Ministry of Education has already constructed “more schools in rural areas so that girls have shorter distances to walk and can feel more protected, safe and secure.”⁸⁸

Stakeholder Involvement: The ESP notes that accountability and monitoring of programs outlined in the ESP must rely on all stakeholders, including parents and policy makers.⁸⁹ The ESP also discusses detailed partnership with civil society, including local and international NGOs and government agencies (e.g., ActionAid, DFID, International Rescue Committee) already operating in the country. The ESP outlines efforts to include parents and students in school management and monitoring of the education system.

Curriculum Reform: The ESP mentions efforts to integrate HIV/AIDS prevention education into the school system at all levels and suggests revising and improving “the teacher education curriculum and syllabus and ensure that issues such as HIV/AIDS education are well covered.”⁹⁰ The ESP also calls for a “gender-sensitive curriculum.”⁹¹

⁸¹ Republic of Rwanda, 2006, at 19.

⁸² Republic of Rwanda, 2006, at 34.

⁸³ Republic of Rwanda, 2006, at 18.

⁸⁴ Republic of Rwanda, 2006, at 39.

⁸⁵ Republic of Sierra Leone, Ministry Of Education, Science and Technology. 2007. “Education Sector Plan,” at x. http://www.fasttrackinitiative.org/library/sierraleone_plan.pdf.

⁸⁶ Republic of Sierra Leone, 2007, at 8.

⁸⁷ Republic of Sierra Leone, 2007, at 22.

⁸⁸ Republic of Sierra Leone, 2007, at 137.

⁸⁹ Republic of Sierra Leone, 2007, at 100.

⁹⁰ Republic of Sierra Leone, 2007, at 71.

⁹¹ Ibid.

School Personnel: The ESP calls for new teaching strategies to integrate “child friendly, girl-friendly approaches in the classroom,” as well as the need for an increase percentage of female teachers – role models.⁹² Finally, the ESP explicitly recognizes the need to expand the “[p]sycho-social development of the pupil” and add “more competent Guidance Counselors [to] better able to give psycho-social counseling.”⁹³

⁹² Ibid.

⁹³ Republic of Sierra Leone, 2007, at 47.

Appendix III: Country Scorecard

COUNTRY	SCORES		AWARENESS OF VIOLENCE				INFRASTRUCTURE REFORM		
	Grade	Point Total	Against Women	Against Children	School Related	Corporal Punishment	School Safety	Transportation/School Location	Separate Latrines
Ethiopia*	C+	27	3	1	1	Prohibited	1	1	2
Gambia	C	24	1	1	1	Prohibited	2	3	2
Ghana*	D+	16	1	0	1	Permitted	1	1	2
Kenya	C+	29	1	2	2	Prohibited	1	0	2
Lesotho	B	30	1	3	3	Permitted	1	0	2
Liberia	D-	10	0	0	0	Permitted	0	0	0
Mozambique	C	25	1	2	3	Permitted	2	1	2
Niger	F	8	0	0	0	Permitted	0	1	0
Rwanda	C	24	1	3	3	Permitted	1	1	2
Sierra Leone	C+	27	0	2	2	Permitted	2	1	2

COUNTRY	STAKEHOLDER INVOLVEMENT					CURRICULUM REFORM		SCHOOL PERSONNEL		
	Teachers	Parents	Students	Community Organizations	Government	HIV/Sex Education Integration	Gender Sensitivity	Female Educators	Violence Counselors	Teacher Training
Ethiopia	2	2	1	2	1	2	2	3	1	2
Gambia	2	2	2	2	1	1	2	0	0	2
Ghana	0	0	0	2	2	1	2	2	0	0
Kenya	0	2	0	1	2	3	3	3	1	2
Lesotho	2	2	2	2	2	3	2	2	1	1
Liberia	1	1	0	1	2	2	1	1	0	0
Mozambique	1	1	1	1	1	3	3	2	0	0
Niger	1	0	0	1	1	2	0	0	0	1
Rwanda	1	2	1	1	1	2	3	0	0	1
Sierra Leone	0	2	2	2	2	3	2	3	1	0

Score Key:

Highly Aware	3	Grade A	31-48 points (48 points is the maximum possible score)
Progress Being Made	2	Grade B	30-40 points
Aware	1	Grade C	20-29 points
No Mention	0	Grade D	10-19 points
Poor Policy	-1	Grade F	0-9 points

(Criminal status of corporal punishment was not included in score calculation.)

* The PRSPs of Ethiopia and Ghana were included in this review in addition to ESPs. For all other countries, only ESPs were used.