PROMOTING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT: MULTI-SECTORAL APPROACHES TO ELIMINATE SRGBV
Case studies from Côte d’Ivoire, Senegal, Togo, and Cameroon
ACKNOWLEDGEMENTS

The case studies were developed by Ms. Marie Devers, an external consultant. Ms Charlotte Pram Nielsen (UNICEF) coordinated and supervised the process with assistance from Ms. Raphaëlle Brody (MEAE).

The case studies have been elaborated thanks to the support and inputs from many individuals and organizations at national, regional and global level.

We would like to acknowledge the support of Sujata Bordoloi and Joanna Herat (Global Working Group on SRGBV) in the process.

A special thanks to all the partners at national and regional level from Togo, Cameroun, Senegal and Cote d’Ivoire from UNESCO, Plan International and UNICEF, as well as the governmental representatives and the involved communities, who took time to participate in interviews and discussions to share their experiences and views on the good practices on SRGBV.

Cover : Vincent Trémeau / ffmuskoka

Big Yellow Taxi, Inc. was responsible for the design and production of this publication.
PROMOTING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT: MULTI-SECTORAL APPROACHES TO ELIMINATE SRGBV
Case studies from Côte d’Ivoire, Senegal, Togo, and Cameroon

FINANCED BY:
PRIORITY SOLIDARITY FUND/FONDS DE SOLIDARITE PRIORITAIRE (FSP) – MINISTRY OF EUROPE AND FOREIGN AFFAIRS
“SUPPORT FOR ADDRESSING SCHOOL-RELATED GENDER-BASED VIOLENCE”
<table>
<thead>
<tr>
<th>ACRONYMS</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAFOP</td>
<td>Center for animation and pedagogical training</td>
</tr>
<tr>
<td>CBO</td>
<td>Community Based Organisations</td>
</tr>
<tr>
<td>CCPD</td>
<td>Community Committees on child protection and reporting on SRGBV</td>
</tr>
<tr>
<td>CROPESDI</td>
<td>The Referral, Guidance and Care Centre for Children in Difficulty (Centre de Référence, d’Orientation et de Prise en charge des Enfants en Situation Difficile)</td>
</tr>
<tr>
<td>DREN</td>
<td>Regional Directorates for National Education</td>
</tr>
<tr>
<td>EMIS</td>
<td>Education Management Information System</td>
</tr>
<tr>
<td>FSP</td>
<td>Priority Solidarity Fund (Fonds de Solidarité Prioritaire)</td>
</tr>
<tr>
<td>GTPE</td>
<td>Working Group on Child Protection in schools (Groupe de Travail sur la Protection de l’Enfant en milieu scolaire)</td>
</tr>
<tr>
<td>IEC</td>
<td>Information-Education-Communication</td>
</tr>
<tr>
<td>MAEDI</td>
<td>Ministry of Foreign Affairs and International Development</td>
</tr>
<tr>
<td>MASFPFA</td>
<td>Ministry of Social Action, Women, and Literacy</td>
</tr>
<tr>
<td>MEAE</td>
<td>Ministry of Europe and Foreign Affairs</td>
</tr>
<tr>
<td>MENET-FP</td>
<td>Ministry of National Education, Technical, and Vocational Training</td>
</tr>
<tr>
<td>MEPSFP</td>
<td>Ministry of Primary and Secondary Education and Vocational Training</td>
</tr>
<tr>
<td>MINEDUB</td>
<td>Ministry of Basic Education</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents and Teachers Association</td>
</tr>
<tr>
<td>RESEN</td>
<td>Education country status report</td>
</tr>
<tr>
<td>SCAC</td>
<td>Service of Cooperation and Cultural Action</td>
</tr>
<tr>
<td>SDG</td>
<td>Sustainable Development Goals</td>
</tr>
<tr>
<td>SRGBV</td>
<td>School-related gender-based violence</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNGEI</td>
<td>United Nations Girls’ Education Initiative</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Childrens Fund</td>
</tr>
</tbody>
</table>
CONTENTS

ACRONYMS ........................................................................................................................................................................... 2

INTRODUCTION .................................................................................................................................................................. 4

SENEGAL COMPONENT 1: STRENGTHENING EDUCATION SYSTEMS TO PREVENT SRGBV .................................................. 10
 GOOD PRACTICE: Analyzing SRGBV responses in education policies using an education sector analysis tool UNESCO, Senegal ........... 10

CAMEROON COMPONENT 2: UNDERSTANDING AND VISIBILITY OF SCHOOL-RELATED GENDER-BASED VIOLENCE (SRGBV) AT THE COMMUNITY LEVEL ........................................................................................................ 16
 GOOD PRACTICE: Identifying local forms of SRGBV at the community level-Plan International, Cameroon ........................................ 16

TOGO COMPONENT 3: STRENGTHENING THE PROTECTION AND MONITORING CHAIN ......................................................... 24
 GOOD PRACTICE: Practical approaches in local child protection and referral systems –Allô 1011 ................................................. 24

COTE D’IVOIRE COMPONENT 4: COLLECTING SRGBV DATA .................................................................................................. 34
 GOOD PRACTICE: Integrating SRGBV indicators into the EMIS ................................................................................................. 34

CONCLUSION .................................................................................................................................................................. 46

PROMOTING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT: MULTI-SECTORAL APPROACHES TO ELIMINATE SRGBV
INTRODUCTION

For millions of children worldwide, school is not a safe, accessible space because of the experiences of violence from peers, teachers and school staff. Half of students aged 13–15, about 150 million, report experiencing peer-to-peer violence in and around school. This number includes students who report having been bullied in the last month or having had a physical fight within the past year.¹ Be it corporal punishment and physical violence, sexual violence and abuse or bullying, violence is more common in the lives of children than the data that is available. Education plays a critical role in shaping the minds of learners. However, schools also reflect the predominant community norms, values and practices and mirror the unequal power dynamics and stereotypes that manifest in gender and violence between older and younger girls and boys, adults and children, men and women. For many students, school is not a place where knowledge and skills are taught and shared, but a place of stress, fear, and violence.

School-related gender-based violence (SRGBV) is defined as acts or threats of physical, psychological, and sexual violence occurring in and around school, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics. Both girls and boys, teachers and students can be victims and perpetrators. Physical violence may take the form of corporal punishment, physical fights, or beatings. Psychological violence might involve humiliating and demeaning language, or psychological pressure, or teasing based on one’s appearance, ethnicity, or race. Sexual violence includes harassment, sexual assault, and transactional or forced sexual relations in exchange for money. SRGBV reflects predominant gender relations, revealing the power inequalities between women and men and girls and boys. Although both girls and boys can be victims of SRGBV, the extent and type of violence differs depending on the student’s gender.


SRGBV can have many serious consequences, from psychological repercussions like trauma, depression, and mental illness; physical injuries and other physical harm; health-related issues, including unintended pregnancies, sexually transmitted diseases, and infections; educational ramifications, such as poor concentration, lower grades, and dropping out of school; and social challenges. SRGBV has many, and often disastrous, consequences for its victims. It violates children’s most fundamental rights, seriously impacts their cognitive and emotional development and adversely affects their schooling (fear of school, school failure, dropping out of school).

By compromising children’s schooling, whether in terms of attendance, retention or learning, SRGBV is one of the main obstacles to achieving the global
THE CASE STUDIES IN THIS REPORT PRESENT FOUR PROMISING STRATEGIES FOR PREVENTING AND RESPONDING TO SRGBV HIGHLIGHTING AN INTER-AGENCY AND MULTISECTORAL APPROACH.
goals (SDG 3 on good health and well-being, SDG 4 on quality education, and SDG 5 on gender equality).

France has been committed to ending SRGBV for several years and has helped mobilize major international support on this complex issue. Ending SRGBV is one of the country’s priorities to ensure education for all.

In 2010, the Ministry of Foreign Affairs and International Development (MAEDI) set up a specific working group on SRGBV to make the issue visible and to build up and analyse available data on gender-based violence (GBV) and its consequences in French-speaking West Africa. In 2012, France published a report entitled *Gender-based violence at school in French-speaking sub-Saharan Africa: Understanding its impact on girls’ school attendance to combat it more effectively*, which includes recommendations for ending the impunity enjoyed by perpetrators of violence and for strengthening measures to prevent violence and provide care for victims.

Between 2012 and 2014, France followed through on its commitments by supporting four programs aimed at enrolling girls in school and addressing gender-based violence as part of the first Priority Solidarity Fund (FSP) SRGBV project. The FSP was implemented by the United Nations Children’s Fund (UNICEF) and government ministries in Burkina Faso, Côte d’Ivoire, Mali, and Niger.

In 2013, MAEDI, the United Nations Girls’ Education Initiative (UNGEI), and UNICEF, with involvement by the Global Partnership for Education (GPE), organized a workshop for French-speaking West African countries in Ouagadougou, Burkina Faso, to establish a regional strategy for integrating SRGBV into education policies.

In Paris, MAEDI also brought together more than 30 United Nations organizations, governments, development agencies, civil society organizations, and research institutes to improve coordination of international actions to tackle SRGBV. The Global Working Group to End SRGBV was then created to carry out coordinated research, advocacy, and support activities in order to integrate SRGBV prevention and response into education systems. The SRGBV working group brings together more than 50 partners from different sectors committed to tackling SRGBV. It provides a platform for gathering and sharing research on SRGBV, guiding advocacy actions, and raising awareness of this complex issue.


The following year, in 2015, France submitted a resolution on tackling SRGBV to the Executive Board of the United Nations Educational, Scientific and Cultural Organization (UNESCO). Adopted unanimously by the Executive Board on 16 April 2015, UNESCO resolution 196 EX/30—“Learning without fear: preventing and combating school-related gender-based violence”—marks a crucial step forward in recognizing this taboo and little-known issue. It provides the first common framework for understanding SRGBV, stating, among other things, that schools must be safe and accessible spaces for girls and boys. This resolution calls on UNESCO member states to prioritize SRGBV in their cooperation and development policies.

France is also funding the regional project “Support for addressing school-related gender-based violence” through the Ministry of Europe and Foreign Affairs’ (MEAE) and its FSP-mechanism (Fonds de Solidarité Prioritaire). This project, supported the governments of Cameroon, Senegal, and Togo, coordinated by
the UNICEF West and Central Africa Regional Office (WCARO) and implemented in partnership with UNESCO, Plan International, and UNICEF. The project is divided into four components:

- **COMPONENT 1**: Strengthening education systems to prevent SRGBV. This component was implemented by UNESCO.

- **COMPONENT 2**: Understanding and visibility of SRGBV at the community level. This component was implemented by Plan International.

- **COMPONENT 3**: Strengthening the protection and referral chain. This component was implemented by UNICEF.

- **CROSS-CUTTING COMPONENT**: Management, coordination and communication. This component was implemented by UNICEF with support of a technical specialist recruited through MAEDI.

The project supports countries using a multi-sectoral approach, working both within and outside schools and including several measures such as:

- Developing or strengthening legal frameworks, internal regulations, and official codes of conduct to put an end to the impunity enjoyed by perpetrators of violence;

- Promoting safe and inclusive school environments that promote gender equality by reviewing teaching approaches, curricula, and textbooks, as well as by providing gender-sensitive and inclusive learning spaces;

- Developing training programs for the educational community aimed at raising awareness of SRGBV and gender equality in schools;

- Involving young people and community members and leaders via a participatory approach, through education, mentoring and awareness-raising programs on non-violence, children’s rights, gender equality, and girls’ empowerment;
Establishing mechanisms for data collection, reporting, referral, and monitoring of gender-based violence, both within and outside schools, through inter-sectoral coordination, to measure the outcomes of various violence-prevention activities.

The case studies in this report present four promising strategies for preventing and responding to SRGBV highlighting an inter-agency and multi-sectoral approach. These case studies focus on SRGBV initiatives in the three countries (Cameroon, Senegal, and Togo) benefiting from the “Support for addressing school-related gender-based violence” project. A case study on Côte d’Ivoire, which was part of the first FSP regional project to address SRGBV carried out from 2012 to 2014, is also included in order to draw lessons and serve as a tool for other countries and partners.

The four case studies are as follows:

a. **Analyzing SRGBV in education policies using an education sector analysis (AnIMRS) tool.** UNESCO, Senegal
   => COMPONENT 1: Strengthening of education systems to prevent SRGBV

b. **Community awareness—identifying forms of SRGBV at local level with the communities.**
   Plan International, Cameroon
   => COMPONENT 2: Understanding and visibility of SRGBV at the community level.

c. **Practical approaches in establishing local child protection and referral systems** – Allô 1011 (Hello 1011). UNICEF, Togo
   => COMPONENT 3: Strengthening of the protection and referral chain

d. **Integrating SRGBV indicators into the EMIS.**
   UNICEF, Côte d’Ivoire (first FSP project)
Although the implementing partners have coordinated activities for their specific intervention area, including planned actions and methodological tools, in each of the three countries, the case studies highlighted in this report focus on the implementation of one strategy in each country.

In this report, a promising strategy is understood as an intervention that has had a positive impact on tackling SRGBV and has potential to be adapted in another context.

These case studies were chosen using eight UNGEI criteria for identifying good practice: relevance, gender analysis, monitoring and evaluation, efficiency and cost-effectiveness, participation and partnership orientation, sustainability, replication, and lessons learned. These criteria are informed by the Commonwealth Secretariat guidelines on submissions for the 2012 Education Good Practice Awards and by the UN Women resources on good practice in gender mainstreaming. This report also draws on the recommendations and practical advice provided in the Global Guidance on Addressing School-related Gender-based Violence, published by UNESCO and UN Women in 2016.
SENEGAL COMPONENT 1: STRENGTHENING EDUCATION SYSTEMS TO PREVENT SRGBV

CONTEXT
Senegal has signed or ratified a number of international agreements and treaties to protect children from violence, such as the Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC). Girls' education and adopting a gender-responsive approach are among the Senegalese government’s development priorities.

Senegal uses several strategic documents to govern interventions on violence against children, including a National Child Protection Strategy developed in 2013. In addition, the Education Sector Plan 2013-2025 (known as PAQUET – Program for the Improvement of Quality, Equity, and Transparency in Education and Training) defines gender policy in education and establishes a set of objectives for addressing women’s needs and interests in terms of education and training. These objectives include initial teacher training standards, the establishment of a multi-sectoral approach to prevent and respond to SRGBV, and capacity-building for the committee that coordinates and monitors girls’ education interventions.

GOOD PRACTICE: Analyzing SRGBV responses in education policies using an education sector analysis tool UNESCO, Senegal

METHODOLOGY
UNESCO’s aim with this project was to improve curricula content to include SRGBV, human rights, and gender equality; integrate SRGBV prevention into teacher training; and update policy and regulatory frameworks for SRGBV. With technical support from the Institute of Demographic Training and Research (IFORD), UNESCO developed a data entry, analysis, and visualization tool to assess education sector responses to SRGBV. This assessment tool is known as AnImRS (Analysis and Imaging of the Response to SRGBV).² The tool provides a list of elements to be assessed in order to determine whether essential features of a comprehensive response to SRGBV are

² AnImRS is based on a similar tool called SERAT (Sexuality Education Review and Assessment Tool), which UNESCO created in 2011 to analyze sexuality education programs’ content, stakeholder involvement, and other factors.
THE ANIMRS TOOL CAN BE USED AT SEVERAL POINTS IN THE SRGBV PREVENTION AND RESPONSE PROCESS TO MEASURE EFFORTS MADE AND IDENTIFY ANY OUTSTANDING WEAKNESSES IN THE EDUCATION SYSTEM.
present within the Senegalese education system. The four components of the tool are:

1. school programs;
2. teacher training;
3. educational policies and strategies; and
4. SRGBV regulations.

Each component is divided into subcomponents and then into elements. For each of the four components and for each element, the tool makes it possible to assess and identify achievements, gaps, and areas for improvement using a rating scale of “satisfactory,” “partially,” or “not at all.”

Using the tool involves a comprehensive desk review and qualitative interviews with key contacts such as relevant officials from education ministries and country partners. These interviews guide the identification and analysis of the documents, which may include school programs, teacher training programs, laws, policies, strategies, regulations, projects, and reports.

Once information has been entered into the tool, it automatically converts all responses into a visual and graphical representation of progress, gaps, and adjustments that could help strengthen the program.

**KEY RESULTS**

The Ministry of Education in Senegal has developed a detailed report and an overview of the response needed to address SRGBV for each of the four components: 1) primary and secondary education content; 2) initial and ongoing teacher training; 3) educational policies and strategies; and 4) regulations. The report created by the analysis tool revealed whether elements were present, partially present, or absent for each of the components and subcomponents. The report also highlighted the country’s achievements and gaps in its SRGBV response and outlined several recommendations for strengthening education systems. A comparative review was also carried out to highlight the strengths and areas for improvement for the three countries supported by the project (Cameroon, Senegal, and Togo). The findings from the report were shared with the Ministry of Education and other key stakeholders (who discussed opportunities for collaboration), provided a baseline on which to build, and make joint-planning of SRGBV programs easier.

In terms of cost-effectiveness, using the tool to analyze SRGBV in education policies was relatively inexpensive, consisting mainly of the cost of the contract with the consulting firm and the working hours of the UNESCO Regional Office team. Given the amount of information collected and analyzed and the tool’s ease of use, it has proven to be an efficient use of resources.

**PARTNER INVOLVEMENT**

The tool was developed in consultation with project partners (government, education departments, UNICEF, and Plan International) to obtain feedback and make adjustments where necessary. Once the project was launched, the various partners...
were asked to collect all the documents needed for developing the tool, including school curricula, teacher training programs, laws, policies, strategies, and regulations pertaining to the response, as well as any project, report, study or evaluation on SRGBV. The tool was completed following the analysis of the documents, in close collaboration with partners at the country level and the education ministry.

The report produced by the tool highlighted achievements and gaps in addressing SRGBV and made recommendations for strengthening the capacity of education systems in the context of the SRGBV project. Members of several services and departments of the Ministry of National Education (MEN), the Cooperation and Cultural Action Service of the French Embassy in Senegal, two teachers’ unions, two parents’ associations, UNICEF, Plan International, Italian Cooperation, the Group for the Study and Teaching of the Population (GEEP), and the principal researcher from the consulting firm that produced the report attended a validation and planning meeting in Senegal to validate the report.

Using the tool to analyze SRGBV in the Senegalese education system required partnership and participation at all levels. The tool’s analysis also benefits all the actors involved, since it serves as a basis for joint planning among the ministries responsible for education, national stakeholders, and partners.

**INNOVATION**

This project is innovative, because of its approach and the use of the analysis tool, which is a robust and efficient way to provide a snapshot of a country’s response to SRGBV at a given time. However, the tool can still be improved and supplemented, notably with the addition of four new components: the physical environment; responses (reporting, advice and support); partnerships; and monitoring and evaluation.
MONITORING AND EVALUATION
The tool can be used at several points in the SRGBV prevention and response process to measure efforts made and identify any outstanding weaknesses in the education system (see figure 5).

SUSTAINABILITY, REPLICAIBILITY, AND SCALABILITY
To ensure that the tool is sustainable and has a lasting impact on Ministry of Education decisions, three interrelated elements are required: state ownership of the tool, a strong political will to address what the analysis reveals, and acceptance of the tool as a strategic element on which to base joint programming (which occurred during the workshop to review the report and plan the response to SRGBV).

The sustainability of the tool also depends on future funding initiatives and partnerships. The tool’s sustainability is also measured by its potential to be replicated in other countries. It is very adaptable to other contexts (different countries and continents) and has been disseminated and used as part of the second FSP project in Cameroon and Togo.

CHALLENGES AND LESSONS LEARNED
Lack of available data and importance of pre-assessment workshop: During the process of data collection and validation, it was found that having a workshop about the tool with Ministry officials and partners for this kind of an assessment would yield better data. One of the major challenges was the availability of comprehensive data and information about the national education system. However, during the validation process where the findings were shared with a range of stakeholders from the ministry and others, a number of sources of data were identified and added to the tool. This indicates that a pre-assessment workshop would have been useful.

Capacity of education ministry staff to use and update the tool: Data entry and analysis using the tool requires training and a certain level of experience. While the tool is extremely effective in generating a sound analysis, it needs to be consistently updated with new data and information for the analysis to be generative. This requires dedicated and trained staff within the Ministry of Education who can generate the assessment and also share across the ministry to augment cross-sectoral and inter-ministerial collaboration.

Secure buy-in and commitment to address SRGBV from the Ministry of Education: The results generated through such a sectoral assessment can point to the critical gaps in policy implementation for the Ministry of Education. It is therefore crucial that such an assessment is led by the Ministry, with support from the UN and other partners. Engaging officials in policy dialogue and familiarizing them with the tool at the outset can help them develop a greater sense of ownership. Working in an explanatory, collaborative, and participatory manner allows emphasis to be placed on evaluation and awareness-raising and reduces any appearance of “blaming” the government for inefficiencies.

KEY SUCCESS FACTORS
Several factors have contributed to the success of UNESCO’s efforts to analyze SRGBV in Senegal’s education policies using the analysis tool:
The tool is a simple, easy-to-use and facilitates the analysis of qualitative information and automatically converts all entered responses into visuals and graphics.

The tool streamlines data entry and consolidates data into a single document and quickly identifies specific areas and weaknesses that require intervention.

By identifying achievements, gaps, and areas for improvement in curricula, teacher training, policies, strategies, and regulatory frameworks, the tool can contribute to a targeted and appropriate response and also facilitate joint planning of SRGBV programs.

The project benefitted from a positive and participatory partnership between UNESCO and various key actors as well as the commitment and support of the Ministry of Education.

The tool also facilitates the exchange of good practice by comparing different countries’ strengths and making it very easy to identify complementarities; each country can then draw inspiration from other countries’ approaches.

**FIGURE 6**

- The AnImRS tool is a simple, easy-to-use and visual analysis and imaging tool.
- The AnImRS tool helps to identify achievements, gaps and areas for improvement in curricula, teacher training, policies, strategies and regulatory frameworks.
- The AnImRS tool can contribute to a targeted or appropriate response based on its findings.
- Positive and participatory partnership.
- The AnImRS tool facilitates joint planning of programmes to address SRGBV.
- Commitment and support of the Ministry of Education through the project’s focal point.
CAMEROON COMPONENT 2:
UNDERSTANDING AND VISIBILITY
OF SCHOOL-RELATED GENDER-
BASED VIOLENCE (SRGBV) AT
THE COMMUNITY LEVEL

CONTEXT
In Cameroon the protection of human rights,
and children’s rights in particular, is governed
by a vast legal framework. The country has
signed or ratified several legal instruments
and international and national commitments
designed to protect children from acts of
violence committed against them, whether
in a societal, educational, or family context.
However, the country’s integration of
SRGBV into its education policies and strategies is
still limited. The Education Sector Strategy (DSSEF)
adopted in 2013 provides for the development of social
services to prevent conflict and violence in schools
and universities, as well as psychosocial support
for children who are victims of violence. In addition,
through the Ministry of Women’s Empowerment
and the Family, Cameroon has developed a National
Strategy for Combating Gender-Based Violence
(2017–2020) that takes into account SRGBV, including
the causes, forms, and consequences of this violence.

GOOD PRACTICE:
Identifying local
forms of SRGBV
at the community
level - Plan
International, Cameroon

As part of the National Gender Policy, a
framework document has been drawn
up with the aim of helping systematically
eliminate gender inequalities. Articles
35 and 36 of Act No. 98/004 of 4 April
1998 on educational guidance stipulate
that the physical integrity of students is
guaranteed in the education system and
therefore prohibits corporal punishment
and all other forms of violence, as well as
discrimination of any kind. In addition to the Penal
Code, which broadly punishes any form of sexual
relations with a minor 16 years old or younger,
whether consensual or not, there are several
circulars prohibiting such acts.

Although there are a number of regulations to support
and govern the prevention and management of
school-related violence, there is no specific regulation
requiring cases of SRGBV occurring in schools to be
documented. There is also no formal code of conduct
TO OVERCOME THE LACK OF VISIBILITY AROUND SRGBV, PLAN INTERNATIONAL USED THE SCHOOL EQUALITY SCORECARD TO MEASURE HOW GENDER EQUALITY IS PERCEIVED, BY CHILDREN THEMSELVES, IN SCHOOLS, AROUND SCHOOLS, AND ON THE WAY TO SCHOOL.
for teachers and teaching staff. However, student councils have been established in all primary schools to provide a framework for reporting and denouncing violence against children in schools.

**METHODOLOGY**

The “Community awareness: Identifying local forms of SRGBV at the community level” project aimed to raise awareness of SRGBV in communities and to encourage communities to mobilize against this issue. The project worked in ten target schools in three school complexes in Yaoundé: Messa, Tsinga, and Ekoudou. Led by Plan International, the project follows a child-centered community development approach, with two main goals:

1. **Identifying local forms of SRGBV at the community level**
2. **Raising community awareness of SRGBV**

**RELEVANCE OF THE TOOLS AND APPROACH**

1. **Identifying local forms of SRGBV at the community level**

A major challenge for SRGBV prevention and response was the relative lack of information on the extent and severity of SRGBV in Cameroon. This lack of data was due to:

- Socio-cultural norms, that condone corporal punishment and taboos, on discussing sexual abuse and violence;
- Lack of a general system for monitoring violent acts occurring in or outside schools;
- Few studies on SRGBV;
- Inadequate mechanisms for reporting and redressal;
- No observation, monitoring, or data collection systems;
- Fear and shame for girls, boys, and parents around reporting violence.

**SCHOOL EQUALITY SCORECARD**

This scorecard made it possible to translate qualitative data obtained from the students on their perception of gender in school and the prevalence of GBV in school and in the community. It collected data from stakeholders, focusing on 10 areas:

- participation in sports,
- children’s participation in class,
- division of school chores (collecting water, wiping the board, etc.),
- type of latrines (whether they are separate and inclusive),
- system to ask for help,
- leadership development,
- teachers’ and parents’ expectations and encouragement regarding children’s school performance based on the child’s gender,
- safety on the way to school,
- safety at school, and
- tackling early pregnancy.

The children in the schools surveyed provided information on each of these areas, scoring them on a scale of 1 to 5 (1: never, 2: rarely, 3: sometimes, 4: often, 5: always). The scorecard therefore made it easy to identify the area(s) in which gender is taken into account and to analyze whether or not students feel protected within their school.
To overcome the lack of visibility around SRGBV, Plan International used the School Equality Scorecard to measure how gender equality is perceived, particularly by children themselves, in schools, around schools, and on the way to school within the ten targeted schools in the Yaoundé district. The SRGBV aspect of the research focused more specifically on the various acts of violence perpetrated in, around, and on the way to school and the actors responsible for these acts.

The use of the scorecard enabled the various stakeholders to participate in the assessment, which then helped them to collectively formulate strategies to prevent and address SRGBV. Once data was collected, it was analyzed to identify types of recurrent violence in schools and families, establish the frequency of different types of violence, and visualize the situation at a given time.

2. Raising community awareness of SRGBV

In addition to the need to make the SRGBV visible and to identify local forms of SRGBV at the community level, it was essential to raise awareness about the risks and consequences of SRGBV. The results of the analyses conducted with the School Equality Scorecard in the target schools and their surrounding areas were used to target awareness-raising activities.

These activities were structured around identifying, implementing, and supporting local participation groups and platforms:

1. **Creating or revitalizing girls’ clubs** (one in each partner school), student councils (one in each partner school), and children’s forums (within communities). The children and teachers involved in these groups participated in awareness-raising activities aimed at enabling children to detect, report, and address SRGBV. This activity was carried out in collaboration with several stakeholders from the education community: the Ministry of Basic Education (MINEDUB), the District Inspectorate for Basic Education, head teachers from the target schools, platform supervisors, representatives of community-based organizations (CBOs), the Parent-Teacher Association (PTA), neighborhood leaders, and religious leaders.

2. **Training PTA members**: Approximately one hundred members participated in workshops covering gender, child protection, types of SRGBV and its effects on children, and alternatives to corporal punishment and other harmful disciplinary practices.

3. **Establishing community committees on child protection and reporting of SRGBV (CCPDs)** and training members on how to establish systems for reporting, handling, and referring cases of violence and how to handle those that already exist. Thanks to this training, CCPD members are now able to raise awareness among community actors on protecting and promoting children’s rights.

In total, these awareness-raising activities reached more than 1,100 people in the target area, including more than 650 women and girls and 450 men and boys, as well as about 100 teachers and head teachers. Plan International has used several awareness-raising methods, such as a national video spot on SRGBV in French, English, and Hausa; Information-Education-Communication (IEC) tools; and various awareness-raising activities during nationally and globally significant days. These days brought together teachers, children, children’s forums, parents, and supervisors around communication and advocacy actions.

**KEY RESULTS**

The approach adopted by Plan International involved identifying forms of violence and raising awareness.
The tools used, in particular the School Equality Scorecard, have helped make violence, violence in schools, and SRGBV more visible and raised awareness of the problem not only at the state and institutional levels (MINEDUB, Inspectorate, Town Hall) and the school level (principal, teachers, students), but also within communities (community leaders, religious leaders, CBOs) and families.

This awareness among all stakeholders of what constitutes violence in general, violence against children, and SRGBV, including how to identify SRGBV and understanding its causes, consequences, and extent, has been an important catalyst for change. Thanks in part to this project, MINEDUB was prompted to act, including training teachers on SRGBV. For the 2018–2019 school year, MINEDUB has formalized its involvement by integrating SRGBV learning into civic and moral education, as well as the new preschool and primary learning programs introduced in August 2018.

In the targeted schools, both teachers and students agree that the environment is more pleasant and conducive to learning. The children targeted by the program have learned that violence does not have to be part of education and they now know their rights, including the right to education. They are more comfortable talking about their lives and the violence and suffering they have experienced in school or at home. Whips have disappeared from the classrooms of the teachers trained through the project, giving way to alternative approaches to discipline such as entering into dialogue with the child and raising children’s and parents’ awareness of certain rules of community life.

In the communities, key stakeholders also report a visible decrease in acts of violence—especially physical violence—and a climate that is more open to discussion and dialogue. The CCPDs that Plan International set up facilitated this dialogue and initiated a system of care for victims of violence. Created in early 2018, these committees are informal community organizations that include community representatives with a role to play in child protection. CCPDs stand guard against SRGBV, proposing concrete solutions to the specific circumstances of children and young people affected by SRGBV. They also serve as a platform for promoting the rights of the child and aim to listen to children and support their efforts.

**INNOVATION**

This project was innovative because it engaged with the entire educational community—teachers, students, parents, and the other community members. This has made it possible to raise broad awareness of violence, its causes and consequences, its impact, prevalence, frequency, and intensity, and to formulate follow-up action plans collectively. The project was based on good collaboration between the various key players, who worked together well and communicated regularly.

One of the cornerstones of the partnership’s success has been the involvement of religious and community leaders and community-based organizations (CBOs), who have helped spread the message against SRGBV. Their involvement has helped address any reservations relating to the project, such as from parents who are reluctant to stop whipping children at school and at home.

This project has made visible an issue that was, prior to this, fairly hidden. By making SRGBV visible, Plan International has also been able to raise awareness throughout the community about gender inequalities, sociocultural constraints, and negative social norms. In addition to increasing understanding of the consequences of SRGBV, the project drew attention to the broader societal context that associates force...
and power with masculinity. The project therefore made it possible to challenge unequal gender relations and to illustrate them in a concrete way. It has also allowed for knowledge transfer not only to children (through gender modules offered to children), but also to teachers and head teachers, who have received gender training that challenges their stereotypical beliefs and practices.

**MONITORING AND EVALUATION**

Plan International conducted regular monitoring and implemented midline evaluations to ensure that interventions were adapted to changing circumstances and developments. There has been a follow-up to check whether the action plans proposed by each of the actors have been effectively implemented and there are plans for an evaluation to measure the results and impacts of the activities and to build on good practice.

**SUSTAINABILITY, REPLICABILITY, AND SCALABILITY**

MINEDUB’s genuine and visible involvement at the central and decentralized levels is a major component of the project’s success and sustainability. MINEDUB’s continued involvement and supervision is essential to ensuring the project continues on successfully. As proof of its commitment to the project, MINEDUB is currently considering expanding the project to all of Plan International’s intervention areas. MINEDUB would also like to extend it to the whole country by mobilizing other partners working in the field of child protection and SRGBV.

The CCPDs established in early 2018 and supervised by the Town Hall are another key component for sustainability. If these committees receive more support and guidance in the future, they could encourage the community to continue tackling the issue of SRGBV and violence against children in general.
In terms of being able to replicate the model, the School Equality Scorecard used to analyze the SRGBV profile and measure the extent and prevalence of SRGBV in schools and the community has the advantage of being quite simple and easy to use. With any necessary adjustments, it can easily be applied to another context and in any institution—public or private, kindergarten, primary, or secondary.

CHALLENGES AND LESSONS LEARNED

Behaviour change communication and awareness raising needed to shift deeply held socio-cultural norms is about violence: This remains very significant in some parts of the country where certain beliefs about the power and necessity of whipping in education, for example, or certain taboos on sexual violence, in particular are obstacles to tackling SRGBV effectively and changing perceptions. In cases of sexual violence like rape and sexual assault, it is very difficult to complete legal proceedings because families tend to retract their allegations or settle these instances of violence against children informally. The culture of non-reporting is strong, and perpetrators may threaten victims and their families, or even others involved like social workers and volunteers.

There is a need to raise awareness among the education community on the short, medium, and long-term consequences of SRGBV on children’s development. This also requires promoting participatory teaching techniques, non-violent attitudes, and alternative discipline methods.

Several lessons have emerged from this project.

Education staff and parents needs to work together: Although the project worked extensively with education staff (headteachers, teachers), Parents were not as strongly involved in the training and awareness raising activities. It is therefore important not to limit activities to parent-teacher association (APEE) presidents but to engage directly with parents, because there is sometimes a breakdown in communication between the APEE and parents. It would be ideal to work with the largest possible cross-section of representatives and to extend the activities to include more families through women’s associations, family associations and through home visits, to ensure broader and more consistent awareness-raising.

Strengthening the training and awareness of CBO, CCPD, children’s forum supervisors through training of trainers will help ensure participants achieve a better grasp of the content and there is better follow-up and support for child victims and parents.

Avoid backlash through intentional focus on inclusion: Targeting specific schools for activities unintentionally stirred up jealousy between neighboring families who were left out of the campaigns and activities. Children from the same neighborhood do not necessarily attend the same schools and differences in treatment between neighbors were reported. This could have been avoided by working with the community leaders to identify families and schools and agreeing on ways that the whole community could be involved in the implementation of activities.

KEY SUCCESS FACTORS

“PLAN INTERNATIONAL HAS GONE INTO SCHOOLS TO DRIVE CHANGE AND HAS SHOWN US THAT WE CAN TEACH CHILDREN WITHOUT WHIPPING THEM” – HEAD TEACHER

The first key success factor is that there was strong institutional representative at several levels. A chain from MINEDUB to the grass-roots level was established and has been effective throughout.
the project. In addition, the focal points within MINEDUB—the girls’ schooling focal point and the Plan International focal point—have been heavily involved and invested in the project. They have created momentum around the issue of SRGBV and brought together all of its key players.

The second key success factor is that all stakeholders (from home to school) were involved and invested in the SRGBV project. The community approach strengthened the capacity, understanding, and skills of all community actors on SRGBV. The community is now more aware of and better understands how to address SRGBV, which allows for the real involvement of all beneficiaries. In addition, it is important to note the key role played by community leaders, who are essential to opening access to community members.

The third strength is the tools and approaches used by Plan International, particularly the SRGBV profile analysis. The SRGBV profile makes it possible to empower all stakeholders in the educational community around a participatory diagnosis. It also facilitates formulating joint responses to the problems identified in terms of SRGBV, as well as community mobilization around collective advocacy.
TOGO COMPONENT 3: STRENGTHENING THE PROTECTION AND MONITORING CHAIN

CONTEXT
In Togo, the legislative and policy framework on SRGBV is relatively strong and reflects the political will at the national level to create safe learning environments for girls and boys. The country has signed or ratified a number of legal instruments and international frameworks designed to protect students from violence in education. The country has also taken legal measures to prohibit violence against children, both at school and elsewhere. As early as 1980, a ministerial order prohibited corporal punishment in schools. In 1983, the Précis de Législation et d’administration scolaire (Summary of Legislation and School Administration) provided national guidelines for school teaching and administration, as well as advice on school discipline. There are a number of other legal measures including those that:

- Address pregnancies in schools;
- Prohibit sexual relations between teachers and students in schools or educational establishments.
- Guarantee women, and adolescents in particular, access to family planning and protection from “harmful traditional practices.”
- Specify the right of children to be protected against all forms of violence, including psychological, physical and sexual violence or ill-treatment by any person in a position of authority.
- Prohibit corporal punishment and any other form of violence or abuse in schools, vocational training, and any other institutional context.
- Punish kidnapping, pedophilia, sexual harassment, sexual abuse, indecent, rape, trafficking, female genital mutilation, and incest.
- Specify the various penalties relating to SRGBV, including penalties for physical assault, genital mutilation, sexual violence, and rape.

In Togo, the two key ministries involved in tackling SRGBV at the national level are the Ministry of Social Action, Women, and Literacy (MASPFA), which is the line ministry of the Directorate-General for Child Protection (DGPE), and the Ministry of Primary and Secondary Education and Vocational Training (MEPSFP).
The existence of an inter-sectoral group on violence in schools has hugely facilitated smooth dialogue and the recurrence of meetings between partners and key actors, as well as synergy, partnerships and coordination among stakeholders.
METHODOLOGY
“Practical approaches in local child protection and referral systems—Allô 1011,” implemented by the Togolese government with UNICEF support, was integrated into a broader program that has been running in Togo for the past few years: the Referral, Guidance and Care Centre for Children in Difficulty (CROPESDI). Set up by the Togolese government in 2011, CROPESDI is an integrated child protection system that brings together the Allô 1011 freephone line (created in 2009) and a reception and care center for vulnerable children, which provides emergency shelter to victims of violence who need to be removed from their living environment. By supporting CROPESDI, UNICEF has helped strengthen existing systems and mechanisms and build on a synergy of actors and dynamics already active and established.

The ALLÔ 1011 freephone line was officially launched on 14 January 2009, under the aegis of the Ministry of Social Action, in partnership with the actors involved in child protection. ALLÔ 1011:

- Results from a collaboration between the public sector (the Ministry of Social Action and the Ministry of Post, Telecommunications, and the Digital Economy), the private sector (mobile telephone operators), institutions (UNICEF) and civil society organizations;
- Fosters a culture of reporting and denunciation of violations of children’s rights;
- Is a freephone line, on all operators’ networks, accessible seven days a week, from 6am to 10pm, and guarantees anonymity;
- Offers an online listening and counselling service via a team of specially-trained counsellors;
- Links to a mobile team for on-site intervention and to remove children from dangerous situations; and
- Provides guidance or referral of children according to their needs to specialized entities.

The emergency accommodation center, which was created in 2011:
- Houses victims of abuse in a safe space (generally for no more than 72 hours) while they wait for their situation to be assessed;
- Features a multidisciplinary team of 14 people (social workers, group leaders, nurse, nursery assistant for toddlers, as well as a volunteer psychologist) trained to provide children with initial psychosocial and medical care;
- Provides security and legal assistance if necessary, as well as accommodation, food, and hygiene for children;
CROPESDI works closely with nine specialized residential and care centers for children who are victims of violence, trafficking, sexual abuse, dropping out of school, running away, neglect, and family conflict. These serve as referral centers and provide guidance and follow-up for children in difficult situations. They also attempt to reintegrate children and youth into their families and, in some cases, into work. Meanwhile, other children may be placed in foster families, since a network of foster families offering victims a medium-term stay has also been set up.

The following specialized residential and care centers are part of the CROPESDI network:

- **KEKELI CENTRE**: provides psychological, health, social, legal and educational support, as well as accommodation for children ages 0-18 who are victims of sexual violence, sexual abuse, or cross-border trafficking.
- **ESPACE FRATERNITÉ**: for girls and boys living on the street and child victims of trafficking or physical and psychological violence.
- **CENTRE D’AIDE SOCIALE DE ST-ANDRÉ (CASA CENTRE)**: provides support, social reintegration and professional training to girls who have been victims of sexual violence and trafficking.
- **WAO AFRIQUE**: receives girls aged 6 to 18 years who have been victims of physical violence, trafficking, and abuse (physical and psychological).
- **CENTRE D’AIDE SOCIALE DE ST-ANDRÉ (CASA CENTRE)**: provides support, social reintegration and professional training to girls who have been victims of sexual violence and trafficking.
- **MAISON DE LA PROVIDENCE ORPHANAGE**: a children’s home for children under three years old.
- **ANGÉ-NGO CENTER**: a support center for children living on the street (boys) aged 6 to 17 years.
- **SAINTE-CLAIRE CHILDREN’S HOME**: for abandoned babies and those whose mothers have died.
- **NATIONAL CATHOLIC CHILD BUREAU (BNCE)**: for urgent cases of abused girls and a training center for young girls.
- **MOVEMENT FOR THE REINTEGRATION OF MARGINALIZED CHILDREN (MAREM)**: for girls and street children.
- **WAO AFRIQUE**: receives girls aged 6 to 18 years who have been victims of physical violence, trafficking, and abuse (physical and psychological).
- **SAINTE-CLAIRE CHILDREN’S HOME**: for abandoned babies and those whose mothers have died.

FIGURE 10

CROPESDI =⇒ THE ALLÔ 1011 FREEPHONE LINE EMERGENCY SHELTER
KEY RESULTS
UNICEF supported the improvement of an established system and strengthened existing resources and dynamics in public policy and state interventions (MASPFA and MEPSFP), contributing to SRGBV prevention and response. UNICEF’s technical and financial support began by strengthening the CROPESDI system at the programmatic and logistical levels.

At the programmatic level, the project:

- supported the detection, prevention, and management of SRGBV;
- supported nine of CROPESDI’s NGO partners in caring for children referred by the system;
- assisted the center’s operations by granting a monthly allowance to the people providing listening services;
- collected data;
- strengthened consultation frameworks on child protection;
- lead the Intersectoral Thematic Group on Violence in Schools (GT-VMS); and
- strengthened the system itself and intervention capacities.

Logistically, the project:

- provided material support to care centers (communities, judicial authorities and police authorities);
- provided IT equipment; and
- renovated the center.

The Allô 1011 freephone line received more than 26,000 calls between January 2016 and December 2017. Of these calls, more than 2,500 cases of violence were handled. For the remaining cases, solutions had been found before the mobile team intervened, such as the police removing children from parents or interventions made by the community protection committees. Under

the FSP, UNICEF’s technical and financial support to the integrated system linked to the Allô 1011 freephone line enabled 1,194 children (756 girls and 438 boys) to be cared for in 2016 and 1,323 children (884 girls and 439 boys) in 2017.

In addition, UNICEF has also created real synergy for action around detecting, intervening, and providing care in situations of violence against children in Togo. Its support has helped to raise awareness of child rights violations and to develop a more effective child protection system. It has made it possible to set up a network of trained counsellors, to centralize detection for better care, and to set up a database providing information on the various types of violence against children.

Through its significant contribution to the operations of the Intersectoral Thematic Group on Violence in Schools (GT-VMS), UNICEF has also become part of a broader national approach. Initiated by MEPSFP and UNICEF, the GT-VMS helps improve coordination between all the actors involved in tackling violence in schools: the various ministries responsible for education, social action (MASPFA), health, security, and justice; technical and financial partners (such as UNICEF, UNESCO, French Cooperation and Cultural Action Service (SCAC)); and several NGOs and civil society organizations. Since its creation in 2015, the Thematic Group has strengthened the MEPSFP’s leadership in addressing violence in schools and, with the support of UNICEF and the Global Partnership for Education, enabled Togo to feature in a scoping study carried out as part of the “End Gender Violence in Schools” initiative in 2016, in collaboration with the University College London Institute of Education and UNGEI.

The GT-VMS also helped to improve actors’ knowledge and understanding of violence and SRGBV; to train supervisory staff, teachers from Primary Teachers’ Training Colleges (ENIs), and teachers;
and to develop and revise the standardized teacher training manual *Protecting children against violence in schools, including gender-based violence*. In January 2018, led by MEPSFP and UNICEF, the Thematic Group also developed a National Strategic Framework on Violence in Schools and SRGBV. This framework aims to improve legal, institutional, and policy frameworks, improve data-collection and monitoring and evaluation mechanisms, and strengthen mechanisms to prevent and respond to SRGBV.

In the education sector, UNICEF also supported awareness-raising and advocacy by organizing regional and inter-sectoral forums. These fora emphasized the mechanisms for responding to violence in schools, and their proposals informed the development of the National Strategic Framework on Violence in Schools.

**IMPACT AND INNOVATION**

It is difficult to measure the impact of this project, given its relatively short duration. However, since UNICEF has chosen to integrate it into a pre-existing system (CROPESDI), it has helped strengthen the impact of the child protection system in Togo. While in general the *Allô 1011* freephone line has improved detection and care of children in difficulty, the system’s real impact is to make child protection actions more visible, create networks of trained counsellors, raise awareness of cases of child rights violations, centralize detections to ensure better care, and create a database of the different types of violence committed against children.

This project has revitalized existing partnership networks and strengthened some future lines of work.

The existence of the GT-VMS prior to the start of the project greatly facilitated coordination and partnership. Since addressing SRGBV requires multi-sectoral work, having a group composed of different actors— each with its own area of focus—offers real added value. Going forward, it will be important to build on this in order to clarify the chain of intervention and better identify who is involved, when, how, and where.

The main innovative feature is the strong link that has been formalized between civil society, government, and partners. The chain of responsibility has been well-defined, respected, and monitored, fostering successful and efficient multi-partner work. In addition, the project is innovative in that it goes beyond reporting and denouncing violence to also address care for victims. The next step is to improve and strengthen this care.

**SUSTAINABILITY, REPLICABILITY, AND SCALABILITY**

Strengthening the scope and capacity of state actors is one of the key elements in ensuring sustainability. This requires strengthening government competencies, as well as those of new and future partners, and strengthening coordination among the various actors so that each sector understands and continues to fulfil its role and responsibilities. Crucially, this is not the responsibility of a single actor; everyone should be aware of their own contribution and responsibilities, as well as those of others.

In March 2018, two new services were integrated into CROPESDI: the system in place now handles reports and denunciations of violence against children sent via SMS, and access to information on adolescent sexual and reproductive health is now available via the *Allô 1011* phoneline. The fact that the National Coalition for Education for All and the Togolese Association for Family Well-Being (ATBEF) have incorporated these two new services, with the support of Plan International Togo, is a testament to the importance of the system and the need to strengthen it for better results. Together, these two new services strengthen the system’s operational capacities for reporting cases of violence against children in Togo. Moreover, they show that the system’s sustainability is also dependent on new (technical and financial) partnerships emerging.
There is no doubt that this type of service is needed throughout Togo but implementing it at the national level requires a robust model and in-depth expertise across the country. For such a system to work and to be scalable to all regions of the country, a number of key things need to happen. For example, existing protection networks need to be strengthened. In order to create the right conditions for relevant services to be available, the case management process must be well-defined and established. Creating demand throughout the country when the infrastructure for care and monitoring is not available could be disastrous. To efficiently and effectively scale up the system, close ties need to be established with all services: social, health, legal, and protection services at the local level. Without these working relationships, the process would not work. The project can be replicated, provided the multidimensional scope of the project is ensured first, which requires the involvement of various key stakeholders, including community actors.
CONSTRANTS AND CHALLENGES
One of the biggest constraints of the freephone line protection and care system is that, despite having existed for 10 years, it is only operational in the country’s capital, Lomé. This service has not yet been rolled out to other regions, notably due to the lack of financial and human resources and equipment.

One of the initial challenges is ensuring the continuity and sustainability of the project. This sustainability depends in part on a greater commitment from the government, which needs to take greater ownership of the system, particularly in financial terms, and act as a leader. Rolling out the freephone line service nationwide is another major challenge—one that requires significant financial investment, staffing, and equipment to ensure that the reporting system functions properly and, above all, to guarantee care for victims. Without the commitment of the various partners, particularly in financial terms, CROPESDI could not be stable and sustainable. In addition, the support given to the various partner residential and care centers is not sufficient and should be more regular and consistent.

Yet another challenge is the high prevalence of harmful sociocultural norms, such as the culture of non-reporting and settlements in cases of violence (including sexual violence) against children, especially girls. While some children, students, parents, or other adults do call the freephone line to report violence perpetrated at school, these reports are still few and far between. As well as hindering the reporting of cases of violence committed against children, these sociocultural burdens foster a sense of insecurity that affects the agents and advisers operating the freephone line and working at the residential and care centers, who complain of regularly being threatened and assaulted. It is important to improve their safety and offer them psychological care, if necessary.

The main challenge is providing care for child survivors of violence. Although there are temporary support and care options, these are sometimes limited and do not take the place of permanent solutions. Mechanisms for monitoring children who have been abused and tracking and caring for children referred by the current system, are also insufficient. A more systematic, comprehensive, and consistent approach to prevention and response is needed to ensure that children and their families receive the care they need.

FIGURE 11

RECOMMENDATIONS
Six key recommendations are proposed:

- Strengthen the entire system for reporting, caring for, monitoring, and following up with child survivors of violence and their families;
- Integrate the key stakeholders throughout the process to enhance collaboration and coordination;
- Build the capacities and expertise of key actors;
- Enhance interactions with the community to increase awareness and understanding of violence against children and SRGBV, encourage reporting, and to build support for the project’s interventions;
- Secure more financial and practical support to strengthen and expand the program, and pool resources; and
- Enhance monitoring and follow up of children who were abused or assaulted.

**KEY SUCCESS FACTORS**

- Four key factors have contributed to the success of this project:
  - The CROPESDI freephone line and emergency center, which enable violence in schools and the community to be reported and survivors referred onward for care;
  - A systemic and multidimensional approach, encompassing programmatic, logistical, and technical support, and services and skills development for more efficient care;
  - Intersectoral mobilization and coordination of key child protection actors within a network, enabling all key actors to come together within a consolidated and strengthened detection and care system and children to be closely monitored; and
  - The Inter-sectoral Thematic Group on Violence in Schools, which has facilitated dialogue and regular meetings between partners and key actors, as well as synergy, partnerships and coordination among stakeholders.

**CROPESDI tool (freephone line/emergency centre)**

A relevant tool that enables cases of violence in schools or the community to be reported and denounced. Systematic referral of children received by CROPESDI.

**Systemic and multidimensional approach**

UNICEF has accomplished this through multidimensional work (programmatic, logistical and technical support, and services and skills development for more efficient care).

**Intersectoral mobilization and coordination of key actors and their work within a network**

Mobilizing all the actors involved in child protection enables children to be closely monitored. All actors come together within a consolidated and strengthened detection and care system.

**Existence of an intersectoral group on violence in schools**

This has hugely facilitated smooth dialogue and the recurrence of meetings between partners and key actors, as well as synergy, partnerships and coordination among stakeholders.
COTE D’IVOIRE
COMPONENT 4:
COLLECTING SRGBV DATA

CONTEXT
In 2014, Côte d’Ivoire was struggling to recover from more than a decade of successive crises. The education system in Côte d’Ivoire had been strongly impacted by insecurity, intolerance, and all forms of violence. School was no longer a safe place for learning, but mirrored a society that, owing to years of conflict, has become particularly violent. The physical, psychological, and sexual violence that became prevalent in schools adversely affected students’ well-being, learning, and participation. In 2014, a national study on the well-being and safety of children in schools in Côte d’Ivoire revealed a very high level of exposure among students (particularly girls) to SRGBV.

METHODOLOGY
UNICEF helped the government prepare Chapter 8 of the State Report on the Education System (RESEN) on risks and vulnerabilities. Because of this effort, UNICEF Côte d’Ivoire, which was involved in collecting and analyzing data on the education sector, strongly recommended adding indicators relating to conflict and violence into the Ministry of National Education, Technical, and Vocational Training’s (MENETFP) routine data collection, in order to measure the extent and prevalence of SRGBV. With UNICEF support, MENETFP proposed identifying SRGBV indicators and integrating them into routine investigation, but without making the existing basic questionnaires too burdensome. The process was launched for the 2014–2015 school year, the idea being that peer educators (teachers) would be trained and have forms for noting and reporting instances of SRGBV against children. However, this attempt to integrate SRGBV indicators did not prove very successful; of the 36 Regional Directorates of National Education (DREN), only four submitted the questionnaire, with very few reports of violence.

In light of this, a new strategy was implemented based on several key principles:

- Political courage,
- Political will and commitment at the highest level of MENETFP,
- Support from partners for the ministries involved,
- Dialogue at different levels, and
- Using the “same language, same message”
THE STRONG PARTNERSHIP BETWEEN MENETFP AND UNICEF GENERATED MOMENTUM AND RESULTED IN INTER-SECTORAL MOBILIZATION. THE COMPLEMENTARITY OF SKILLS AND INTERVENTIONS AMONG KEY ACTORS HAS BEEN FUNDAMENTAL TO FUNCTIONING AND SUCCESS OF THE PROJECT.
COLLECTING SRGBV DATA

CÔTE D’IVOIRE

MAIN STEPS OF THE NEW STRATEGY:

1. Key actors (the different ministries involved in the areas of protection, education, and health, as well as partners such as UNICEF) review the SRGBV indicators.

2. Review of the preschool, primary, and secondary school questionnaires, as well as the positioning on SRGBV.

3. Cascade training of staff in the school statistics production chain on taking SRGBV into account in data collection (such as training on filling in questionnaires):

4. Training the regional coordinators of the Directorate of School Associations and Social Work (DMOSS).

5. Organizing a framework for harmonizing data on national education between Directorate of Strategies, Planning, and Statistics (DSPS) coordinators and DMOSS coordinators (DMOSS is a body within MENETFP that offers counselling services) to compare the data collected on both sides and gain a more accurate picture of what is happening in the field.

6. MENETFP’s creation of a Working Group on Child Protection (GTPE) in schools, the purpose of which is to coordinate initiatives relating to child protection measures in schools, liaising with all the ministries involved (child protection, social sector, security, justice, health, and communications) as well as with technical and financial partners (TFPs) and NGOs. The GTPE collaborated with the DSPS on the process for adding the SRGBV indicators. It set up committees at all levels to promote reporting of violence in schools and to encourage information to be fed back: (see figure 14)

KEY RESULTS

Effectively integrating SRGBV data collection into routine investigation is itself a key result. This is a first at the sub-regional level (West and Central Africa) and Côte d’Ivoire has become an example for many countries in the region to follow. Moreover, the various actors involved have taken ownership of the process, which bodes well for its sustainability.

From now on, the questionnaires that constitute the annual campaign to collect school statistics data will include variables on violence in schools throughout the country: preschools, primary schools, general secondary schools, technical secondary schools, literacy centers, and vocational training centers (CAFOP).

FIGURE 13

Central Directorate staff
Regional statistical coordinators
IEPP* statistics managers
School principals and head teachers

*IEPP is the Preschool and Primary Teaching Inspectorate

FIGURE 14

WITHIN EACH PRESCHOOL AND PRIMARY SCHOOL
The GTPE in schools is represented by the Child Protection Monitoring Committee.

WITHIN EACH SECONDARY SCHOOL AND EACH IEPP
The GTPE in schools is represented by the regional Local Child Protection Committee.

AT THE REGIONAL AND DEPARTMENTAL LEVELS
The GTPE in schools is represented by the regional and departmental child protection committees.
Distribution of students who are victims of violence (physical, psychological, and sexual), according to level of education, ranging from first to last grade of primary school (cours préparatoire unique to cours moyen 2), and for the whole group;

Distribution of students who are victims of violence by age group (under 6 years, 6–8 years, 9–11 years, 12+ years, and for the whole group);

Distribution of perpetrators of violence by type of violence (students, teachers, parents, guardians, other); and

Questions on mechanisms set up in schools to address violence against students in schools and in the community.

At the end of March each year, SRGBV data are officially presented during the high-level meeting on the statistical campaign data. Results are formally disseminated in the “Pocket School Statistics” for the current school year. Among other things, these show the number of students who are victims of violence disaggregated by level of education within primary and secondary school and the number of students who are victims of violence disaggregated by type of violence. The data are factual, disseminated, communicated nationally, and visible, which is essential to tackling SRGBV effectively.

At present, any act of violence against a child is supposed to be recorded in and disclosed by the statistics on cases of violence (physical, psychological and sexual), which are listed by region. By integrating SRGBV indicators into the Education Management Information System (EMIS), it is therefore possible to map the extent of SRGBV. Providing convincing data also makes the issue more visible.

To date, while the number of reported cases of violence remains rather limited, the results are very positive in terms of highlighting certain challenges that the country still needs to address, such as sociocultural burdens. In a country where out-of-court settlements in cases of violence against
children are common place, the process now in place may encourage reporting of such cases and perhaps promote free speech. While the code of conduct for employees of public and private entities under the jurisdiction of MENETFP has helped with the dissemination of information, the process of integrating SRGBV indicators into the EMIS also helps ensure that information is circulated and violence committed within schools is reported.

Head teachers are now more inclined to pass on information and not cover for their teachers because they themselves could be prosecuted and punished for not reporting violence. This may have a hand in addressing the lack of punishment for SRGBV perpetrators.

Based on the statistics, the MENETFP legal affairs department—responsible for settling all disputes relating to violence committed against students—was underutilized between 2016 and 2018. However, it identified that SRGBV was predominantly sexual and committed mainly against girls, who constituted 92 percent of victims. As for the perpetrators, 75 percent were teachers and of these, 50 percent primary school teachers and 25 percent secondary school teachers.

IMPACT
It is still too early to talk about real impact and measurable and quantifiable changes in behavior, but some effects are already apparent. Although the process is still under development, three years of data collection on SRGBV is providing a robust and promising basis on which to analyze trends.

UNICEF is the driving and unifying partner that made it possible to begin integrating SRGBV indicators into MENETFP routine investigation. It had the support of key actors who were able to capitalize on a national context favorable to implementing this process. The strong partnership between MENETFP and UNICEF generated momentum and resulted in inter-sectoral mobilization that was formalized through the GTPE in schools, which mobilized all ministries involved:

- Ministry of National Education, Technical, and Vocational Training (MENETFP)
- Ministry for Women, the Family and Children (MFFE)
- Ministry of Health and Public Hygiene (MSHP)
- Ministry of the Interior and Security (MIS)
- Ministry of Justice and Human Rights (MJDH)
- Ministry of Employment and Social Protection (MEPS)
In the past, each stakeholder worked in isolation; now, the various actors have learned to work together and are endeavoring to focus on inter-sectoral action. The complementarity of skills and interventions among key actors has been fundamental to functioning and success of the project. This inter-sectoral action has also served to make each of the key actors in the GTPE aware of their responsibilities in working towards a common objective: to banish impunity and denounce all cases of SRGBV.

To this end, the GTPE has operated at several levels. It has provided training on child protection for regional and departmental directors, as well as school and primary education inspectors and trade unions. It has also trained more than 1,000 teachers on how to record information from child victims or witnesses of violence. The GTPE has worked with children, reassuring them and encouraging them to report cases of violence in schools and communities via protection committees (operating at the regional level and within schools), school clubs, and child-friendly schools, as well as promoting two helplines: 116 and 107.6

As part of the National Child Protection Policy, the MFFE has set up a Child Protection Platform. Comprising all the ministries involved in addressing violence in schools, this platform is now active in six regions of the country: Korhogo, Odienné, Man, Bouaké, Bouna, and Bondoukou. With support from UNICEF, its objectives include coordinating child protection measures and collecting and harmonizing

---

6 The MFFE’s freephone number 116, Allô enfants en détresse (Hello children in distress), and the MENETFP’s toll-free number 107.
data on violence in schools by bringing together all the ministries involved, from prevention to response. The platform operates at the central level, with the involvement of the national statistics departments from the platform’s member ministries, and at the regional level. Its operational status remains limited at the national level and needs to be improved to enable better collaboration and pooling of statistical data (see figure 16).

INNOVATION
Integrating SRGBV indicators into the EMIS is an innovative and relatively uncommon practice that requires strong political commitment and will. It is a model that many countries have yet to follow. As for the process of developing and integrating the indicators, this is also innovative because it is based on an integrated system in which actors and areas associated with child protection and education work together toward a common vision and message. This multi-sectoral action has made it possible to establish a relevant and functional data-collection methodology, understood by the entire chain of actors responsible for providing the data.

MONITORING AND EVALUATION
Following the lessons learned from the first year of implementation, the methodology, approach, process, and tool (the questionnaires to be completed by head teachers) were reviewed and adapted. Each year, project implementers reflect on the data collected to establish how data collection can be improved and made more efficient.
SUSTAINABILITY, REPLICABILITY, AND SCALABILITY

Long-term sustainability is possible given the results obtained since integrating SRGBV indicators into the EMIS, even if the system needs to be further consolidated and expanded. This is dependent on continued inter-sectoral mobilization, operationalization of the Child Protection Platform in all regions of Côte d’Ivoire, and inclusion of a budget heading specific to SRGBV in ministerial budgets. All ministries responsible for child protection and education should incorporate SRGBV so that it becomes a cross-cutting theme and is factored into budget planning. UNICEF support (both technical and financial) has been and remains valuable, but to ensure that the process is sustainable, all ministries must be convinced of the importance of addressing SRGBV and of the benefits of integrating SRGBV indicators into the EMIS.

Several factors are needed to replicate this project:
- National awareness,
- Data on SRGBV,
- An effective EMIS,
- Political commitment and will,
- Significant technical and financial resources,
- Laws, decrees, code of conduct, or other regulations to address impunity,
- Multisectoral collaboration on protection and education, and
- Identifying the right entry point and key spokespersons.

CHALLENGES AND LESSONS LEARNED

One of the primary constraints is that the number of reported cases is still quite low and does not necessarily reflect the reality of the situation. The low reporting rate can be explained partially by the culture of impunity in Côte d’Ivoire and the limited protection for victims and witnesses. Currently, data are not sufficiently used once they have been collected. The challenge now is to be able to analyze the data and conduct monitoring in conjunction with the regions and schools that compiled them.

Other challenges include the quality of the data collected and the sensitivity of this type of data. It is vital that head teachers do not associate reporting SRGBV cases with being penalized. It is also important to motivate all actors in the data-collection chain to feel involved in the collection strategy and to provide reliable data. The low reporting rate is also related to the extent of sociocultural norms and practices in the country, including violence in education and out-of-court settlements. Addressing these sociocultural burdens and changing harmful social norms and practices is complex and requires time. Attempts to address SRGBV should include promoting children’s rights and awareness-raising among communities and schools to enable them to understand the benefits of the proposed approaches and to address certain practices.

In terms of other constraints, the system for monitoring and referral to other specialized entities in the education, health, and child protection sectors is not yet institutionalized and systematic. Case
monitoring and support and care mechanisms for child victims and families offered by specialized services, beyond education and at the decentralized level, also remain unreliable and present difficulties. Establishing a better system for managing identified cases of SRGBV (which would benefit from individual monitoring), as well as strengthening the monitoring and protection mechanisms against violence in schools at the regional level and in schools to ensure effective prevention and response, remains a challenge.

Finally, there is the budgetary challenge, which involves using dialogue and budgetary trade-offs to advocate for the inclusion of a specific SRGBV line item in the national budget. This challenge requires a strong commitment from MENETFP, which should make addressing SRGBV a priority in its budget allocation in order to maintain and consolidate the data-collection process, as well as strengthen the mechanisms for prevention, protection, monitoring, and care.

**FIGURE 17**

- Political commitment
- Mutual trust between partner/ministries
- Strong political will/support from MENETFP
- Credibility, assistance and technical and financial support from partners => crucial element
- Momentum created by MENETFP with support/collaboration of other ministries
- MENETFP leadership and commitment from the minister
- Existence and/or creation of regulatory laws/decrees/code of conduct
- Time for dialogue, exchange, development, testing => willingness to do things well

**KEY SUCCESS FACTORS**
A number of key lessons emerged from the project, such as:

1. Awareness-raising and ongoing training of actors in the education system is a key strategy for ensuring that they take ownership of child protection as a key component of quality of education and academic success.

2. Capacity-building for those involved in the data-collection chain is required to obtain reliable statistics on violence against children.

3. A collaborative framework adopted by the ministries involved in the platform would help ensure that reliable indicators were available for decision-making and a fair assessment of violence in schools.

4. TFPs finance part of the costs, but the political will in Côte d’Ivoire to address SRGBV has resulted in a significant state financial contribution.

5. Children can be involved through “peace messenger clubs,” which train them in leadership so that they can take on certain initiatives themselves. If children are supported, they can provide key information for tackling SRGBV, which shows the importance of involving children by giving them a role and responsibilities.

KEY SUCCESS FACTORS

The integration of SRGBV indicators into the EMIS is a good practice that emerged from a long process and long-term work. Several key factors have contributed to the success of this initiative (see figure 18):

- Political commitment, and strong political will and support from MENETFP;
- Existence or creation of regulatory laws, decree, codes of conduct;
- Momentum created by MENETFP with support and collaboration of other ministries;
- Mutual trust between partners and ministries;
- Credibility, assistance, and technical and financial support from partners;
- Time for dialogue, exchange, development, testing (a willingness to do things well and improve); and
- MENETFP leadership and commitment from the Minister of National Education, Technical, and Vocational Training.
CONCLUSION

Because the causes and consequences of SRGBV are multidimensional, the response should be too. This is one reason the multidimensional, inter-sectoral, and coordinated approach implemented within the framework of the FSP project “Support for addressing school-related gender-based violence” has been successful. By choosing to work on three components and pooling the skills, expertise, and resources of the three partners—UNESCO, Plan International, and UNICEF—this FSP project has achieved promising results in SRGBV prevention and response. Although the four case studies each have their own distinct features, depending on the country contexts and partners involved, they nevertheless reveal common key success factors (see figure 18).

In addition to these success factors, there are also some common challenges and weaknesses that undermine the impact, sustainability, and replicability of the interventions. The primary weakness is the short time frame of the FSP project, which has proved to be a constraint for implementing activities and for measuring the impact of interventions aimed at changing behavior. Aside from this time constraint, the impact and sustainability of the project will be limited without increasing government ownership of the problem and the response. This is in addition to the very significant sociocultural constraints, and above all, the limitations in terms of equipment and financial resources (particularly the need to include a specific budget heading for SRGBV in ministerial budgets).

To achieve major, sustainable changes in the response to SRGBV, the following targeted recommendations are based on lessons learned and challenges observed during the implementation of the FSP project:

**FOR THE FRENCH MINISTRY FOR EUROPE AND FOREIGN AFFAIRS (MEAE) AND DONORS:**
- Adapt the project elements and components to the context of each country, the implementing partners, and the implementing regions to ensure better coordination among partners and more measurable and quantifiable changes in practice.
- Secure longer-term funding to create conditions that foster genuine, improved sustainability of activities and key results, and to guarantee that the good practices implemented have an impact.

**FOR IMPLEMENTING PARTNERS:**
- Identify the various key actors and their respective intervention capacities in order to establish and capitalize on a network of actors united around the SRGBV issue.
- Rely on existing or established consultation frameworks and intersectoral groups (such as the Inter-sectoral Thematic Group on Violence in Schools in Togo) that can mobilize inter-sectoral action to help make the process a success.
Coordinate the various partners to ensure a multi-sectoral and complementary approach in order to effectively and sustainably address the complex phenomenon of SRGBV.

FOR GOVERNMENTS:
- Recognize SRGBV as a problem that has a significant, negative impact in schools, on students’ grades, and on school attendance and retention rates, especially among girls. Adopt comprehensive measures to address this complex phenomenon that contributes to educational inequality, particularly for girls.
- Take ownership of the tools developed and implemented by the partners and create the right conditions for using and scaling them up to achieve more results and greater impact.
- Ensure strong political commitment and will for addressing SRGBV to bring about a real change in social norms in the medium and long term.
CONCLUSION

Ensure budgetary trade-offs for the inclusion of a specific budget heading on SRGBV in the national budget.

A multidimensional and inter-sectoral approach, along with the complementarity of skills and interventions, form the very core of a strong and effective SRGBV response. To address SRGBV effectively and in the long term, it is essential to adopt a holistic strategy that includes prevention, policy and legislative advocacy, interventions in schools, as well as partnerships and interventions at the community level. Ensuring effective SRGBV prevention and response also depends on multi-sectoral child protection systems. This means that the reporting, referral, and care principles, as well as procedures and tools co-developed by the education system and other sectors involved in child protection should be integrated into curricula, teacher training, and strategic and regulatory frameworks.

By joining forces while working at their own level and within their respective fields of intervention, UNESCO, Plan International, and UNICEF have managed to put in place multiple concrete measures to support governments in the countries where they are working to prevent and respond to SRGBV. Although there are still many challenges to address, Côte d’Ivoire now includes SRGBV indicators in the EMIS—a rarity in African countries—while Senegal, Cameroon, and Togo are in a position to capitalize on the tools, lessons learned, and synergies of good practices trialed in through the project.

Since quality, inclusive, and equitable education is essential for building young girls’ and boys’ independence and enabling them to reach their full potential, it is vital to build on the good practices piloted in these four countries and keep up the momentum. The results achieved in Côte d’Ivoire, Senegal, Cameroon, and Togo provide a timely opportunity for developing a comprehensive and sustainable response to SRGBV. This would restore the fundamental right of millions of children, particularly girls, to go to school and to learn, feel safe, and thrive there.

7 It should be noted that in Togo, the Ministry of Primary and Secondary Education and Vocational Training (MEPSFP) has just approved the integration of indicators on violence in schools into the EMIS questionnaires (annual surveys of preschool, primary, lower and upper secondary schools).