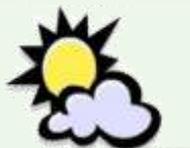
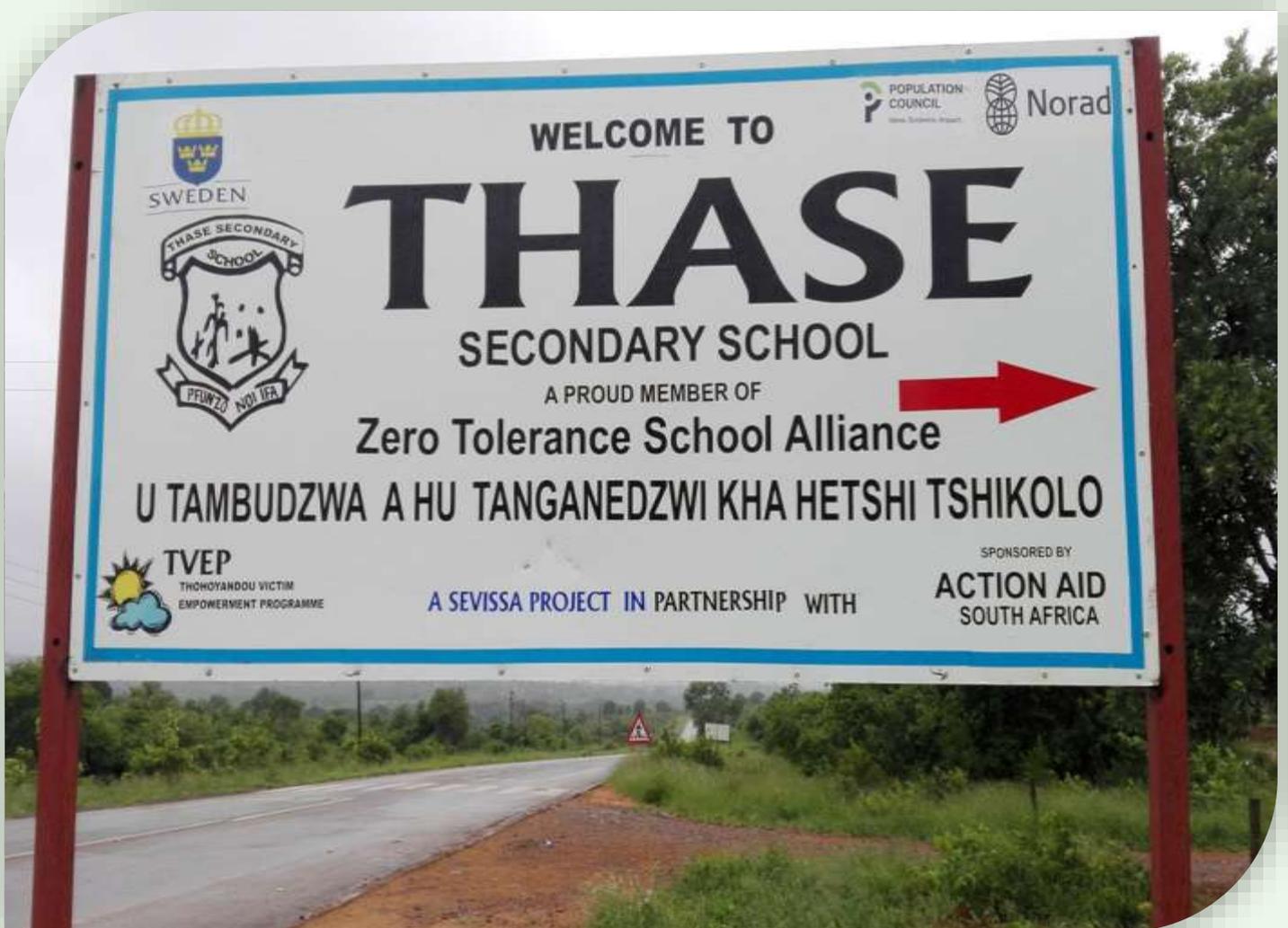


The Effectiveness of a Model for Addressing School-Related Gender-Based Violence (SRGBV) in South Africa:

An Evaluation of the 'Zero Tolerance School Alliance'



The Thohoyandou Victim Empowerment Programme (TVEP) focuses on turning victims into survivors and provides support, prevention, and empowerment services in five thematic areas: HIV and AIDS, child abuse, domestic violence, sexual assault, and LGBTI/vulnerable minorities. TVEP provides counseling, shelter, and one-on-one psycho-social and legal support through its Trauma Centers, Help Desks, and Access to Justice sectors. TVEP firmly believes that there is “no excuse for abuse” or discrimination, and works every day in communities to spread that message and empower communities to change from within.

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LIST OF ABBREVIATIONS

CBO	Community-based Organization
CLO	Community Liaison Officer
DiD	Difference-In-Differences
FGD	Focus Group Discussion
IPV	Intimate Partner Violence
SGBV	Sexual and Gender-Based Violence
SRGBV	School-related Gender-based Violence
TVEP	Thohoyandou Victim Empowerment Programme
ZTSA	Zero Tolerance School Alliance
ZTVA	Zero Tolerance Village Alliance

EXECUTIVE SUMMARY

This study fostered the prevention of, and strengthened response to, school-related gender-based violence (SRGBV) in South African schools, by adapting an effective, adult-centric, community-based GBV prevention—the Zero Tolerance Village Alliance—to help mitigate SRGBV among children in secondary school. This adapted, child-centric version—the ‘Zero Tolerance School Alliance’ (ZTSA)—was implemented in 2016 and 2017 in one public secondary school in Vhembe district, Limpopo province, South Africa.

The study’s pre- and post-intervention design with a comparison group (one public secondary school) evaluated ZTSA’s effectiveness with: 1) a baseline and endline school survey of students grades 8 through 12, and 2) focus group discussions (FGDs) with students, parents, and school personnel. This report summarizes the results of this ZTSA evaluation. Key messages from this evaluation include:

The Zero Tolerance School Alliance (ZTSA) model reduces female students’ witnessing of violence en route to school.

The intervention significantly contributed to a reduction (12%) in the proportion of intervention site girls who witnessed violence en route to school, compared to an increase (24%) among their comparison site peers.

The ZTSA model reduces students’ experiences of certain kinds of SRGBV on their way to school.

The intervention significantly contributed to reducing intervention site students’ experiences of teasing or kidnapping on the way to school—a six percent and two percent reduction, respectively—versus eight percent increases for both indicators in the comparison school.

The ZTSA model is effective in reducing bullying of girls in school.

The proportion of girls reporting bullying at school in the last year declined significantly in the intervention school (a 14% reduction).

ZTSA enhances students’ knowledge of whom to report SRGBV to when it occurs.

Among students in the intervention school who reported bullying in the last year, there was a significant (31%) decrease in the proportion not knowing whom to report it. Among comparison school counterparts, there was no significant change in this indicator.

ZTSA promotes support for bullied students.

Among intervention school students who reported bullying in the last year, there was a significant increase (of 17%) in the proportion receiving help for this problem. Conversely, comparison school peers experienced a 23 percent decline in help for bullying.

The ZTSA intervention broadens students’ sources of information on children’s SRGBV rights.

Intervention school students drew upon a wider range of sources for knowledge on their rights, in contrast to comparison school peers. The ZTSA model was effective in reaching students through friends, the intervention school, and community leaders. These intervention site changes were statistically significant.

The ZTSA model increases students’ knowledge of their right to not be subjected to violence.

Among the various aspects of children’s rights, the intervention had the greatest impact in improving students’ awareness of their right to not be abused (from 82% to 92% in the intervention school). There was no significant change in the same indicator for the comparison site.

Some aspects of the ZTSA model require strengthening to more fully address SRGBV consequences.

In its current form ZTSA does not affect several indicators, which the model needs to address:

Students’ perceptions of safety in and around school

The proportion of students (boys and girls) from both schools who indicated fear of walking to school increased significantly at endline. Student fears of walking to school remained similar in both groups

between baseline and endline, with no statistically significant changes in the proportion of students who feel “very or somewhat safe” at school.

Students’ experience of SRGBV in and around school

While the intervention significantly contributed to reducing experience of certain aspects of violence (such as being teased or kidnapped), it did not lead to reductions in other forms of violence, such as being attacked, bullied, or unwanted touching. ZTSA did not lead to a reduction in the proportion of intervention school boys (as opposed to girls) experiencing bullying in school, nor in the proportion of intervention school boys and girls alike who experienced unwanted sexual touching at school.

Conclusion

The Zero Tolerance School Alliance is a promising intervention engendering prevention of certain aspects of SRGBV in as little as a year. Along with several encouraging findings, this study reveals remaining gaps and areas that require strengthening if SRGBV is to be more comprehensively and effectively addressed.

The study results suggest that a more balanced focus on both boys and girls (rather than girls, primarily) will help produce equally positive results for boys. Findings also indicate gender differences in the experience and reporting of violence. These differences should be taken into account for targeted approaches.

The gaps revealed by this study also point to a need for integrating new, targeted components into the overall intervention model to address areas in which the intervention produced no change.

Findings from this study are currently being used by the Thohoyandou Victim Empowerment Programme to further refine ZTSA.

BACKGROUND

Introduction

School-related gender-based violence (SRGBV) includes “acts of sexual, physical or psychological violence inflicted on children in and around schools because of stereotypes and roles or norms attributed to or expected of them because of their sex or gendered identity. It also refers to the differences between girls’ and boys’ experience of and vulnerabilities to violence.”¹

An estimated one in five cases (21%) of sexual assaults in South Africa occur within school contexts, with sexual abuse report rates higher for Limpopo than other provinces.² Findings from South Africa’s 2005 National Youth Victimization Survey show that rural children are most likely to report sexual assault at school (Leoschut and Burton 2006). An earlier study—the first National South African Youth Behavior Survey—indicated that about one third of students (32%) felt unsafe at school, and that a considerable proportion of SRGBV perpetrators are fellow students.³

Although corporal punishment in educational institutions is prohibited by the South African Schools Act (84, of 1996), over half of student respondents in a national survey reported corporal punishment at school in South Africa.⁴ The same study notes that physical and non-physical bullying are prevalent in South African schools. This study concludes that the issue of violence against children in South Africa requires urgent and serious attention, stating that while the policy and legislative environments are encouraging, a key challenge is effective implementation not only of policy and legislation, but programs that can help address the issue of violence children’s lives.

Given school’s significance in children’s lives, and the evidence that violence often features in children’s lives while at school, our study seeks to evaluate the effectiveness of an intervention designed to address SRGBV in South Africa. This intervention is adapted from an adult-centric intervention—a community-based prevention model, the Zero Tolerance Village Alliance, designed and pioneered by the Thohoyandou Victim Empowerment Programme in South Africa (TVEP).

The Zero Tolerance Village Alliance Model

TVEP developed and tested its Zero Tolerance Village Alliance (ZTVA) approach, a community GBV prevention and response model. The model articulates communities’ needs for achievement, and provides a series of criteria that communities must meet for public awards and induction to an alliance of communities and villages that have similarly met these criteria.

An evaluation of this intervention in Limpopo province demonstrated a statistically significant increase in the proportion of men and women with progressive beliefs about women’s sexual autonomy, as well as a statistically significant increase in the proportion of men and women who knew where to obtain GBV services.⁵ The ZTVA model has also been shown to be an effective means of fostering SGBV prevention in emergency settings. An evaluation of this intervention in Ugandan refugee settings showed that the model was effective in changing negative gender attitudes and GBV beliefs related, reducing physical intimate partner violence (IPV)—for men and women, sexual IPV (for men), non-partner physical violence (for men and women), and non-partner sexual violence (for women), and increasing awareness of SGBV interventions.⁶

¹ Greene, M., Robles, O., Stout, K. and Suvilaakso, T. 2013. A girl’s right to learn without fear: working to end gender-based violence at school. Woking: Plan International.

² DSD, DWCPD and UNICEF. 2012. Violence Against Children in South Africa. Pretoria: Department of Social Development/Department of Women, Children and People with Disabilities/UNICEF.

³ Medical Research Center. 2003. The First National South African Youth Behavior Survey.

⁴ DSD, DWCPD and UNICEF. 2012. Violence Against Children in South Africa. Pretoria: Department of Social Development/Department of Women, Children and People with Disabilities/UNICEF.

⁵ Nicholson, F. and C. Carty. 2015. “The ‘Zero Tolerance Village Alliance’: A promising intervention for addressing sexual and gender-based violence in rural communities.” *BMC Proceedings* 9(4): A4.

⁶ Undie et al., 2016. Effectiveness of a Community-Based SGBV Prevention Model in Emergency Settings in Uganda: Testing the ‘Zero Tolerance Village Alliance’ Intervention.” Nairobi, Kenya: Population Council.

Given the positive effects of the ZTVA intervention, TVEP's work has been replicated numerous times in various villages and provinces in South Africa and beyond. Direct engagement with children through this model has been limited, however. The Zero Tolerance School Alliance (ZTSA)—an adapted ZTVA intervention tailored to the needs of children and for the realities of SRGBV—is designed to fill this gap.

Project goal

The overall goal of this project was to foster SRGBV prevention, and strengthen the response to it, in South Africa. The project specifically aimed to: 1) adapt tested, adult-centric responses to the needs of children and 2) assess the combined effects of these responses in schools.

The study hypothesized that children in school contexts who are exposed to the Zero Tolerance School Alliance intervention would:

- Be more likely to be aware of their rights than before
- Have greater self-efficacy for responding to SRGBV (e.g. by reporting SRGBV incidents) than before
- Be more likely to feel safe in and around school than before
- Be less likely to experience SRGBV than before, and
- Be less likely to perpetrate SRGBV than before.

Intervention description—the Zero Tolerance School Alliance

The intervention was implemented for 12 months, from March 2016 to March 2017, and involved an intensive community mobilization effort with several inter-connected elements including:

- Community dialogues
- Stakeholder forum
- Development of community maps
- Training
- Promotion of adherence to Zero Tolerance School Alliance criteria, and
- Pledge ceremony and award of ZTSA membership

Community Dialogues: Participatory dialogues with various stakeholders of the intervention school introduced the project in detail and promoted its sponsorship and investment. Separate dialogues were held for students, school personnel, parents, and the wider community.

School Stakeholder Forum: A stakeholder forum included various sectors (parents, education, social work, health, police) operating around the intervention school, and members were identified as individuals of high moral standing and accountable to those in the study area. In addition to approving, facilitating, and monitoring ZTSA activities, members of the stakeholder forum were charged with appointing a Community Liaison Officer (CLO) and ensuring ZTSA membership criteria. The stakeholder forum was encouraged to become invested in the ZTSA project (including the project's problems and solutions). TVEP provided technical assistance throughout the process.

Development of Community Maps: The mapping exercise helped identify all potential “targets” for children's school empowerment, enhanced service provision for child survivors, and SRGBV messaging. The mapping exercise also revealed potential risks, such as *shebeens* (informal drinking places), bottle stores, main roads, and truck stops.

Training: TVEP informed various groups including stakeholder forum members and the CLO on good governance procedures and policies, rights and responsibilities, accountability monitoring, and SRGBV issues. To further encourage behavioral change, participant capacities were built to address any violation of their own rights, and hold relevant service providers accountable. Stakeholder forum members were trained as ‘Trainers of Trainers’ who would, in turn, train other community members.

Induction into Zero Tolerance School Alliance Criteria: Induction into the Alliance was contingent upon the school and surrounding community fulfilling criteria by the end of the intervention period. (The full list of criteria may be found in the Appendix.)

Pledge Ceremony and Award of ZTSA Membership: TVEP sponsored a public pledge ceremony for the intervention school upon fulfilling all criteria. At the ceremony, boys in the school and men of the village were invited to the school for a public pledge (in the presence of a Magistrate) to proactively address the eradication of GBV in their school and village. Those who took the pledge were asked to sign a 'Roll of Honor,' to be stored in a secure place available to the public, the school, and wider village. They were issued a "TVEP Badge of Honor" to identify them as men and boys who had taken the pledge. Community members who contributed to 'Breaking the Silence' by reporting abuse they had experienced (during the intervention period) were also recognized at the ceremony, and awarded Badges of Courage. At the ceremony, participants were informed that men and boys breaking the pledge would have their names removed from the Roll of Honor.

The ceremony culminated in the unveiling of a large billboard at the inducted school, declaring their "Zero Tolerance" status. A small allowance was made available for the school and its surrounding community to foster a sense of community, for road signs or a community notice board, among other options.

METHODOLOGY

Study design and setting

The study's pre- and post-intervention design with a comparison group assessed the intervention's effectiveness. Two public secondary schools (one intervention, one comparison) in Vhembe district, Limpopo province, were purposively selected due to their locations in villages where TVEP's Zero Tolerance Village Alliance intervention was not previously implemented; each had at least 100 students in eighth and ninth grades (combined), with school principals willing to have their school participate.

Data collection

Data collection involved school surveys with students at baseline and endline, and focus group discussions (FGDs) with students, parents, and school personnel.

School Surveys

School surveys with students were at baseline (in February 2016) and endline (March 2017). At baseline, all students in grades 8, 9, and 10 in both schools were invited to participate in an anonymous, self-administered survey. This process was repeated in both schools at endline with the same cohort of students (including students repeating the year, and new students who had enrolled after the baseline survey). By endline, the school calendar had changed in the study sites, resulting in secondary students advancing two grades and, thus, at endline the cohort of participating students comprised grades 10, 11, and 12.

A total of 179 students from the intervention school and 177 from the comparison school participated in the baseline survey. At endline, a total of 198 participants from the intervention school and 222 from the comparison school took part in the survey. Students older than 19 years were omitted from analysis, given the study's focus on SRGBV as a form of violence against adolescents. (The study used the World Health Organization's definition of adolescence as being the period between 10 and 19 years of age.)

The surveys captured information on students' SRGBV knowledge, attitudes, and practices before and after the interventions.

Focus Group Discussions

All FGDs were during the endline period and facilitated by a semi-structured discussion guide, to help elicit participants' perceptions about what had occurred in the study environment (or what had not), or what they had or had not observed over the life of the intervention.

A total of six audio-recorded FGDs were held with students, parents, teachers, and support staff from the intervention school only. Three FGDs were held with students—two single-sex and one mixed-sex. The other three FGDs were with parents, teachers, and support staff, as separate groups.

Data management and analysis

The quantitative data from the self-administered interviews were entered in Excel and analyzed using STATA and SPSS. Analysis entailed simple frequencies, percentages, and cross-tabulations. Significance tests of proportions were conducted at 95 percent confidence level to determine whether any differences between baseline and endline indicators were statistically significant. A comparison of baseline and endline results between intervention and comparison schools was made to determine the effectiveness of the intervention. A difference-in-differences (DiD) estimation (referring to the difference in changes over time between intervention and comparison sites) compared changes in proportions over time in the intervention and comparison sites, and then estimated bivariate logit models with interactions between the indicators for the sites at baseline and endline. DiD estimations consider the 'natural dynamics' that might bring change over time even without an intervention, so that additional changes in the intervention site compared to the comparison site could be attributed to the effect of the intervention.

All audio-recorded FGDs were transcribed in Microsoft Word. Content analysis techniques were used to examine the transcripts, and identified common themes from participants' responses, based on the areas of inquiry in the discussion guides.

Ethical considerations

The study received ethical and research clearance from the Research Ethics Committee of the University of Venda in South Africa. Ethical approval was also obtained from the Population Council's Institutional Review Board.

Prior to the administration of the school surveys and FGDs, students were given a copy of a parental consent form to take home for their parents' or guardians' review and signature. Only students who received such consent and provided their own assent to participate in the surveys and FGDs were eligible for participation in those aspects of the study. Given that the school surveys (unlike the FGDs) focused on individual SRGBV experiences, a TVEP trauma counselor was part of the data collection team at baseline and endline, for on-site trauma counseling to any survey participant in need of it. Each survey participant was also given a TVEP brochure, outlining TVEP's services for children with phone numbers and physical addresses of TVEP's trauma centers.

Student background characteristics

Table 1 (following page) presents the distribution of students interviewed at the intervention and comparison schools, by background characteristics. The proportion of male students interviewed at baseline was slightly more than females at both schools. At endline, however, the proportion of male and female students was similar at the intervention school, with more females at the comparison school. The majority of participating students at both schools were in grade 9 at baseline and grade 10 at endline, which was expected given that just over a year elapsed between baseline and endline data collections. Most students were between the ages of 15 and 17. The majority of intervention group students walked to school with others, at both baseline and endline, while most students in the comparison group walked to school alone, at endline.

Table 1: Background characteristics of study population at baseline and endline

	Baseline		p-value	Endline		p-value
	Intervention (N=179)	Comparison (N=177)		Intervention (N=165)	Comparison (N=143)	
Sex						
Male	59.2	55.1	0.463	50.3	43.4	0.223
Female	40.8	44.4		49.7	56.6	
Missing	0.0	0.6		0.0	0.0	
Grade						
8 th	31.3	28.9	0.905	-	-	<0.001
9 th	41.9	44.5		-	-	
10 th	25.7	24.1		54.5	44.8	
11 th	-	-		37.6	29.4	
12 th	-	-		7.3	25.9	
<i>Not recorded</i>	1.1	2.5		0.6	0.0	
Age						
12 years old	1.7	0.0	0.216	0.0	0.0	0.534
13 years old	15.6	7.3		0.0	1.4	
14 years old	10.6	16.9		2.4	1.4	
15 years old	28.5	30.3		21.8	24.5	
16 years old	20.1	14.6		18.2	14.7	
17 years old	12.8	14.0		23.0	17.5	
18 years old	10.1	11.8		21.8	18.9	
19 years old	0.0	0.0		12.7	21.7	
<i>Not recorded</i>	0.6	5.1		0.0	0.0	
How student travels to school						
Walk to school on my own	16.2	38.4	<0.001	29.3	55.0	<0.001
Walk to school with other people	51.4	45.2		39.9	26.6	
In a vehicle (bus, car)	27.4	11.3		29.3	16.7	
<i>Not recorded</i>	5.0	5.1		1.5	1.8	

RESULTS

Student perceptions of safety in and around school

Students' perceptions of safety on the way to and from school were assessed by asking students to indicate if they ever feared walking to school, regardless of how they traveled to school. The proportion of students from both schools indicating fear of walking to school significantly increased at endline. The increase occurred among both boys and girls (Table 2). The change at the intervention school was not statistically different from the comparison school, however, according to DiD estimates. As the ZTSA intervention was designed to enhance students' feelings of safety, these results suggest that the model did not have its desired effect; certain incidents could have occurred within the community to cause the increase in the proportion of students who reported fear of walking to school.

Table 2: Proportion of students scared of walking to school

	Intervention			Comparison			DiD
	Baseline	Endline	% Δ	Baseline	Endline	% Δ	
	% (N)	% (N)		% (N)	% (N)		
Boys	34.0 (106)	45.8 (83)*	11.8	36.7 (98)	50.0 (62)*	13.3	0.034
Girls	35.6 (73)	51.2 (82)*	15.6	32.9 (79)	59.3 (81)**	26.4	-0.115
All	34.6 (179)	48.5 (165)**	13.9	35.0 (177)	55.2 (143)***	20.2	-0.041

Note:*p<0.05; **p<0.01; ***p<0.001

DiD: Difference-in-Difference estimator

Students from both schools who reported fear of walking to school were further asked to indicate what they were afraid of, and their fears were similar (Table 3). At endline, the primary fears remained the same for students who walked to school and who reported fear, namely: being attacked, bullied, kidnapped, or hit by a car, motorcycle, or bicycle while walking to school. Among those scared of walking to school, there was also a significant increase (in both schools) at endline in the proportion indicating fear of being intimately touched against their wishes. The difference in changes in the intervention and comparison schools was not statistically significant, as shown by DiD estimates, suggesting that underlying factors in the environments of both schools could have contributed to increased fear, and were not captured by the study.

Table 3: Distribution of students by fears experienced during daily walks to school

Fears reported	Intervention			Comparison			DiD
	Baseline (N=62)	Endline (N=79)	% Δ	Baseline (N=69)	Endline (N=79)	% Δ	
I am afraid of...							
...being attacked	32.2	58.2**	26.0	41.3	55.1*	13.8	0.101
...being bullied	25.4	29.1	3.7	17.5	33.3	15.8	-0.124
...being teased	15.3	11.4	-3.9	6.3	5.1	-1.2	-0.025
...witchcraft	6.8	6.3	-0.5	6.3	7.7	1.4	-0.020
...getting lost	10.2	8.9	-1.3	6.3	1.3	-5.0	0.024
...being kidnapped	35.6	57.0*	21.4	20.6	34.6*	14.0	0.045
...getting hit by a car/motorcycle/bicycle	8.5	25.3*	16.8	3.2	15.4*	12.2	0.034
...dogs	13.6	16.5	2.9	3.2	19.2**	16.0	-0.014
...being touched, private body part	8.5	22.8*	14.3	4.8	14.1*	9.3	-0.064

Note:*p<0.05; **p<0.01

At endline, there was a significant increase in the proportion of students in both schools who reported fear of certain spaces at their schools (Table 4). The proportion of boys in the intervention school reporting fear of certain spaces at school significantly increased at endline. There was no significant increase, however, at endline in the proportion of girls reporting the same. At the comparison school, the proportions of both girls and boys reporting fear of certain spaces at school increased significantly at endline. Overall, by endline, the proportion of students who felt 'very or somewhat safe' at school reduced significantly at both schools,

among both boys and girls. DiD estimates demonstrate, however, that the difference in changes observed in intervention and comparison schools was not statistically significant.

As mentioned, it is plausible that certain incidents may have occurred within the communities to inspire fear in students—and for students, these fears spilled over from the wider community into the schools. The ZTSA model features intensive engagement with girls in particular, through clubs and female school activists (see Appendix), which may explain girls’ lower likelihood of being frightened of school spaces.

Table 4: Distribution of students by perceptions of safety at current school

	Intervention			Comparison			DiD
	Baseline	Endline	% Δ	Baseline	Endline	% Δ	
	% (N)	% (N)		% (N)	% (N)		
Are there spaces that makes the student feel afraid at current school?							
Boys	58.3 (106)	74.7 (83)**	20.9	59.2 (98)	72.6(62)*	13.4	0.039
Girls	56.2 (73)	63.4 (82)	7.2	67.1 (79)	86.4(81)**	19.3	-0.085
All	54.7 (179)	61.9 (165)**	14.4	62.4 (177)	80.4(143)***	18.0	-0.031
Feels very or somewhat safe at current school							
Boys	69.8 (106)	30.1 (83)***	-39.7	62.3 (98)	16.1(62)***	-46.2	0.004
Girls	72.6 (73)	40.2 (82)***	-32.4	45.5 (79)	13.6(81)***	-31.9	-0.043
All	70.9 (179)	35.2 (165)***	-35.7	54.5 (177)	14.7(143)***	-39.8	-0.007

Note:*p<0.05; **p<0.01; ***p<001

Students were asked about the specific school spaces they fear (Table 5). Areas mentioned did not vary between baseline and endline, nor by intervention and comparison group. In most cases, school toilets, areas just outside school gates, and staff rooms were reported as inspiring fear. At endline, the proportion of students at both schools who reported a ‘classroom block of students in higher grades’ diminished as a places that scared them; the changes were not statistically significant, however. The increase in the proportion of students reporting fear of school toilet areas was significantly higher among comparison school students, according to DiD estimates; this could indicate greater feelings of safety around toilet areas at the intervention school. DiD estimates also show that the decreased proportion of comparison school students reporting fear of the area right outside the school gate was significantly different from the increased proportion of intervention school students reporting such fear, suggesting other factors outside school compounds that contribute to these feelings not captured by the study.

Table 5: School spaces that make students feel afraid

	Intervention			Comparison			DiD
	Baseline (N=98)	Endline (N=114)	% Δ	Baseline (N=111)	Endline (N=115)	% Δ	
Sports field or playground	0.0	0.9	0.9	7.5	4.3	-3.2	0.037
School toilets	53.1	56.1	3.0	70.1	89.6	19.5	-0.179**
Right outside school gate	15.6	19.3	3.7	19.6	9.6	-10.0	0.133*
Staff room	37.5	42.1	4.6	11.2	13.0	1.8	0.031
Classroom/classroom block	3.1	1.8	-1.3	8.4	2.6	-5.8	0.033
Classroom block of students in higher grades	13.5	1.8	-11.7	9.3	0.0	-9.3	0.034
Other school buildings	5.2	4.4	-0.8	7.5	3.8	-3.7	0.048

Note:*p<0.05; **p<0.01

Student Experiences of SRGBV

In both schools, there was a slight increase between baseline and endline in the proportion of students scared of walking to school who reported being attacked by, or scared of, dogs en route in the past year (Table 6, following page). The difference was not statistically significant, however. While a larger proportion of intervention school students who were scared of walking to school reported bullying at endline (37%) than from the comparison group (32%), the changes were also not significant.

DiD estimates show statistically significant differences in changes in student proportions who were scared of walking to school from both schools reporting teasing, getting lost, or being kidnapped in the last year. The proportions of intervention school students scared of walking to school who reported being teased or kidnapped reduced, while students reporting those experiences at the comparison school increased. In contrast, the proportion of students reporting getting lost increased at the intervention site, but declined at the comparison school. These findings indicate that the intervention significantly contributed to reductions in experiences of certain aspects of violence perpetuated by others (such as teasing or kidnapping) among exposed students, while changes in other indicators (such as getting lost) could have been influenced by factors not captured by the study.

Table 6: Distribution of students by experience of violence on the way to school

	Intervention			Comparison			DiD
	Baseline (N=62)	Endline (N=79)	% Δ	Baseline (N=69)	Endline (N=79)	% Δ	
Which of these things you are afraid of or have ever happened to you while walking to school in the last year?							
Attacked	22.2	30.2	8.0	32.1	43.9	11.8	-0.120
Bullied	35.6	37.2	1.6	34.0	31.8	-2.2	-0.063
Teased	20.0	14.0	-6.0	7.5	15.2	7.7	-0.139*
Witchcraft attack	6.7	9.3	2.6	11.3	6.1	-5.2	-0.038
Getting lost	2.2	7.0	4.8	7.5	0.0	-7.5	0.079**
Kidnapped	11.1	9.3	-1.8	3.8	12.1	8.3	0.103*
Hit by a car/motorcycle/bicycle	6.7	4.7	-2.0	5.7	7.6	1.9	0.063
Scared by a dog	13.3	20.9	7.6	9.4	15.2	5.8	0.019
Unwanted touching	6.7	7.0	0.3	3.8	4.5	0.7	0.020

Note: *p<0.05; **p<0.01

The majority of students scared of walking to school, from both schools, reported witnessing a violation en route (Table 7). At endline, the proportion of intervention school students who had witnessed someone being violated en route reduced, albeit insignificantly. In contrast, the proportion of comparison school students who had witnessed someone being violated en route increased significantly at endline. Similar trends were observed among boys and girls alike, at both schools. The reduction in the proportion of girls and all students who witnessed someone being violated en route was significantly different from the comparison school increase, which indicate that the intervention significantly contributed to reductions in occurrences of violence witnessed by female students who were exposed to it, versus those not exposed. Changes among all students were largely a result of changes among girls, given that the differences in changes among boys in both schools were not statistically significant.

Table 7: Proportion of students that witnessed someone being violated on the way to school

	Intervention			Comparison			DiD
	Baseline	Endline	% Δ	Baseline	Endline	% Δ	
	% (N)	% (N)		% (N)	% (N)		
Boys	61.1 (36)	55.3 (38)	-5.8	59.5 (42)	74.2 (31)	14.7	-0.110
Girls	61.5 (26)	50.0 (41)	-11.5	59.3 (27)	83.3 (48)*	24.0	-0.379**
All	61.3 (62)	52.5 (79)	-8.8	59.4 (69)	79.8 (79)**	20.4	-0.245**

Note: *p<0.05; **p<0.01

Experience of SRGBV was measured by asking questions about whether, in the past year, students had ever been bullied—slapped, kicked, beaten, punched, teased, or threatened with harm—or were touched intimately against their wishes while in school (see Table 8, next page). At endline, there was a significant decline in the proportion of intervention school students reporting bullying. The proportion of girls who reported bullying at school in the past year declined at endline at the intervention school, while girls at the comparison school were significantly more likely to report bullying at school. DiD estimates show that the reduction in the proportion of girls reporting bullying at the intervention school was significantly different

from the increase observed for the same indicator at the comparison school, which further indicates that the intervention significantly contributed to reductions in bullying among girls exposed to the intervention. Findings further suggest that changes among all students were largely driven by changes among girls, since the difference in changes among boys was not statistically significant.

There was no significant change at baseline in the proportion of students reporting being touched intimately against their wishes in the last year. The results were similar for both schools. DiD estimates also show no statistically significant differences in changes in proportions of students in both schools reporting touching against their wishes.

Table 8: Distribution of students who reported experiencing SRGBV in their current school in the last year

	Intervention			Comparison			DiD
	Baseline % (N)	Endline % (N)	% Δ	Baseline % (N)	Endline % (N)	% Δ	
Ever been bullied at school in the last year							
Boys	59.4 (106)	51.8 (83)	-7.6	67.3 (98)	62.9 (62)	-4.4	-0.048
Girls	61.6 (73)	47.6 (82)*	-14.0	57.7 (79)	72.8 (81)*	17.1	-0.327***
All	60.3 (179)	49.79 (165)*	-10.6	62.1 (177)	68.5 (143)	6.4	-0.185**
Ever experienced unwanted touching of private parts while at school in the past one year							
Boys	34.9 (106)	34.9 (83)	0.0	37.8 (98)	51.6 (62)	13.8	0.129
Girls	38.4 (73)	36.6 (82)	-1.8	41.8 (79)	72.8 (81)	-6.0	0.035
All	36.3 (179)	35.8 (165)	-0.5	39.3 (177)	68.5 (143)	3.4	-0.033

Note: *p<0.05; **p<0.01; ***p<0.001

Qualitative data corroborate these survey findings. In the FGDs with stakeholders at the intervention school, most participants pointed out that incidents of school bullying reduced after the ZTSA intervention:

“I have noticed that the incidents of bullying have stopped because, before, you would find a teacher bullying you by mocking you through your family situation, but such things have since stopped.”
FGD, female students

“We have noticed a significant reduction on some behaviors that students had before, such as fights within school premises. Students used to fight a lot but now they are no longer fighting because they are aware that this program also involves the police. Knowing that this program involves police scares them off because they are aware that the law will always side with their victims.”
FGD, Teachers

“Since the arrival of ZTSA we are now able to openly talk about issues. ZTSA also helped our students gain self-confidence to speak out when they are being abused. Even the cases of bullying have significantly gone down, even those that took place outside the school gates because students know that the case can still be reported the following day and ZTSA would definitely take action against the perpetrator.”
FGD, Parents

While most FGD participants felt that bullying incidents reduced after ZTSA’s introduction, some students—mainly boys—maintained that some students persistently violated others. They emphasized the need for deeper engagement with boys, to make the program more effective. Parents underscored the same need:

“Although girls would tell you that there is TVEP and we are going to report you to TVEP, it is just empty threats and boys have noticed that we are just being threatened and they can never act on it. So they continue to touch girls inappropriately and then apologize. However, we all know that when boys apologize they don’t always mean it. So in my view this problem hasn’t been completely eliminated.”
Male student, FGD, mixed-sex students

“This behavior cannot be completely eliminated because what I have noticed is that others continue to touch each other. This means this program should continue throughout this year, including boys as well.”
Male student, FGD, mixed-sex students

“Lack of engagement with boys. Things that I can say didn’t go according to plan [under ZTSA] is that when the people from TVEP first arrived and started a girls’ club, they should have also started a boys’ club as well, just because boys are lagging behind. This becomes a challenge because boys also need to learn about these things.” **FGD, Parents**

Table 9 presents types of bullying experienced by students who reported bullying at school in the past year. Comparison between results from students at the two schools shows similarities in the types of bullying. In most cases, students reported being slapped, shouted at, and teased. Analysis reveals a significant difference by gender (results not shown), with girls being insulted, glared at, and teased more often than boys. Boys, on the other hand, report being slapped, shouted at, and pinched more often. Although there were significant reductions in instances of bullying among girls exposed to the intervention (Table 8), DiD estimates in Table 9 show significant differences in changes in the proportion of students in both schools reporting being pinched or glared at. The proportion of students reporting these incidents slightly increased at the intervention school but declined at the comparison school. Although disaggregated analysis was not possible due to small numbers of cases, these variations could reflect gender differences in reporting specific forms of bullying already noted.

Table 9: Distribution of students by type of bullying

In the last one year, what kind of bullying has happened to you in school?	Intervention			Comparison			DiD
	Baseline (N=108)	Endline (N=81)	%Δ	Baseline (N=102)	Endline (N=97)	%Δ	
In the last one year, I have been...							
...slapped in school	39.3	43.2	3.9	36.7	44.3	7.6	0.028
...shouted at in school	36.0	37.0	1.0	31.2	45.4	14.2	-0.070
... pinched in school	7.9	11.1	3.2	11.9	6.2	-5.7	0.102*
... insulted in school	6.7	3.7	-3.0	15.6	15.5	-0.1	-0.027
... glared at in school	2.2	4.9	2.7	11.0	4.1	-6.9	0.099**
... threatened with harm in school	6.7	8.6	1.9	14.7	12.4	-2.3	0.044
... teased in school	13.5	19.8	6.3	10.1	13.4	3.3	0.051

Note: *p<0.05; **p<0.01

Student Perpetration of SRGBV

Students were asked to indicate whether they had bullied someone or touched someone’s private parts when they did not want to be touched at school in the past one year. While the proportion of students at the intervention school that reported bullying someone else at school in the past one year increased, at endline, there was a decline in the same group at the comparison school. However, none of these changes were significant. Furthermore, the proportion of students at the intervention school that reported bullying someone at school in the past year increased among boys and declined among girls, although this was not significant (see Table 10, following page).

There was a significant increase in the proportion of boys at the intervention school reporting that they had touched someone’s private parts at school in the past one year, and in the proportion of girls in the same school reporting that they had committed the same act in the past one year. In contrast, at the comparison school, there was no change in the proportion of girls and boys at endline reporting either bullying or touching someone else’s private parts against their wishes. However, the increase in the proportions of boys and girls reporting the perpetration of unwanted sexual touching in the intervention school in the last year was not statistically different from the decrease in the proportion of students reporting the same behavior in the comparison school. This indicates that the changes in this indicator observed in the study could just have occurred by chance.

Table 10: Distribution of students by SRGBV practices

	Intervention			Comparison			DiD
	Baseline % (N)	Endline % (N)	% Δ	Baseline % (N)	Endline % (N)	% Δ	
Ever bullied someone at school in the last one year							
Boys	17.9 (106)	27.7 (83)	-2.6	31.6 (98)	29.0(62)	-2.6	0.137
Girls	23.3 (73)	20.7 (82)	4.1	29.1 (79)	22.2(81)	-6.9	0.040
All	20.1 (179)	24.2 (165)	-2.6	30.5 (177)	25.2(143)	-5.3	0.104
Ever touched someone's private parts against their wishes at school in the past one year							
Boys	13.2 (106)	24.1 (83)*	10.9	41.8 (98)	38.7 (62)	-3.1	0.152
Girls	19.2 (73)	6.1 (82)*	-13.1	20.3 (79)	16.0 (81)	-4.3	-0.106
All	15.6 (179)	15.2 (165)	-0.4	32.0 (177)	25.9 (143)	-6.1	0.54

Note:*p<0.05

Student Reporting of SRGBV (Help-Seeking)

Students who reported being bullied or having intimate areas touched against their will in the past year were asked if they had reported the incident to anyone. Overall, there was no significant change at both schools in the proportions of students seeking help after bullying, but girls were more likely to report violence than boys in both sites.

While the proportion of boys in the intervention school reporting bullying increased slightly at endline, the proportion of girls declined. These changes were not significant. At the comparison school, the proportion of both girls and boys reporting bullying increased at endline. The changes were also not significant (Table 11).

Results in Table 11 further show a reduction in the proportion of students who sought help after having their private parts touched against their will in the past one year. The decline was significant at the comparison school and not at the intervention school. The proportion of students who sought help after being touched inappropriately reduced significantly among girls at the comparison school. According to the DiD estimates, changes in the proportion of students from intervention and comparison schools who sought help following unwanted sexual touching at school in the last year were not statistically significant.

Table 11: Distribution of students by help-seeking for SRGBV

	Intervention			Comparison			DiD
	Baseline % (N)	Endline % (N)	% Δ	Baseline % (N)	Endline % (N)	% Δ	
Sought help for bullying experienced at school last year							
Boys	28.6 (63)	32.6 (41)	4.0	34.8 (66)	38.5 (39)	3.7	0.006
Girls	46.7 (45)	38.5 (37)	-8.2	43.2 (44)	47.5 (58)	4.3	-0.185
All	36.1 (108)	35.4 (78)	-0.7	37.8 (110)	43.9 (97)	6.1	-0.083
Sought help for unwanted sexual touching experienced at school last year							
Boys	21.6 (37)	17.2 (29)	-4.4	29.7 (37)	12.5 (32)	-17.2	0.150
Girls	50.0 (28)	40.0 (30)	-10.0	45.5 (33)	20.7 (29)*	-24.8	0.198
All	33.8 (65)	28.8 (59)	-5.0	37.1 (70)	16.4 (61)**	-20.7	0.192

Note:*p<0.05; **p<0.01

The proportion of students reporting some aid after reporting SRGBV was higher at the intervention school at endline (Table 12), having increased, but not significantly, while significantly declining at the comparison school. The difference in changes at the intervention and comparison schools was statistically significant, as shown by DiD estimates, indicating that the intervention significantly contributed to promoting support for bullying among exposed students.

The proportion of students who received some help after reporting inappropriate touching at school declined for both schools, although their difference was not statistically significant, according to DiD estimates.

Table 12: Proportion of students that received some help after reporting SRGBV

	Intervention			Comparison			DiD
	Baseline % (N)	Endline % (N)	% Δ	Baseline % (N)	Endline % (N)	% Δ	
Received some help after reporting bullying experienced at school last year	59.0 (39)	75.9 (28)	16.9	66.7 (42)	44.2 (43)*	-22.5	0.353**
Received some help after reporting unwanted touch experienced at school last year	77.3 (22)	70.6 (17)	-6.7	73.1 (26)	40.0 (10)*	-33.1	-0.228

Note:*p<0.05; **p<0.01

Students who experienced bullying in the last year but who did not report it were asked their reasons for not doing so (Table 13). Between baseline and endline there was a significant decline in the proportion of students at the intervention school who indicated not knowing whom they should report it. A significant proportion of students (38%) did not respond to this question at endline, however. While the proportion of students who mentioned embarrassment as a reason for not reporting bullying significantly increased at the intervention site, there was no change in fear of reporting as a reason. At the comparison school there were no significant changes in any of these indicators.

DiD estimates reveal that the reduction in intervention school students not knowing whom to report bullying to was significantly greater than its reduction at the comparison school, indicating that the intervention significantly improved awareness of where to seek help among exposed students. DiD estimates also show that the increase in the proportion of intervention school students who felt too embarrassed to report bullying was significantly different from the decrease observed for the same indicator among comparison school students, indicating that there could be factors contributing to students' embarrassment not addressed by the interventions or not captured by the study.

Table 13: Reasons for not reporting SRGBV

Reasons for not reporting bullying	Intervention			Comparison			DiD
	Baseline (N=60)	Endline (N=52)	% Δ	Baseline (N=64)	Endline (N=54)	% Δ	
I did not know whom to report to	45.0	13.5***	-31.5	26.6	16.7	-9.9	-0.216*
I felt that there was no need of reporting	16.7	17.3	0.6	14.1	20.4	6.3	-0.074
I was afraid to report	25.0	25.0	0.0	37.5	44.4	6.9	-0.015
I was too embarrassed to report	0.0	5.8*	5.8	14.1	7.4	-6.7	0.138*

Note:*p<0.05; ***P<0.01

Awareness of children's rights

Awareness of their rights (including the right to a safe, violence-free school environment) among students in both schools was virtually unchanged from baseline to endline, due in part to the high level of awareness of children's rights. The majority of students—at least nine out of 10—from intervention and comparison school sites reported that they had ever heard of the term “children's rights” (Table 14, next page).

Table 14: Proportion of students aware of children's rights

Have heard of 'children's rights'	Intervention			Comparison			DiD
	Baseline % (N)	Endline % (N)	% Δ	Baseline % (N)	Endline % (N)	% Δ	
Boys	90.6 (106)	91.6 (83)	1.0	90.8 (98)	91.9 (62)	1.1	-0.023
Girls	89.0 (73)	93.9 (82)	4.9	94.9 (79)	95.1 (81)	0.2	0.008
All	90.5 (179)	92.7 (165)	2.2	92.1 (177)	93.7 (143)	1.6	-0.009

Schools and media (television and radio) played an important role in informing students about children’s rights in intervention and comparison sites alike (Table 15). The proportion of students who reported ever hearing of children’s rights from these sources significantly increased at endline in both schools. In addition to these information sources, family members, friends, and community leaders played an important role in raising awareness of children’s rights among intervention school students between baseline and endline. These changes were statistically significant. DiD estimates show that changes in the proportion of students reporting television, friends, their school, and community leaders as sources of information on children’s rights were significantly greater in the intervention school, which partly reflects the intervention’s effectiveness in reaching students through these channels. Although the ZTSA intervention did not involve television stations, it is possible that intervention school students were simply more likely to notice televised children’s rights messages due to their ongoing exposure to such messages under ZTSA.

Table 15: Sources of information about children’s rights

Source	Intervention			Comparison			DiD
	Baseline (N=161)	Endline (N=153)	% Δ	Baseline (N=163)	Endline (N=134)	% Δ	
Radio	35.4	51.0**	15.6	26.8	53.0***	26.2	-0.106
TV	20.5	49.7***	29.2	29.9	42.5*	12.6	0.165**
Family members	9.3	21.6**	12.3	8.5	12.7	4.2	0.081
Friends	2.5	17.7***	15.2	4.3	7.5	3.2	0.120***
My school	26.1	62.1***	36.0	25.0	44.8***	19.8	0.162**
Community leaders	5.5	17.7***	12.2	4.9	6.7	1.8	0.108**

Note: *p<0.05; **p<0.01; ***p<0.001

FGD data lend further insight to the roles of family members, friends, and community leaders as sources of information on children’s rights. Parents explained that ZTSA’s school stakeholder forums were instrumental in creating awareness and support among key stakeholders. Community sensitization and community and religious leader involvement may have positively affected students’ awareness of their rights:

“One feels that what happened is very critical because, as TVEP brought this program here, it covered everyone. So even when you talk about it, you know that it was not only meant for students, but everyone within the community. It includes people like pastors who meet their congregation at church. It also includes people such as the traditional leaders who meet people who come to seek help behind closed doors...So this program encompasses everyone and everyone was able to know what they were doing.” **FGD, Parents**

“TVEP...ma[d]e presentations during community meetings...at the royal *kraal*...those presentations were very helpful. It freed people because most are now able to differentiate between acceptable and unacceptable behavior. Furthermore, women are now able to notice that some of the things that their partners were subjecting them were abusive in nature. One, therefore, appreciates the organization’s decision of going to *kraal* and educating the community.” **FGD, Parents**

Knowledge of their rights was further established when students indicated whether certain rights-based statements were true or false (Table 16, next page). The proportion of intervention students significantly increased who affirmed that children have the right to: 1) attend school, 2) express their thoughts or opinions, and have them respected, 3) play, and occupy a safe environment, 4) receive help and care, when needed, and 5) not be abused. DiD estimates show, however, that the increase at the intervention school was only significantly greater than the comparison school for the statement “Children have the right not to be abused,” indicating that the interventions had greatest impact in improving awareness among students of their right to not be subjected to violence.

Table 16: Proportion of students accurately identifying statements on children’s rights as true

Source	Intervention			Comparison			DiD
	Baseline (N=177)	Endline (N=154)	% Δ	Baseline (N=159)	Endline (N=134)	% Δ	
Children have the right to attend school	91.1	97.0*	5.9	97.8	94.6	-3.2	0.008
Children have the right to express their thoughts or opinions and to have these respected	79.9	95.5***	15.6	93.8	88.3	-5.5	0.019
Children have a right to play, and to a safe environment	86.0	97.0**	11.0	94.9	94.1	-0.8	-0.010
Children have a right to receive help and care when they need these things	83.8	96.0***	12.2	95.5	95.1	-0.4	-0.013
Children have the right to not be abused	82.1	91.9**	9.8	88.2	89.6	1.4	-0.069*

Note: *p<0.05; **p<0.01; ***p<0.001

The qualitative data support these findings, suggesting that students’ enhanced awareness of their rights triggered a change in teacher-student relations, and generated greater teacher respect for children’s rights:

“Since the beginning of this program, even the teachers have now limited the use of corporal punishment. The program has somehow discouraged them off from using a stick as a tool to punish us.”
Female, FGD, mixed gender students

“The ZTSA program ensured that we do not just receive corporal punishment and be called ‘stupid,’ because the program encouraged us to come and report such cases. [TVEP] always came here, so I would just go and report any mistreatment against me, knowing that it will become a big issue.”
Male, FGD, mixed gender students

“ZTSA helped us a great deal...The arrival of this program resulted in students coming forward to report such cases when they have been wronged either by fellow students or teachers...This program helped us a lot.”
FGD, Parents

KEY MESSAGES

The Zero Tolerance School Alliance (ZTSA) model reduces female students' witnessing of violence en route to school.

The intervention significantly contributed to a reduction (12%) in the proportion of intervention school girls who witnessed violence en route to school, compared to an increase (24%) among their comparison site peers.

The ZTSA model reduces students' experiences of certain kinds of SGBV en route to school.

The intervention significantly contributed to reductions in intervention students' experiences of being teased or kidnapped en route to school—a six percent and two percent reduction, respectively—versus eight percent increases for both indicators at the intervention school.

The ZTSA model is effective in reducing bullying of girls in school.

The proportion of girls reporting bullying at school in the last year declined significantly at the intervention school (14% reduction).

ZTSA enhances students' knowledge of whom to report SRGBV.

At the intervention school, among students who reported bullying in the last year, there was a significant (31%) decrease in the proportion of those not knowing whom to report it to; among comparison school counterparts, there was no significant change in this indicator.

ZTSA promotes support for bullied students.

Among intervention school students who reported being bullied in the last year, there was a significant increase (17%) in the proportion of those receiving help. Conversely, comparison school peers experienced a 23 percent decline in the proportion of those receiving help for bullying.

The ZTSA intervention broadens students' sources of information on SRGBV rights.

Intervention school students drew upon a wider range of sources for knowledge of children's rights, in contrast to their comparison school peers. The ZTSA model was effective in reaching students through friends, the intervention school, and community leaders. These changes in the intervention site were statistically significant.

The ZTSA model increases students' knowledge of their right to not be subjected to violence.

Among the various aspects of children's rights, the intervention had the greatest impact in improving students' awareness of their rights not to be abused (from 82% to 92% in the intervention school). There was no significant change in the same indicator in the comparison site.

Some aspects of the ZTSA model require strengthening to more fully address SRGBV consequences.

ZTSA, in its current form, does not yet show an effect on several indicators, which the model will need to address to address SRGBV more comprehensively:

Students' perceptions of safety in and around school

The proportion of students (boys and girls) from both schools who indicated fear of walking to school significantly increased at endline. Students' fears remained similar in both groups between baseline and endline, with no statistically significant changes in the proportion of students who felt 'very or somewhat safe' at school.

Students' experience of SRGBV in and around school

While the intervention significantly contributed to reductions in experiences of certain aspects of violence (such as being teased or kidnapped), it did not lead to reductions in other forms of violence, such as being attacked, bullied, or unwanted intimate touching. ZTSA did not lead to a reduction in the proportion of intervention school boys (as opposed to girls) who experienced bullying in school, nor in the proportion of intervention school boys and girls experiencing unwanted intimate touching at school.

CONCLUSION

The Zero Tolerance School Alliance is a promising intervention engendering prevention of certain aspects of SRGBV in as little as a year. Along with several encouraging findings, this study has shed light on remaining gaps and areas requiring reinforcement if SRGBV is to be more comprehensively and effectively addressed.

The study results suggest that a more balanced focus on both boys and girls (rather than on girls alone) will help produce equally positive results for boys. Study findings also indicate gender differences in the experience and reporting of violence. These differences should be taken into account for targeted approaches.

The gaps revealed by the study also point to a need for integrating new, targeted components within the overall intervention model to address areas in which the intervention produced no change.

Findings from this study are currently being used by the Thohoyandou Victim Empowerment Programme for further refinement of ZTSA.

APPENDIX

ZERO TOLERANCE SCHOOL ALLIANCE

ORIGINAL CRITERIA FOR ACCEPTANCE INTO THE ALLIANCE⁷

Note:

- *All the following criteria have to be met in order for a school to be accepted into the Alliance.*
 - *A copy must be attached the MoA, and signed by the Chairperson of their Stakeholder Forum.*
 - *TVEP's M&E Department will determine whether-or-not the criteria have been met; when approved by them, the school will be admitted into the Alliance*
1. A School Stakeholder Forum (SSHF) has been elected by democratic process, and consists of
 - a. Two educators
 - b. HoD Life Skills/Orientation
 - c. Two SGB representatives (parents of students at the school)
 - d. Two of the 4 school activists (see #2) from the Girls Club who are students aged 14+.
 - e. A civic representative
 - f. A Community Policing Forum representative
 - g. A faith-based representative
 - h. A representative from the local traditional authority
 - i. A representative from the clinic that serves the school
 - j. A representative from the SAPS station or satellite that serves the school
 - k. A social worker that serves the school community
 - l. Rep from VE committee
 2. A Girls Club (GC) has been established; it is open to all girls above a specified age.
 - Ten of them, elected by the others, have been trained as School Activists (SAs), and have empowered the rest of the group on their rights and responsibilities pertaining to sexual assault, domestic violence, child abuse and HIV/AIDS, Accountability Monitoring and Leadership Skills. They are articulate, courageous and not shy to speak out;
 - Two of these SAs represent the GC on the SSH
 - All GC Members have signed and are adhering to a mutually agreed Code of Conduct
 - The GC have implemented at least two projects that they determined for themselves
 3. All students in specified grades received and completed the TVEP Work Books, facilitated by the Life Orientation Educators;
 4. A module on Teen Pregnancy has been developed and all students in the specified age groups have been work-shopped on it. This module emphasises the costs and consequences of raising a child, and the responsibilities of the father.

⁷ Currently being modified by TVEP in response to the evaluation findings.

5. The TTBC “Short Talk” has been presented to the entire school EXPANDED TO MORE THAN ONE, ON SPECIFIC SUBJECTS
6. Girls are no longer missing school due to lack of access to sanitary products.
7. All members of the SSHF and the SAs have been capacitated on how to hold government service providers accountable to their respective departmental mandates, the Bill of Rights and relevant legislation.
8. A dialogue between the SSHF, SAs and Government service providers in the vicinity of the school has been held to ensure the latter are aware of their respective delivery mandates and appropriate means of recourse when such are not delivered (based on the TVEP “Exercise your Rights” manual). These deliverables include but are not limited to:
 - *Clinics*
 - Providing HCT
 - Providing food parcels to Child-Headed Households
 - PMTCT strategy functional
 - Reliable and adequate supply of male & female condoms
 - Screening for DV
 - Referral strategies in place (e.g. form 22’s for child abuse)
 - All staff informed on rape protocols (no washing, immediate access to PEP etc)
 - *Police Stations & Satellites*
 - VEP Committee functional and appropriately trained
 - DV register in place
 - Victim-friendly room
 - 24-hr vehicle availability
 - Victim’s Charter displayed
 - Referral list available
9. The school is implementing the DoE Safety in Schools programme, and all students and educators are familiar with the programme
 - The school has a policy of non-discrimination, based on the Bill of Rights, which is being actively implemented.
 - A policy to deter bullying has been developed and is being implemented
 - The school has a Sexual Harassment Policy, and all students and educators are familiar with the policy
10. All students have been provided with two copies of IEC rights-based materials covering sexual assault, domestic violence, child abuse, HIV/AIDS, Teen Pregnancy and Accountability Monitoring (“Exercise Your Rights” the information leaflets GC Activists, SSHF Members and relevant Ward Counsellors and Community Development Workers have been empowered on TVEP’s 4 thematic areas, are meeting their mandates, are easily accessible to the community and are referring appropriately
11. Reporting and referral strategies are in place and popularised with educators, students and stakeholders
12. All school Educators have been workshopped on Positive Discipline and Recognising and Responding to Child Abuse

13. A “school confidant” has been democratically elected by the students, and has been empowered on basic lay counselling and responding to Child Abuse.
14. All students are aware of SGBV services available to them, and where, when and how to access them
15. A school vegetable garden is being well maintained by students. **OPTIONAL GC PROJECT**
16. The school has a library, and students are actively encouraged to read **OPTIONAL GC PROJECT**
17. All bottle stores and shebeens in the vicinity of the school have pledged not to sell alcohol to minors and are aware of the consequences if they contravene the law.
18. A suitable “safe place”, attached to the home of a reliable community member, is available to children in crisis, and all students are aware of its location and purpose.
19. If situated close to a main road, safe crossing procedures are being implemented..
20. The school has a policy to assist OVC that is being implemented, and includes after hour monitoring and support.
21. A poster providing relevant contact details is displayed at the school (i.e. phone number of the police, social worker, clinic etc.)
22. HIV+ children are participating in a support group and they and their care givers have been capacitated on Positive Living
23. Community safety M&E tools developed and being utilised by the SAs and SSHF
24. A pre-determined⁸ number of students, educators and community leaders, including the predominant traditional, church and civic leaders, have taken the pledge at a public ceremony at which the school was accepted into the Alliance.

⁸ This will also be determined by the community mapping process, and must form part of the MoA. The intention is to ensure that the majority of community leaders take the public pledge, whilst those that refuse will be known to the community, and monitored accordingly