

Victims of school

School-related gender-based violence stands in the way of girls' and boys' right to an education

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Summary

On the eve of adopting the Post 2015 development agenda, PLAN intends to reassert the stakes for educating girls and make the issue of school-related gender-based violence (SRGBV) more visible.

Although education is a right for all children, this right is not respected, particularly for girls. 65 million girls still do not have access to primary or first cycle secondary education. And yet, studies run on SRGBV reveal that gender-based violence is frequent in and around schools and it is one of the main reasons for girls dropping out of school.

However, as the former United Nations Secretary General, Kofi Annan, powerfully stated «There is no development tool more effective than the education of girls.» Several empirical studies show how educating girls has a positive effect on social and economic indicators such as mother's age when having her first child, number of children, attitude towards vaccinating young children, child mortality rates, registering births, effective knowledge and use of resources to prevent HIV/AIDS and educating their children. Educating girls also has a positive impact on their future income and their country's GDP.

The range of expressions such as «sexually transmitted grades», «droit de seigneur», «bush pay», etc. used by students and teachers to describe sexual violence in schools reveals its prevalence and its trivialisation¹.

Beyond sexual violence, school-related gender-based violence appears in many forms: intimidation, pestering,

bullying, corporal punishment, compulsory chores, negligence, etc.

SRGBV are defined as any act or threat of sexual, physical or psychological violence perpetrated on students (girls and boys) inside or around schools for the purposes of social norms and stereotypes on female and male characteristics and roles and unequal power ratios between the sexes².

Studies that look at this phenomenon reveal that the nature and frequency of school-related gender-based violence vary from one gender to another. Consequently, girls are more subject to sexual violence, pestering and intimidation. In turn, boys are often victims of physical violence (corporal punishment, fighting in pairs³).

Although girls and boys are targets for SRGBV, girls are often the most affected. It is estimated that 60 million girls and 29 million boys a year are sexually abused at school or on the way to school, knowing that forms of SRGBV go way beyond sexual violence⁴. However, this violence is rarely reported and sanctioned despite the dreadful repercussions on the children (trauma, unwanted pregnancies, sexually transmitted diseases, etc.) and their schooling in terms of failing exams and/or dropping out. It is very difficult to get reliable data on the school-related violence phenomenon, even more so for gender-based violence; nevertheless, PLAN estimates that in 2011, 246 million girls and boys were victims of one form or another of school-related violence.



Second in a series devoted to educating girls⁵, this report intends to shine the spotlight on the issues within this phenomenon and on the levers to fight it. The recommendations formulated in this report, founded on studies and programmes by PLAN and its partners, are intended for all development players; they are illustrated throughout the report by specific cases taken from different countries where PLAN works, particularly in the West African sub-region and in Asia.

This report highlights the many different challenges involved (taking stock, causes and consequences) and unveils different intervention methods used by PLAN and its partners to try and answer them, in terms of measuring the phenomenon, prevention, reporting and dealing with it. Having done this, the emphasis is put on synergies between the different players, at school and outside schools, the different levels (community and public policy levels) and shows the entire importance of a multi-sector and inclusive approach. This report particularly shares many eye witness accounts from children and emphasises the way that children, girls and boys, can become the real players in the fight against school-related gender-based violence.

Based on their own and their partners' experience, PLAN is calling on governments from developing countries to follow 8 recommendations to effectively fight SRGBV in their countries and invites bilateral and multilateral donors to support their initiatives in different ways⁶.

SRGBV are⁷:

- 1.** adopting a national action plan as a result of multi sector, multi-player and inclusive consultation
- 2.** participation of children as fully fledged players
- 3.** adopting strengthened legislation and policies that include rules for appropriate and proportional behaviour and sanctions
- 4.** implementing national data collection devices on the causes, nature and spread of SRGBV
- 5.** awareness-raising and implication of communities, including men and boys, essential to change dreadful attitudes and underlying social norms
- 6.** protecting children on the way to school, through strategic partnerships among all players involved in civil society and different State services (transport, judicial authorities, authorities in charge of child protection, etc.)
- 7.** initial and continuous training for the educational community on SRGBV and promoting gender equality at school
- 8.** setting up reporting and monitoring mechanisms that are confidential and appropriate for the victims' age and culture.

Progress in eliminating SRGBV and promoting gender equality in schools will take place primarily at national and local level.

Bilateral and multi-lateral donors do, however, play an important role to support efforts made in these countries.





CONTEXT AND AIMS OF THE REPORT:

School-related gender-based violence (SRGBV): one of the main obstacles for educating girls

Committed to improving how development issues tied to girls' rights are tackled, Plan International has published a series of reports since 2007 on where girls stand in the world⁸. For the 2012-2015 period, as the international community prepares to adopt the Post-2015 Development Agenda, it is no coincidence that PLAN has chosen to emphasise educating girls, through the international campaign entitled «Because I'm a girl», run in the 70 countries where it works. Educating girls, formally or informally, is actually the strongest lever for their independence and more broadly for development⁹. The more a girl is educated, the better chance she has of earning a living, having less unwanted pregnancies, marrying later and having healthier children who might also be educated; for example:

- each year that a girl spends in a school room increases her future income by 10 to 20%¹⁰ According to UNESCO, each extra year of schooling increases the

gross domestic product (GDP) for a country on average by 0.37% a year¹¹.

- girls who have benefited from a secondary education are six times less likely to marry as a child¹².
- each extra year of schooling reduces the infant mortality rate for their children by 5 to 10%¹³.

Although education is a right for all children, this right is not respected, particularly for girls. 65 million girls still do not have access to primary or first cycle secondary education¹⁴. And yet, studies run on SRGBV revealed that gender-based violence is frequent in and around schools and it is one of the main reasons for girls dropping out of school.

Through its campaign and programmes, PLAN intends to eliminate obstacles for educating girls and advocate girls having access to 9 years of free, good quality education that meets their needs, their rights and their aspirations, in a safe school environment, free from gender prejudices where gender equality is encouraged.

Context and aims of the report

Rallying around general public awareness-raising actions since 2007 concerning girls' rights and advocating that these issues should be better placed in French cooperation policies, Plan France has chosen to publish a serie of reports over the 2013-2015 period emphasising one of the main issues in educating girls each year. The 2013 report



demonstrated the dual relationship between educating girls and early marriages, demonstrating how marrying at an early age is a prime factor for girls dropping out of school but also how educating girls is the best way of fighting this phenomenon¹⁵. Plan France has worked alongside its partners¹⁶ and Plan International for the last four years on studying this phenomenon and mobilising different players involved. It is dedicating this year's report to school-related gender-based violence (SRGBV).

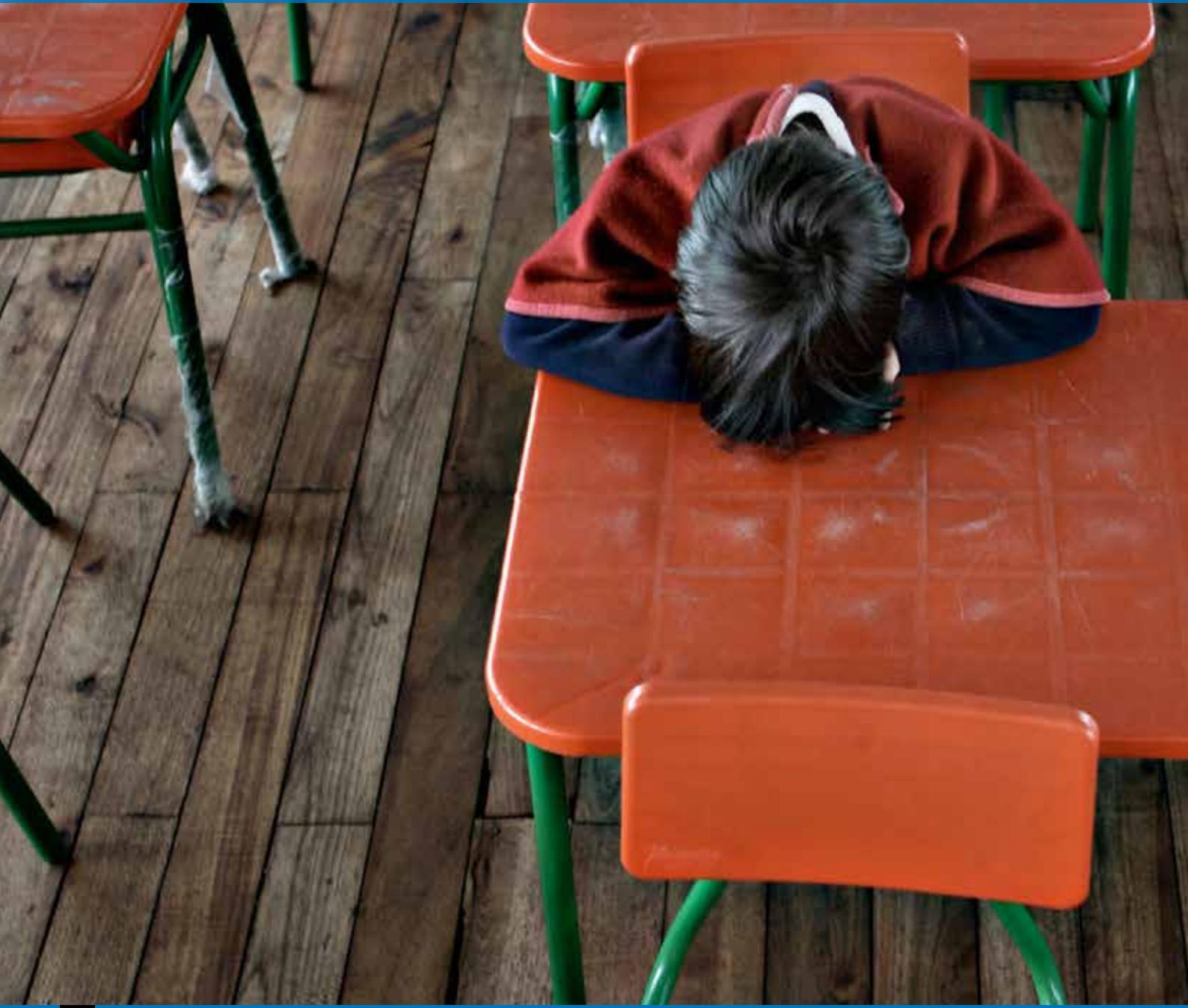
Through this report, Plan France is launching an appeal to all development players so that the fight against SRGBV gets its rightful place on the Post-2015 Development Agenda, becoming a goal for education on the one hand and female-male equality on the other.

There are many different challenges involved: measuring an often taboo, although socially accepted, phenomenon to make it visible, awareness-raising among all players on the dreadful consequences of this violence on child development, making the path from home to school safe, setting up conditions for effective prevention inside and outside schools, allowing victims of violence to report cases of violence without fear or risks of retaliation, sanctioning perpetrators (a rare occurrence in general), setting up policies and built-in devices for tackling it, breathing life into a girl-boy equality culture within the school that is reflected in the attitudes and practices of the educational community, children and in the school programmes.

Thanks to experience from PLAN and its partners, this report intends to help spotlight issues linked to SRGBV and the levers to fight them whilst sharing a certain number of recommendations to improve development policies and programmes on this issue. Following on from the Plan International report that appeared in 2013¹⁷, this report provides data and studies from extra cases, particularly in France and in Western African and Asian countries, putting forward the causes and consequences of the phenomenon, best practices and innovative approaches on topics that are still insufficiently tackled in the international literature (even less so in French), such as collecting and analysing data, mobilising children and young people as agents of change, inter-sector coordination, synergies between community players and the educational community...

PART 1

School-related gender-based violence



CHAPTER 1: TAKING STOCK

1 / General information

SRGBV are defined as any act or threat of sexual, physical or psychological violence perpetrated on students (girls and boys) inside or around schools for the purposes of social norms and stereotypes on female and male characteristics and roles and unequal power ratios between the sexes¹⁸. Although girls and boys can both be targets for SRGBV, girls are more vulnerable and so the most affected.

■ Different forms of school-related violence, including any linked to gender:

These acts or threats cover a wide variety of actions, behaviour or words.

Psychological attacks:

- Acts of intimidation
- Bullying, insults
- Threats
- Negligence
- Verbal bullying
- Tolerance or encouragement of male domination or aggression within the school environment¹⁹
- Seduction

Physical attacks

- Corporal and degrading punishment²⁰
- Fights
- Physical bullying
- Compulsory chores

Sexual attacks

- Sexual bullying
- Touching without consent
- Transactional sex²¹
- Rape

■ Places where SRGBV might take place:

SRGBV might take place inside school grounds but also in the surrounding area or on the way to school

- In classrooms
- In school hallways
- In the toilets
- In dormitories
- In teachers' residences
- In the woods/bushes next to schools
- On the way to school, on foot or using transport

■ SRGBV victims:

- Girl and boy students

■ SRGBV perpetrators:

- Girl and boy students
- Teaching and non teaching staff
- Members of the community on the way to school

These lists do not claim to be exhaustive

There are few figures available on the SRGBV phenomenon throughout the world. However, existing studies reveal that much of the violence in schools is actually gender-based, meaning that it relies on inequality linked to social representations of either gender. This is not only very frequent in schools but also around and on the way to school. The repercussions of this violence on children and their schooling are devastating.

There is little data for several reasons. Firstly, few national surveys have been carried out on the matter and community mobilisation remains poor on a local, national and international level.

Consequently, SRGBV more often comprises invisible and unspeakable acts emerging from many different origins (cultural, social, economic, political, etc.), making it difficult to qualify and identify them. Furthermore, children are some of the most vulnerable and silent populations. On school premises and on their way to school, they often feel alone facing these attackers who violate their intimacy and their dignity. Furthermore, the absence of effective reporting, protection and sanctioning devices feeds victims' fear of retaliation, and their feelings of shame and guilt, echoed by their families. Together, these facts

manage to underestimate SRGBV. In Nigeria, for example, a study judged that in 2007 only 4% of sexual violence cases and 40% of physical violence cases were reported by children at primary school²².

School-related violence

Nevertheless, estimations of school-related violence have been made: in 2008, several studies revealed that in certain countries, almost 60% of students had been victims of physical violence at school²³.

Using the database compiled by the UN, PLAN estimates that at least 246 million boys and girls, namely 20% of the world student population, was suffering violence at school²⁴. Corporal punishment is the most trivialised and widest-spread form of physical violence that children undergo in their school (over 80% of students are exposed to it according to certain studies²⁵). Concerning psychological and moral violence, surveys reveal that between one fifth (China) and two thirds (Zambia) of children report having been victims of verbal or physical intimidation between 2003 and 2012²⁶. So, millions of children are not only in an unsafe situation at school but live in fear on a daily basis.



The gender approach applied to school-related violence

Considering the gender perspective can considerably refine any analysis of school-related violence and strategies to end it. It reveals that these attacks affect both girls and boys and that they almost always come down to social representations and stereotypes linked to gender. The idea of SRGBV can identify differences in the nature, frequency and the factors behind school violence according to the students' gender.

The gender-based analysis of school-related violence shows that girls are more often victims of sexual violence, particularly carried out by male students, teachers or any other male teaching staff in the school. 60 million girls and 29 million boys will be sexually abused at school or on the way to school every year²⁷. In 2006, during a survey on girls at school in Malawi, 50% of those asked declared that they had been touched sexually by their teachers or by boys at the school²⁸. Girls are also more subject to pestering and intimidation. In turn, boys are more often victims of physical violence (corporal punishment, fighting among peers²⁹). A study run in Durban, South Africa, showed that the threshold for corporal punishment on boys is estimated to be higher than for girls and is a gauge of their virility³⁰. Corporal punishment is therefore a compulsory part of educating boys and constructing masculinity in certain countries. This gender-based discrimination is sometimes reflected in the law, such as in Singapore where corporal punishment is legal for boys but it is illegal for a teacher to hit a girl³¹.

To sum up, school-related violence concerns girls and boys but the vast majority affects each gender differently. Policies targeting school-related violence should therefore be beneficial for all students, but leaving out the gender approach prevents us from considering certain explanatory factors and runs the risk of actions being ineffective.



The prevalence of SRGBV is stronger among socially disadvantaged students

Students at the crossroads of several vulnerability factors are often even more exposed to SRGBV. These factors include:

■ Belonging to a minority group (ethnic, religious):

For linguistic, cultural or religious reasons, students from this group are subject to mockery, bullying or different types of attacks from other students and educational staff. They are particularly exposed to corporal or degrading punishment in school.

■ Being an orphan or not having a parental home:

Students that do not have a parental home might be more vulnerable to violence in and around school than others. In fact, the absence of an adult in their immediate circle might incite potential attackers.

■ Children with a disability:

They are generally victims of discrimination and their most fundamental rights are violated on a daily basis. Actually, communities often consider them as a burden, or even a source of evil. This situation is reflected in school life, where the lack of appropriate material and trained personnel encourages cases of negligence and abuse.

■ Children living in rural areas :

Wealth inequalities often reinforce gender inequalities in rural areas where patriarchal values and the traditionalist social hierarchy often live on more intensely.

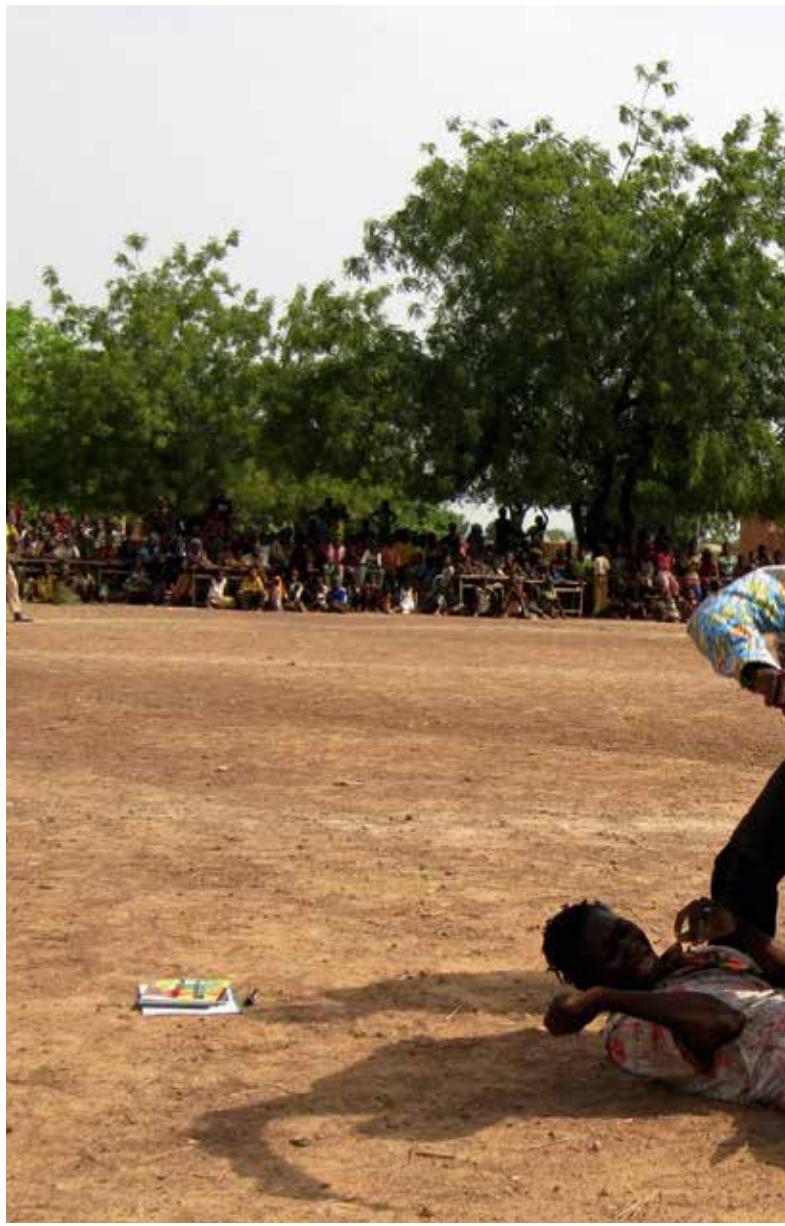
All these social disadvantages should also be analysed from the gender perspective. Understanding intersections between the different relationships and forms of domination that exist in a society can help to draw up more finely tuned strategies to fight violence.

Focus on homophobic violence

Persons displaying a marginal nature and behaviour or contradicting official social definitions of masculinity or femininity are very often victims of physical and verbal violence, particularly at school. Within the framework of a study run in Vietnam in 2011, students questioned declared that boys considered as feminine or «soft» were the most bullied group in school³². The survey also revealed that boys were more hesitant than girls to report acts of intimidation as this might provide the occasion to question their masculinity and/or their sexuality.

«At school, girls who tend to have masculine characteristics or behaviour or boys who tend to have feminine characteristics or behaviour are called to order. Their parents are told and must work with the school to educate them.» Interview with a high school headmaster in Vietnam³³.

As demonstrated by the Plan Canada report on SPGBV³⁴, the significance of this problem varies from country to country but is very widespread. In Canada, for example, over 50% of young lesbian-gay-bisexuals and 75% of young transgender students have declared that they have been subject to verbal bullying at school. The situation is equally alarming in Great Britain where 65% of young LGBTQ³⁵ said they had been at the receiving end of homophobic intimidation at school^{36, 37}. In India, 50% of homosexual men state that they were pestered by other students and teachers when they went to school³⁸.



Play put on in Burkina Faso to raise awareness on school-related gender-based violence.

A study run in France serves as a reminder that violence can emerge when a student's character or characteristics are associated with homosexuality³⁹. The stigma of homosexuality can be used by boys to bring down good students and/or higher social classes.

«Eggheads» and «people who wear skinny jeans» are unanimously treated as «gay».

National and international institutions and research centres have recently taken an interest in SRGBV. Many players have worked on issues involved in gender-based violence or school-related violence.

From now on it is a matter of crossing their expertises even further to implement more finely tuned actions that identify and oppose people being treated differently at school depending on their gender.



2/ Physical violence in schools

2.1 Corporal and degrading punishment

Physical correction is one of the most widespread and trivialised forms of violence at school⁴⁰. Half the students in the world live in countries where corporal punishment is tolerated at school⁴¹. For example, in 2009, around 55% of students were victims of corporal punishment in Benin⁴² and in Senegal⁴³. A study run in the Central African Republic revealed that 52% of primary teachers inflict corporal punishment on their students every day⁴⁴.

«I use a stick during lessons, I find that it helps the children to listen, they remain alert» Primary school teacher⁴⁵.

The Child Rights Committee - CRC defines corporal punishment in paragraph 11 of General Observation no.8 on Corporal Punishment⁴⁶ as:

«Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.» Students are most often beaten (with hands, a stick, a whip or a chunk of rubber) but cases of burns or scalding have also been reported. Students are often forced to hold uncomfortable positions for long periods, sometimes in the sun.

PLAN has intervened in Togo in schools where using a whip, food deprivation or kneeling in the sun were trivialised forms of managing a class. Witnesses demonstrate that even though affecting the student's physical integrity is violence in itself, the most traumatising aspect is often the arbitrary and disproportional nature of the punishment compared to the «fault» committed.

«He [the teacher] asked the class if my answer was correct. [...] He gave me the rubber whip and asked me to beat anyone who had said «no» [...] The teacher took the whip and asked me if that was how you whipped someone. Then he hit me, beating me on my back until I bled. My clothes were soaked in blood and I was crying....»⁴⁷

It is more often the boys who are subject to corporal punishment, particularly in primary schools⁴⁸. These methods are frequently used in Koranic schools, for example, where most students are boys. In Mauritania, 76% of teachers questioned at Koranic schools confirmed that they administered corporal punishment to the children⁴⁹. Girls are also subject to corporal punishment although to a lesser extent than boys.

2.2 Sexual violence

Girls are the main victims of violence, exploitation and sexual abuse at school⁵⁰. In the vast majority of cases, these acts are carried out by teachers, members of staff or male students.

«Sexual bullying really goes on in our school. It's not something people talk about but we're adults and we know how to observe and interpret certain acts, gestures or words.» Statement by a departmental high school teacher from Dissin in Burkina Faso⁵¹.

Teenage girls are particularly exposed to sexual violence in schools. In fact, from the first signs of puberty, girls are often considered as sexually mature, although their bodies and their discernment are not yet properly developed⁵². Inversely, female teachers and students are also more rarely implicated as perpetrators (219 male teachers compared to 39 female teachers according to a study run in Burkina Faso in 2008⁵³).

Teachers and educational staff generally use their position's authority to sexually abuse girls at school. According to a study, 46% of students questioned in the Democratic Republic of the Congo confirm that they have been victims of bullying, abuse and sexual violence committed by their teacher or a member of the school staff⁵⁴. In Cameroon⁵⁵, Central African Republic⁵⁶ and Senegal⁵⁷, girls who were victims of sexual abuse at school pointed a finger at their teachers as the main perpetrators of these acts.

The range of expressions used by students and teachers to describe sexual relations between girls and adults in schools reveals their importance and their trivialisation⁵⁸

“The red pen threat” (Mali): threat of poor marks if the girls do not give in to their teachers' sexual advances.

“Sexually Transmitted Grades” (Gabon, Cameroon, in the sub-region in general): expression inspired by sexually transmitted diseases.

“Droit de seigneur” (Ivory Coast): (teachers') right to deflower the girls.

“Bush stipend” or “Chalk allowance”⁵⁹: sexual favours given by the girls to the teachers for the purposes of «compensating» their affection in isolated areas.

“BF, Bordelle Fatigue” (Togo): BF is a brand of soap in Togo. The expression refers to a girl who is worn out from numerous sexual relationships with teachers.

Sugar daddy: Older, rich men who give presents and pay for schooling and provisions of young children, often girls, in return for sexual favours⁶⁰.

On the way to school, sexual abuse is more often committed by adult men on girls. These persons might be known to the children (family friends, bus drivers, etc.) or unknown (youths from the community, soldiers in conflictive areas or post-conflict).

«I've seen a lot of cases of this type. Personally, I tell the girl students in my class «pedal as fast as you can, don't pedal slowly» or «don't talk to anyone, go straight to school in silence». Many students are pestered or even touched on the way to school.» - teacher focus group from a high school in Hanoi⁶¹.

Nevertheless, more and more information tends to designate boys as the main perpetrators of sexual violence in schools, around and on the way to school. In Cameroon, a study showed that 13.7% of sexual abuse cases were committed by teachers while 30% were carried out by male pupils⁶².

This trend was also seen in Ghana for example. What's more, in the Central African Republic, 42.2% of boys registered in secondary schools in Bangui confirmed that they had taken part in violent sexual acts inside or around the school⁶³.

«Although the boys are not allowed to touch the girls' private parts, they do it anyway. Nobody sees them when they touch girls' bottoms. In those circumstance, the girls can do little more than cry...» - High school student focus groups in Hanoi⁶⁴.

In Vietnam, during a study run on SRGBV in 2014⁶⁵, 15% of girls and 10% of boys questioned declared that they had been victims of sexual violence. More often, this refers to comments or obscene gestures, but 4% of students report that their bodies or genitals were hugged or stroked against their will. Furthermore, 3% of students were exposed to sexual photos or images, 2% complain that they were victims of sexual rumours, 1% was asked to provide sexual favours and 0.4% was raped.

2.3 Other forms of physical violence

2.3.1 Physical brutality among students and in and around schools

«Students are stopped on the way [to school] to be attacked by racketeers outside school [...]. However, the boys are more exposed to this type of incident than girls. They often come up against these incidents when they get to year ten, starting a new school.»

- A high school teacher during a focus group in Hanoi⁶⁶.

Fights, jostling and whacking (being hit many times with a stick) are the most widespread and the most trivialised forms of physical violence among children. Whilst easily observed (because they are often one-off, spontaneous and therefore not well hidden, while also leaving visible marks on children), they are, however, difficult to report.

These forms of violence are actually often considered to be «normal» behaviour or even formative for students. Furthermore, it is sometimes difficult for adults to identify one or several victims in an altercation or to see the dreadful consequences of this brutality on the students taking part.

This type of physical violence involves more boys than girls. A study run in the Central African Republic⁶⁷ revealed



that 55.2% of boys suffered these attacks compared to 49.8% of girls. Boys are also more often threatened with dangerous objects than girls (7.7% vs. 4.4%). In the same way, the study on SRGBV run in Hanoi⁶⁸ shows that among the 41% of students who say they have been victims of physical violence during their schooling, 50% are boys (32% are girls). Finally, this type of violence seems to drop as students move through the school. In the Central African Republic for example, primary schools are the most affected (78.8% of boys and 73.4% of girls are victims of physical brutality among students) compared to secondary schools (43.4% for boys and 42.5% for girls)⁶⁹.

Despite the unequal distribution of physical brutality among students depending on whether they are girls or boys, both genders can suffer from gender stereotypes associated with these acts. Actually, in many countries, it is considered that boys are «supposed» to fight each other (to demonstrate their virility, defend their honour, etc.)

as opposed to girls. Boys can suffer from this stereotype when they have not managed to win a fight. Girls, in turn, will be rejected because being physically attacked or defending yourself is judged to be inappropriate or unworthy of them. A survey run in Hanoi for example showed that even parents made girl victims of physical brutality responsible for their own unhappiness.

«Girl students that are hit [by other students] will be blamed even further and will suffer more discrimination than the boys.» - Focus group of high school students' parents in Hanoi⁷⁰.

«Nobody suddenly jumps on a student and pulls their hair for no reason. In general it's the girls' own fault they get hit....» - Focus group of high school parents in Hanoi⁷¹.

2.3.2 Chores assigned according to the child's gender

In many countries, assigning chores to students is an integral part of schooling. And yet chores are generally distributed according to the children's gender, putting across sexist stereotypes. Furthermore, certain chores demonstrate exploitation, particularly when:

- they are requested by teachers or educational staff against the children's will
- they are repetitive or exceed the child's capacities

- they are considered as a form of payment for the teachers⁷².

Chores are usually assigned according to the child's gender. Tasks requiring more strength are generally given to boys whilst domestic tasks are kept for the girls. Some schools hand out chores to be done within the school grounds. During a focus group with teachers within the study run by Plan Vietnam on SRGBV, the teachers explained:

«If the classroom is dirty and untidy at the end of the class meetings because the boys were lazy and they have not done their cleaning tasks that day, we appoint the girls as responsible for cleaning the classroom. Male students should be in charge of more difficult and tiring activities such as carrying heavy objects, dismantling the doors to clean them, etc. Meanwhile, the girls can clean the windows⁷³.»

Studies run in Africa revealed that students were sometimes forced to do chores in the teachers' homes. In Ghana, Togo, Liberia and Burkina Faso for example, it is more frequent to ask the girls to go and draw water at the well (78% of girls and 49% of boys had already been on water chores⁷⁴) or to do housework in the school or at the teachers' home (such as cleaning and washing clothes)⁷⁵.



Boys are more likely to be asked to work in the teachers' fields during the harvest or to help transport building material⁷⁶.

«[...] His wife [the teacher's wife], or the Headmaster's wife, came into the classroom and chose the girls they needed to wash their clothes or the dishes or prepare meals ...I got to the point where I didn't know whether I was a student or the teacher's maid. I couldn't keep up and at the end of the year I failed my exams»⁷⁷.

In Togo, certain teachers even ask students to work for them during class time. Agricultural work is supposed to be tied to an agreement between teachers and parents: it should be limited to Fridays and the money they earn should be used to buy school supplies (chalk, paper, books that are all lacking in most schools in this country). However, this system is open to all types of abuse. Students have particularly reported that some teachers send them to work in the fields for other people and keep the wages for themselves.

«I'm 18 years old and I left school years ago because the teacher was always sending the bigger kids to work in his fields. If you refused, he hit you really hard, and he ignored you in class....»⁷⁸.

This declaration demonstrates that physical violence of any type is often accompanied by psychological violence.



3 / Psychological violence

Psychological violence receives even less attention than other forms of school-related violence from legislators, researchers or development players. Psychological violence (sometimes called emotional or moral violence) consists of an abuse of power where one person controls another. It is more difficult to identify and quantify than physical violence although that does not lessen its repercussions on children. Psychological violence is expressed in words and attitudes that can occur repeatedly and that are traumatising for victims. Bullying, intimidation and negligence can also go along with other forms of poor treatment (physical violence).

3.1 Bullying and intimidation

Bullying and intimidation are often the most usual forms of violence in schools⁷⁹. They crop up in a dominating relationship built on the basis of difference or inequality (physical, gender, social or ethnic origin, religion or other). This consists of verbal and sometimes physical violent and repeated acts on the individual. Hurtful words, insults, name-calling and threats home in on victim submission and suffering and/or achieving a purpose or a favour⁸⁰.

Boys are more likely to take part in acts of intimidation with physical violence and to be victim to it. Girls are more likely to be perpetrators or victims of verbal and psychological intimidation⁸¹). Teachers are also guilty of this type of violence, by belittling their students, repressing their emotions (not allowing crying for example) or threatening them to get their attention, money or favours.

«They [extortionist students] ask these students to give them money on a given date. [...] Some students use the money their parents give them for their breakfast, other students give them their savings and don't tell anyone because they threaten to hit anyone who blabs ». - high school teacher focus group in Hanoi⁸².

Within the framework of the WHO Global School-based Student Health Survey (2003-2005)⁸³, more than half the African students questioned stated that they had been bullied during the 30 days preceding the survey. Two thirds of Zambian children questioned declared that they had been victims of verbal or physical intimidation over the thirty days preceding the study. Furthermore, in Ghana, 62% of girls and 60% of boys aged 11 to 12 registered in the first cycle of secondary school stated that they have been bullied at school.

3.2 Negligence

Negligence comes in different forms. It can be demonstrated for example by ignoring a student, repeated lack of attention paid by students or teachers, or the refusal to correct a student's homework⁸⁴. This negligence sometimes springs from stereotypes based on their gender. A teacher might not let girls speak on the pretext, for example, that they must remain discrete and reserved or that they are not «intended» to use the knowledge being taught in their future lives. The simple fact of providing extra support or even just teaching boys in supposedly «male» subjects (PE, sciences, etc.) is negligence against girls.

According to the experts questioned when drawing up the Plan Canada report, one of the main obstacles for schooling girls is the low status value they are given (24%)⁸⁵. Gender-based negligence gets worse when girls accumulate social disadvantages (social origin, ethnic, disabled, etc.).

«Boys should have masculine behaviour that first and foremost includes talking loudly, secondly being generous and thirdly being gallant towards girls. As for girls that talk too much and too loudly, I always tell them to be more feminine and gentler....» - High school teacher focus groups in Hanoi⁸⁶.

■ SRGBV IN FRANCE

In France, as in the vast majority of Northern and Southern countries, girls and students on the margin of social femininity and masculinity norms are the most vulnerable populations for school-related violence.

Unfortunately, most of the studies carried out in France on violence in schools are not gender-based studies and therefore we have little data on school-related gender-based violence in France. However, keeping things in proportion, violence based on gender stereotypes does exist in French schools⁸⁷.

The memorandum on «Acts of violence registered in secondary schools in 2011-2012» by the National Education Ministry reported that school violence is a gender-based phenomenon. Boys are more often victims and perpetrators of physical violence than girls (perpetrators of 76% vs 20% of cases, 28% of victims compared to 16%)⁸⁸. Student violence is generally carried out on people of the same gender but boys are also behind 54% of violence committed on girls and 71% of attacks on women working in public secondary education.

Girls are more likely to be victims of personal attacks and in 10% of cases, this refers to sexual violence. Boys are twice as less affected by personal attacks, but when this is the case, this is more often extortion.

The study entitled «Happy schoolchildren.... well nearly» run in 2011 among the last three years of primary education⁸⁹ tells us that there is little difference between boys and girls who are victims of name-calling (65% of boys are victims of it as opposed to 67% of girls).

However, boys are more likely to be perpetrators (53% of perpetrators of name-calling compared to only 23% of girls⁹⁰). They are also more often perpetrators and victims of insults and threats than girls.

CHAPTER 2: CAUSES AND CONSEQUENCES OF SRGBV

SRGBV are a social phenomenon for which the causes and consequences reach beyond the simple school framework. In fact, school is an important place for socialising children but it is not the only place and it is not impermeable to others (family, community and nation). School therefore mirrors current society and acts as a matrix for future society. This explains why all players involved must become aware of the causes and consequences of SRGBV to help define conditions for change.



1/ Factors explaining SRGBV

The different spheres of society and its associated representations are reflected in the school atmosphere. In summary, the internal and external causes explain the nature and the importance of SRGBV.

1.1 Causes inside schools

In many cases, a poor school environment explains the presence of SRGBV. Badly designed infrastructures, poor working conditions for teachers and sexist and violent teaching programmes and methods all go towards developing SRGBV.

1.1.1 Infrastructure

In many developing countries, school infrastructures encourage SRGBV. The coexistence of public, private,

formal, informal, legal and illegal schools in many countries partly explains the variety of situations. In some cases, the infrastructures are dilapidated, minimalist (four walls, a tent, etc.) or simply badly designed. The sub-regional survey on SRGBV organised by PLAN in Asia in 2013⁹¹, showed that water points too far from the playground, empty classrooms left unlocked, badly lit and/or isolated spots and mixed and/or non-lockable toilets particularly encourage sexual violence.

In Senegal, during a report on school-related violence, students and teachers complained about regular intrusions from people outside the high school and attacks on young girls behind the school walls:

«Some kids were even attacked behind this building [school building]. It's not safe. After 5pm we do everything we can to get away from there because it's not safe at all.» A student from John F. Kennedy high school in Dakar⁹²

Finally, the longer the road to school and the more it requires taking poor or rarely used paths, the more children are exposed to SRGBV on the way to school. Boys and girls are at the mercy of their attackers particularly if they go to school alone and on foot. However, cases of attacks by bus drivers or on students who cycle to school have also been reported.

1.1.2 Poor working conditions for teachers

Poor working conditions for teachers also encourage SRGBV.

In general, developing countries (particularly in Africa) suffer from a lack of educational staff⁹³. Many teachers are facing overflowing classrooms and sometimes dealing with very different levels.

Furthermore, teachers often have to put up with a lack of school supplies (tables, chairs, chalk, manuals, etc.) due to limited resources in the State and among families .

As training is often limited for financial reasons, education also suffers from under-qualified teachers in certain countries. What's more, many teachers have not even been trained. In Benin, for example, the percentage of qualified teachers, although slightly rising, does not exceed 50% for primary and 27% for secondary⁹⁴.

Even when training is provided, it does not necessarily help teachers to manage over-full and poorly equipped classrooms. Their patience is often put to the test, encouraging the appearance of bullying, intimidation and corporal punishment. Furthermore, certain teachers consider the sexual favours that they demand from the girls or the farming and domestic work they make children do as a top-up for their low wages. These practices are entirely consistent with teaching methods and even sexist and violent school programmes currently used in schools.

1.1.3 Sexist and violent teaching methods and school programmes

By reproducing and giving statusvalue to prejudices based on gender, the messages explicitly or implicitly put across by the school institution favour SRGBV.

Gender stereotypes and violent methods assimilated by certain teachers are reflected in the school programmes and in how they teach. Firstly, certain subjects are still considered to be «feminine» or «masculine», influencing how the teacher might let the girls or boys participate in class for example.

«[...] Educating a boy and educating a girl is very different. We cannot use the same methods of education for both sexes. [...] the teacher will call to order or even criticise girls:

«No girl should wear clothes like yours and no girl would run like a boy, so you have no feminine features.» Meanwhile the teacher does not do the same for boys, he talks kindly to them: «You should walk slowly instead of running like that» - Interview with a high school headmistress in Hanoi⁹⁵.

Finally, the education methods that have always been violent in schools and in families are rarely questioned by the teachers.

«I have only just understood that corporal punishment is violence against children and that we can find other ways of disciplining them ... » - a teacher from Togo following training organised by the NGO⁹⁶



The under-representation of feminine role models among the educational staff and school programmes is also a factor aggravating SRGBV. Data is rare on the connection between SRGBV and representation of the female sex among educational staff. Nevertheless, studies on SRGBV show that the majority of corporal punishment is administered by male teachers and that the majority of sexual abuse is carried out by male educational staff on young or teenage girls. It is therefore possible to assume that by multiplying the number of female teachers, sexual violence on children would drop. It might also be presumed that women are more inclined (even more so after specific training) to protect girls from SRGBV. Furthermore, emphasising a feminine role model that is free from sexist stereotypes in school programmes might change how both teachers and boys look at girls and how girls look at themselves.

1.2 Causes for SRGBV from outside schools

School is a socialisation space that permeates to other spheres of society. It reproduces the connections and forms of domination that exist in communities.

Economic and political factors also explain the breadth and nature of SRGBV.

1.2.1 Social and cultural causes

Relationships within schools reproduce dominating relationships linked to differences in age, gender, social and ethnic origin that exist in these same societies. The family, as the child's first place of socialisation, plays a primordial role in putting across social representations of male and female roles. Gender-based violence at home makes a strong contribution to SRGBV and its trivialisation.

SRGBV is at its strongest in Western Africa and Southern Asia. Furthermore, they are home to patriarchal societies where male domination and female submission are socially acceptable. Their legitimacy is not questioned by students and teachers, these unequal, forceful relationships are reproduced at school. Certain teachers, for example, although daily witnesses of SRGBV, do not take any steps to end it. As for girl students, often witnesses to domestic violence on their mothers, they also tend not to react when they are victims of violence at school⁹⁷.

JUSTIFICATION OF SEXIST VIOLENCE BY STUDENTS IN FRANCE

When studying sexist violence in schools, Cendrine Marro and Isabelle Collet⁹⁸ identified how girls and boys in a year 9 class trivialised or even justified sexist violence. In general, the students agree that boys groping girls is generally not serious and justify not reporting it. The boys generally defend themselves by saying that they did it by accident or with no bad intentions. As for the girls, they almost excuse this behaviour by putting it down to immaturity among the boys who do not really understand what they're doing - «It's not nasty».

On the other hand, sexist violence is considered to be acceptable on girls «who deserve it»:

«girls who are asking for it», «who dress provocatively, who smoke, who drink», but also girls «who provoke us», who «like making love», «who want to go out with all the guys», «wear tight gear», «prance about in front of us», «watch weird films» (understood as pornographic films), «who show off», «who think they're it».

For Isabelle Collet⁹⁹, these classifications on girls reflect stereotypes and persistent forms of sexist domination. A girl has to behave in a certain way in public and boys (above all) will judge what she «deserves» depending on these attitudes. During a group session, a certain agreement was also reached among the boys on defining someone as «beautiful» and «reserved» to express the image of a suitable girl. This type of idea is alarming as they perceive from it that the girl's consent would be identified not by her clear expression but by her behaviour.

Furthermore, in Western Africa and Southern Asia, corporal punishment is part of the educational resources frequently used and considered as legitimate by parents. The boys are often more exposed to it as they are considered to be stronger, less docile, and resisting pain is part of building masculinity. This explains why teachers particularly use corporal punishment on boys.

Demographic and health surveys in certain West and Central African countries¹⁰⁰ also reveal that children who are victims of aggressive behaviour at home are more likely to copy or be subject to these acts. A study run in Vietnam reveals that students who are often witnesses to violence by their father or their mother are 3.4 times more likely to be victims of violence than students who have never seen this type of scene¹⁰¹. Inversely, children raised in non authoritarian families are less likely to bully their schoolmates.

The fear of reporting underlies the normality of this violence. If they report that they are victims of this behaviour, students are afraid of being punished at school and then at home whilst parents (particularly mothers) do not dare to question the teachers' authority.

«Then he [the teacher] hit me and beat me on the back until I bled. [...] When I told my mother, she didn't say anything, she didn't even say she would go and see the teacher. I didn't say anything to my father because I'm afraid of him»¹⁰².

It is just as delicate to make the community face up to matters such as sexual abuse that remains a taboo subject. Often reporting the attacker means above all revealing to the community that you have had sex which puts the family's honour at stake or even the community's honour (if the perpetrator is also a member).

When they are determined to obtain support and/or complain, families do not therefore know which authority to turn to. A study run in Vietnam showed that out of 101 cases of violence reported to parents by their children, 31% of parents blamed the children, 29% did nothing, 19% reported the incident at school, 13% complained to the teacher and 4% reported it to the police¹⁰³.

1.2.2 Economic causes

There are many connections between lack of resources and SRGBV. Firstly, the lack of State and family resources often makes the school environment precarious, encouraging SRGBV. It also partly explains the State's poor capacity to set up prevention, reporting and care devices for SRGBV victims. Finally, family and community poverty limits their capability to fight this phenomenon.

For example, SRGBV is more widespread in the countryside, due to greater poverty and the isolation of the families¹⁰⁴. Due to lacks of funds from the State and



in homes, the countryside is often poorly equipped with public services, whilst accessibility and quality of existing services leaves a lot to be desired¹⁰⁵. The distances to be covered to go to school are too long for certain children (the way to school might also be deserted and/or dangerous); badly designed or maintained school infrastructures (far from wells, common latrines, dark corners, condemned dilapidated areas, etc.); the teaching conditions are poor (too few teachers, poor wages, etc.), etc. These precarious conditions cause tension among students and between teachers and students, reinforcing children's exposure to SRGBV in, around and on the way to school. What's more, poor accessibility to social services and the police feed the feeling of impunity for perpetrators of this violence. Finally, teachers can abuse their authority over the poorest families and communities, generally less educated, and the latter do not always have the ability to negotiate teaching methods or fight abuse. Furthermore, the difficulty of replacing a teacher in certain rural areas explains why many impoverished communities prefer to hang on to the person already doing the job.

Girls from poor families are particularly vulnerable to SRGBV. In Burkina Faso, 24% of girls declare that they have been victims of sexual bullying in the countryside compared to 11% in the city¹⁰⁶. Furthermore, a study run in Sierra Leone shows that when parents cannot pay the school fees, girls (in particular) are made fun of and are neglected in class. They are also particularly subject to domestic and/or sexual exploitation¹⁰⁷. They run the risk of having transactional sexual relations with their teachers, school staff or other adults in order to finance their school fees, get good marks, a certificate or go up to the next class¹⁰⁸.

The survey revealed that in many cases, their parents turn a blind eye to these relations between their daughters and teachers or older, rich men, as they are a source of income.



1.2.3 Patchy international and national policies

If progress has been made in terms of child protection, particularly concerning international legal instruments, school-related violence and even more so any linked to gender, remains a subject that has been barely tackled and badly framed in terms of regulations.

The United Nations Convention on Eliminating all Forms of Discrimination regarding Women (CEDAW, 1979) and the International Convention on Children's Rights (ICCR, 1989) are international legal instruments that have been widely ratified today. Both contain arrangements that protect the child's physical and moral integrity and sanction the right to an education for all, holding the State as the main guarantor of these rights. The legal arrangements relating to gender-based violence in school are tackled in legislative tests relating to violence in general.

The ICCR requires participating States to take all the necessary measures to protect children from poor treatment «whilst they are cared for by both or one of their parents, or their legal guardians or any other person to whom they are entrusted»¹⁰⁹. The States must also make sure that «school discipline is applied in a way that is compatible with the child's dignity as a human being»¹¹⁰. In turn, the CEDAW requires participating States to eliminate «any conception with stereotypes regarding male and female roles at all levels and in all forms of teaching [...] when reviewing the books and the school programmes and by adapting pedagogic methods»¹¹¹. However, no specific legal text defines SRGBV internationally. Furthermore, we might remember that these texts only have very few restrictive devices that might oblige States to take measures. For example, only 25% of countries in Southern Asia have prohibited corporal punishment in schools, 43% of African States, 46% in South America and the Caribbean, 52% in Eastern Asian countries and in the Pacific and 57% in the Middle East¹¹².

Nationally, legislative frameworks are often too weak. In most developing countries, the devices for protection, reporting, sanctions and assistance for victims and their families are very limited if not non-existent. For example, although 117 countries declared corporal punishment illegal in 2011, in 2012 80 of them had still not¹¹³ implemented the necessary reforms when they are equipped with laws against violence in general and/or violence at school, the States try to implement



reforms, particularly legislative, legal and administrative reforms, to make it easier to report and care for the victims.

This situation encourages impunity for SRGBV perpetrators as it does not encourage people to report, hunt down and sentence the perpetrators of this violence. A study run in Vietnam revealed, for example, that out of 101 cases of violence reported to parents, only 4% were reported to the police or the community¹¹⁴. On the other hand, in Egypt, for example out of 72 cases of violence and abuse reported to the hotline set up for this purpose, only 2 led to the perpetrators being sentenced¹¹⁵.

Although in the minority, some countries have implemented national strategies featuring a multi-sector approach to fight SRGBV (see info box below). Among the sectors involved, beyond any already quoted, transport should not be ignored. For example, programmes to improve transport and roadways are necessary to secure the way to school.

Adopting national action plans allows coordination between the different sector-based policies, as well as identification of the financial and human resources required to implement and monitor them. Bilateral and multi-lateral donors doubtlessly have a role to play to encourage and support adopting and implementing this type of action plan (see recommendation in chapter 6).

CONSIDERING SRGBV IN SECTOR-BASED POLICIES IN VIETNAM, SIERRA LEONE AND THE IVORY COAST

Sierra Leone adopted a Sector-based Plan for Education 2007-2015¹¹⁶ in which SRGBV are identified as one of the main obstacles for education¹¹⁷. The State is particularly committed to creating a safe school environment for girls and raising awareness among the national community on the matter of SRGBV. The plan envisages building separate latrines in schools, increasing the percentage of female teachers, creating a code of conduct for teachers¹¹⁸ that should be applied to all schools in the country and reinforcing all legislation linked to preventing and penalising SRGBV. On the one hand, the Vietnamese law on education, adopted in 2005¹¹⁹ protects (art. 75) students from corporal punishment by prohibiting teachers from damaging their «honour or their dignity», from hurting them or physically abusing them. This can be seen by implementing an ethical code for teachers that forbids physical and psychological abuse on students.

SRGBV is also included in child protection policies in Vietnam and Sierra Leone. The Vietnamese law on child protection, care and education adopted in 1991 and reviewed in 2004 prohibits any act of physical, sexual or psychological violence on children and particularly prohibits act that «affect children's education» (article 7). Furthermore, two decrees in 2011 forbid the use of disciplinary measures that physically or psychological harm students¹²⁰. In turn, Sierra Leone has adopted the Child Rights Act, 2007 children's rights law that completes constitutional arrangements protecting children. According to this law, «nobody can submit a child to torture or any other inhuman or degrading treatment, including any cultural practice that dehumanises or damages the child's physical or mental well-being»¹²¹.

The fight against SRGBV is also an integral part of the National Programme for Gender Equality in Vietnam. The programme requires the Ministry of Education and Training to broadcast guidelines defined by the National Strategy relating to Gender Equality 2011-2020: each province and ministry has to draw up its own action plan within the National Programme framework. Activities must include training, intended for educators and teachers, on gender and gender-based violence, and integrating these topics into school programmes.

In turn, the State of Sierra Leone has taken the initiative to include SRGBV in its National Poverty Reduction Strategy Document intended to encourage economic independence for poor families particularly fighting SRGBV and girls dropping out of school¹²². The document recommends increasing financial, technical and material support to the Ministry of Social Protection, Equality and Childhood to allow it to set up committees on sexist violence and child protection committees in each region of the country¹²³. Coordination work between the different players involved in the fight against poverty and any working on gender issues will allow verification of the impact of policies to reduce poverty on SRGBV. Furthermore, the DSRP proposes a legal framework to fight gender violence and increase female participation in local and national decision-making processes in order to reduce girls' exposure to SRGBV¹²⁴. An evaluation by the Sierra Leone DSRP however emphasised the challenges of implementing it, due to insufficient resources and training for certain players, particularly within the childhood protection committees¹²⁵.

The sector-based devices adopted by Vietnam and Sierra Leone bear witness to a strong commitment from these States to fighting SRGBV. However, there is still not enough perspective or data to evaluate the effectiveness and efficiency of these policies, including effective implementation of inter-sector coordination within the framework of a specific national action plan against SRGBV.

The Ivory Coast experience seems to be one of the most complete in terms of inter-sector coordination. Within the framework of its National Child Protection Policy (PNPE), the Ivory Coast has actually set up multi-sector coordination mechanisms at the level of ministries, regional divisions and local authorities to fight violence in schools and particularly gender-based violence¹²⁶. These coordination mechanisms ensure planning, implementation and monitoring of prevention actions and tackling this violence by involving the ministries in charge of social, security, justice, health and education. More specific bilateral coordination is organised between the education and social sectors under the responsibility of the Ministry in charge of social protection. Locally, these mechanisms more broadly include associations and other players from civil society who work in the field.

2/ The consequences of SRGBV

SRGBV not only has short and long term consequences for victims but also for their families, their community and society in general. It has repercussions on children's health and schooling, and also on the socio-economic development of individuals, communities and countries.

2.1 Repercussions on children's health

The exposure of such physically and emotionally vulnerable persons as children to daily, uncontrolled attacks on their intimacy is bound to affect their physical and psychological health.

2.1.1 Consequences on children's physical health

There are many repercussions of SRGBV on victims'

physical health. Apart from fatigue, pain and injuries, certain violence such as sexual abuse can put victims' health at risk in the long term. The risk of sexually transmitted diseases and infections (HIV, hepatitis, etc.) is high as school-related sex is generally unprotected. Girls are also exposed to the risk of unwanted pregnancies and therefore high mortality and morbidity for mother and child¹²⁷. This physical suffering can appear alongside psychological issues.

2.1.2 Consequences on children's psychological health

SRGBV also affect victims' psychological health due to the lack of consent, incomprehension, repetition, and the brutality of the violence they undergo. SRGBV is a source of stress and anxiety that can go as far as terror and refusal to go to school. It also affects self-esteem and brings about feelings of shame and guilt that can turn into isolation, turning in on yourself, and difficulties to trust other people. The most serious cases can bring about episodes of





depression, violent behaviour or looking for an escape in drugs or suicide. These risks are all the higher as the victim finds it impossible to talk about the situation and get help.

A young girl who was raped by her teacher:

«I feel really bad, I'm really disappointed. I cry all the time, I've lost my appetite, I can't concentrate any more at school... I was this close to committing suicide.»¹²⁸

In particular, corporal punishment brings about violent behaviour in students. Studies show that the more a child undergoes corporal punishment (at school or at home), the more he will develop aggressive behaviour among his peers (particularly extortion and fighting)¹²⁹.

Girls, particularly concerning sexual abuse, can see their sexuality and relationships with men affected in the long term. For example, they are likely to see sexual relations as a constraint throughout their entire life (within the framework of marriage for example) or to trivialise transactional sexual relationships, even outside school.

2.2 Educational repercussions for student victims of SRGBV

2.2.1 Early drop-out rate

SRGBV seriously affects children's schooling. Children that are victims or witnesses of violence at school no longer feel safe and lose their trust in school and what it represents. SRGBV leads to poorer school results (permanent anxiety, fatigue, trouble concentrating) but it also causes absenteeism. To sum up, SRGBV can lead to failure at school or the decision to drop out.

«Last year, when I was 16 years old, the teacher asked us to work in his field 4km away. We had to go early in the morning and work until 1.30pm. Then we were so tired that we couldn't concentrate in class. I wanted to rebel but I was afraid. I didn't want to work for him, but if we hadn't done it, he'd have hit us.»¹³⁰



In Benin, according to the study quoted by Wible in 2004, 43% of secondary students and 80% from primary say that they know girls who have left school because of sexist violence¹³¹. In Sierra Leone, according to administrative files in the district of Moyamba, there were 14 children who dropped out of the district middle school as a result of rapes in 2010¹³². When SRGBV victims drop out, this maintains the vicious circle of violence inside and outside schools.

2.2.2 The vicious circle of violence inside and outside schools

Observing trends in many countries shows that the less people receive education, the more likely they are to reproduce the violence and/or undergo it without reacting. Dropping out of school will therefore expose the victims and their families to future violence.

A woman who has received a secondary and/or higher education is less likely to come up against sexist violence or to turn a blind eye if her daughter is victim to SRGBV than a woman who has not achieved this level of education. In Nigeria, for example, 71% of illiterate women think that violence is justified when a woman leaves home without informing her husband, compared to 33% of women who have had a secondary or higher education¹³³. In Kenya, 61% of women who have never been to school think that violence is justified if a woman argues with her husband, compared to 52% of women who have completed primary school and 27% who have finished secondary studies¹³⁴. Furthermore, a man with a secondary and/or higher level of education is less likely to commit violence on women than a man without schooling or just primary studies.

«I wanted to go to school but my dad wouldn't let me: he said that in his day, women didn't go to school, only men [...]. When I moved up into second year my dad hit me and insulted me every time he saw me leave for school. [The 3rd year] my dad confiscated all my school books and documents and I had to leave school. [...] I talked to my father's third wife who had been to school for a bit, but she said my dad was nasty and arguing with him wouldn't solve anything.»¹³⁵

Education has a doubly protective role to play as it helps make sure that sexist violence does not happen again and helps students react to an attack¹³⁶. The vicious circle of violence can be broken even further if women manage to stand up, complain, and campaign for progressive laws. To sum up, dropping out of education, particularly due to SRGBV, feeds the cycle of violence inside and outside schools.

2.3 Repercussions on socio-economic development for people, communities and countries

Education is an extremely powerful development lever as it not only improves living conditions (materials and social), but it can also modify behaviour and mentalities from generation to generation. Dropping out of school (and/or learning less) as a direct consequence of SRGBV maintains the vicious circle of poverty. In fact, by leaving school or not completing primary or even secondary education, children are lowering their chance of getting a better paid and better quality job and improving their future living conditions¹³⁷. To sum up, by preventing children from continuing their schooling in the best conditions, SRGBV hinders development for individuals, families and even countries.

According to UNESCO, each year of extra schooling increases the Gross Domestic Product (GDP) of a country by an average of 0.37% each year¹³⁸.

If not, early drop out compromises meeting the MDG¹³⁹, particularly MDG 1 to eliminate extreme poverty and

hunger, and MDG 3 to empower women, particularly economically.

Educating girls is a particularly powerful economic lever. In fact, according to certain studies, girls who have received a primary education can hope to earn 13% more on average, and 18% more with secondary education (compared to 20% and 14% more for boys)¹⁴⁰. Furthermore, educating girls also has an impact on future generations as women spend 90% of their earnings on their family (compared to 30 to 40% for men)¹⁴¹ including for education. Finally, for each extra year that the mother goes to school, her child's schooling increases on average by 0.32 per year¹⁴². So, eliminating a major obstacle for schooling girls like SRGBV could have considerable repercussions on the economic development of the most concerned countries. Research and economic data compiled by the World Bank, as well as UNESCO education statistics show that the economic cost represented, for 65 low, medium and transition income countries, by the fact that girls do not receive the same level of education as boys rises to 92 billion US dollars every year. This represents a little less than the total amount of foreign aid for development allotted to these countries by developed countries¹⁴³.



PART 2

Levers to fight SRGBV



CHAPTER 3: THE ISSUES INVOLVED IN MEASURING SRGBV

SRGBV observation and data production constitutes the first means of action and if there is enough reliable data, appropriate policies and programmes can be designed and set up. However, it is particularly complicated to measure SRGBV and the data collected depends largely on the collecting methodology.

1/Genre en Action's Handbook on data collection¹

In 2013, Genre en Action published the «Handbook on research into school-related gender-based violence in Africa: measuring, understanding, making it visible²».

This Handbook aims to help make SRGBV studies more feasible and effective, despite their complexity, in order to meet the need to make SRGBV more visible, to better understand its ins and outs and monitor how it changes over time. So, the handbook intends to provide SRGBV research players with elements to define and frame terms, as well as methods and tools for data collection aiming to support high quality studies and research on the SRGBV issue. This document aims to be pragmatic: providing information and markers, knowing how to appreciate the strengths and weaknesses of different methodological options, provide access to lessons learnt from experiences.

As the majority of studies on SRGBV are the result of many players working together (among researchers, experts, NGO project managers, public and multi-lateral structures), this tool is not a scientific methodology manual according to standard practice for academic research but also broadly applies to all players involved in very different studies on the matter.

Fed by results from an on-line discussion between researchers and players involved in the programmes to fight SRGBV run in February 2013 by the Genre en Action network, the Handbook was enriched by elements from literature (see bibliography), by work group projects entitled «school-related gender-based violence» begun by the French Ministry of Foreign Affairs

(see <http://www.genreenaction.net/spip.php?rubrique163>) and by links with the world of scientific research (research group on education in the laboratory 'Africans in the World' at Sciences Po Bordeaux and with certain British researchers specialising in SRGBV).

Due to the sensitivity and the complexity of the issue, it is not enough to apply scientific research methods in social science to the letter to avoid bias, obtain reliable results and consider the ethical stakes. As an example, the researcher's position of neutrality must revolve around the ethical obligation to ensure that children revealing cases of SRGBV during a study are dealt with effectively. In reality, accumulated monitoring is imposed throughout the research process, concerning the terminology, methodology and tools for collecting and analysing data, links with the players from the surrounding area including the education authorities, etc.

1.1 Making school-related gender-based violence visible: the stakes for Sub-Saharan Africa

In Sub-Saharan Africa, several field surveys run in schools demonstrate that gender-based violence is widespread and a daily occurrence. However, as mentioned in a 2012 report by the French Ministry of Foreign Affairs³, the prevalence, intensity and incidence of violence at school has never been the subject of an in-depth and systematic study in West or Central Africa. In the region, there is no generalised warning system on violence at school. So, it is still difficult to evaluate SRGBV, its breadth and its impact. Data production is making progress but studies on SRGBV in the region remain partial, limited to certain levels of education, sociological contexts and/or countries.

¹ This sub-chapter was written by Elisabeth Hofmann and Lucille Terré, members of the Genre en Action network. We would like to extend our sincere thanks for their contribution.

² <http://www.genreenaction.net/spip.php?article9395>

³ http://www.diplomatie.gouv.fr/fr/IMG/pdf/Rapport_violences_en_milieu_scolaire_cle0bafe2.pdf

Furthermore, existing methodological publications on data production, above all, capitalise the steps and tools applied within the framework of specific studies.

These documents are mainly in English but simply translating these resources and manuals is not enough to create sufficiently relevant resources for other contexts (including French-speaking countries) with their specific needs.

This explains why the Handbook aims to support SRGBV researchers in French-speaking countries in order to encourage high quality research/studies/data collection on SRGBV in these countries. As it can be freely used by these players, the Handbook has also served as a base document for e-training organised and run by Genre en Action.

1.2 Training SRGBV research and data collection players: an essential prerequisite

In March 2014, Genre en Action ran on-line training based on its Handbook and participants applied the study to SRGBV. The appraisal of this interactive training demons-

trated strong added value in terms of allocating the methodological leads offered by the tool. Because the Handbook was designed as an evolving document, the feedback on this training experience and reactions from the informed readers helped to gradually improve it in order to make a better contribution to producing probing data on SRGBV.

20 persons - 7 men, 13 women, from 11 African countries and Haiti, mostly members of observatories that are partners in the project on «Network of Gender Equality Observatories»⁴- exchanged ideas as part of a virtual, interactive and operational training session. Mainly based on the handbook produced by the project, the training also used a selection of publications on the issue. Analysis of examples of existing tools completed the discussion forums during the sessions. After around ten days of online lessons, participants carried out case studies and shared their analyses of these experiences.

Tools were adapted and tested by the participants: questionnaires or focus groups among students, interviews with ministerial agents, biographic accounts from an adult woman who escaped an attempted rape in her youth, etc. Sharing the appraisal of tool application shed light on their limits and the research issues on the matter. So, the



⁴ www.observatoiresdugenre.com

«life story» tool that was used by a participant during an interview with a victim of SRGBV once she had become an adult brought out the impact of the violence she suffered in her youth. While showing examples of immediate and more long term consequences of gender-based violence on its victims, the results are heavily subjective and offer little representation.

In the same way, using the «life story» tool to question adult women having run studies on the factors that were determining for their success at school makes it easier to identify certain levers to help girls avoid or «live with» school-related gender-based violence. However, this tool presents the bias of facts distorted by the distance of time and the impossibility of triangulating the information. The results are not representative and refer to a situation in the past, more or less different from what students are experiencing today. However, the tool remains very useful within the framework of a combination of different methods as it provides qualitative elements that can complete and feed focus groups or interviews with students, teachers, etc.

1.3 What precautions should be taken to run research on school-based gender-related violence?

This training above all reminds us of the great complexity of all types of research on SRGBV. We have to start by defining what we are dealing with: do we take into account all SRGBV or only sexual violence?

What place is there for corporal punishment as a «pedagogic method», homophobic bullying, peer violence, etc.?

Then we have to define the institutional and ethical issues, and finally pay particular attention to the multiple nature and crossing data. Because the key issue revolves around the fact that we are up against two parameters at the same time: the prevalence of SRGBV (number of cases in a given period) and the reporting rate (percentage of existing cases that will come up in data collection).

As for any research into gender-based violence, the subject is sensitive, intimate and painful for the victims and we quite rightly know that many find it impossible to speak out or prefer to keep quiet, for a long time, to forget... A programme run by Actionaid⁵ with the University of Lon-

don in three African countries over five years obtained very constructive results in this respect: the cases highlighted by the surveys at the start and at the end of this period have clearly increased, but above all because the work with the NGO allowed girls involved to gain confidence, dare to speak out and no longer accept that gender-based violence is a fatality. Managing the complexity of collecting and analysing data on SRGBV in academic research within the framework of this precious monitoring work run by equality or violence observatories and in the monitoring-assessment devices within projects to fight SRGBV cannot be improvised.

All the key players in the fight against SRGBV agree; the ‘probing data’ that is so necessary for successful advocacy, for effective policies and projects and to obtain the necessary funding, is conditioned by strengthening skills to study and observe SRGBV.

2/ A comparative study run in Asia by PLAN in partnership with the International Centre of Research into Women (ICRW)¹⁴⁴

2.1 Baseline study for the programme on «Promoting equality and safety in schools» (PEASS)¹⁴⁵

2.1.1 Study context and aims¹⁴⁶

Measures to fight SRGBV are often limited and badly coordinated preventing girls from receiving a complete, good quality education among other things. The main problem, already emphasised above, is the absence of complete, reliable data on the issue.

Within the framework of its programme entitled «Promoting Equality and Safety in Schools» or «PEASS», Plan International has decided to run an innovative, wide-reaching study on the prevalence of SRGBV inside, around and on the way to school. This study aims to be used as a basis for a multi-country programme against SRGBV.

⁵ Unterhalter, E., Heslop, J. (2011). Transforming education for girls in Nigeria and Tanzania (TEGINT): A cross country analysis of baseline research (pdf). ActionAid: London.

Plan International decided to run this study in partnership with the ICRW - International Center for Research on Women.

Five Asian countries were included in the study and are going to participate in the multi-country programme: Cambodia, Nepal, Indonesia, Pakistan and Vietnam.

An in-depth literature review¹⁴⁷ and comparative study¹⁴⁸ was run in each country. In all five countries, prior government approval was required, taking into account the sensitivity of the issue and the breadth of the study.

The literature review took a look at the causes and consequences of SRGBV as well as existing devices to fight this phenomenon. The following questions were explored: What are the current political contexts influencing SRGBV in the five study countries? What are the different programmes and the main players (government organisations and NGOs) that fight SRGBV in these countries? What strategies are adopted? What are the main results of these programmes and strategies? Was the efficacy of the programmes proven? What programmes are intended to help children express themselves on this issue, the opportunities and the entry points for tackling SRGBV?¹⁴⁹

For each of the five countries explored, the documentary study tackled the specific situation in the country, the prevalence of SRGBV according to the existence and accessibility of data, the legislation and the policies mentioning SRGBV as well as programmes and emerging best practices (including programmes run by PLAN).

The five-country comparative study uses an almost-experimental approach with quantitative and qualitative methods for data collection. It sensitively tackled the same questions as the documentary review although using questionnaires¹⁵⁰. 30 schools were chosen in each country: 20 schools that were part of the programme against SRGBV (or that were already participating as is the case of Vietnam) and 10 control schools to help appreciate results from the approaches and their relevance.

The tools and questionnaires developed by ICRW were previously tested in each country through the PLAN offices. The PLAN NGO then identified a partner structure in each country, university or consultancy firm, in order to collect and analyse the data.

In all countries, the quantitative data was collected using questionnaires given to school children aged from 12 to 17 years old (except in Vietnam where data was collected from school children aged between 11 and 17 years old).

Qualitative data was collected through teacher, head-teacher and parent focus groups. In each country, around 1,500 children participated in the study (an almost equal number of girls and boys) with the exception of Vietnam where 2,943 school children completed the questionnaires.

PLAN and ICRW used the same approach, same tools and methods for data collection in each country although Vietnam was the only country to have added questions to the basic questionnaire. In the same way, the ICRW has also trained the data collection team to understand the SRGBV phenomenon and on how to use the tools. Training for data collection teams included strengthening skills in each study country. The training required the use of tools and looked at ways of approaching the people being questioned so as not to negatively influence the collection results. It also worked on fundamental concepts linked to gender and power, so as to limit the influence of gender inequalities in the actual data collection process. This consisted of drawing the participants' attention to the conditions in which the interviews will be held: who is present, who leads the conversation and how this affects the answers from the girls or the women. When and where is the research run? Who knows best how gender relations take place locally, particularly in the case of SRGBV? So, the trainees were not only capable of analysing situations, organising their interviews better to obtain the most accurate information possible, but also identifying the best persons-resources.

The comparative study particularly used the tool developed by Plan International: the School Equality Scorecard. This tool told us how the boys and girls perceived the state of gender equality in their school and then compared their perceptions¹⁵¹.

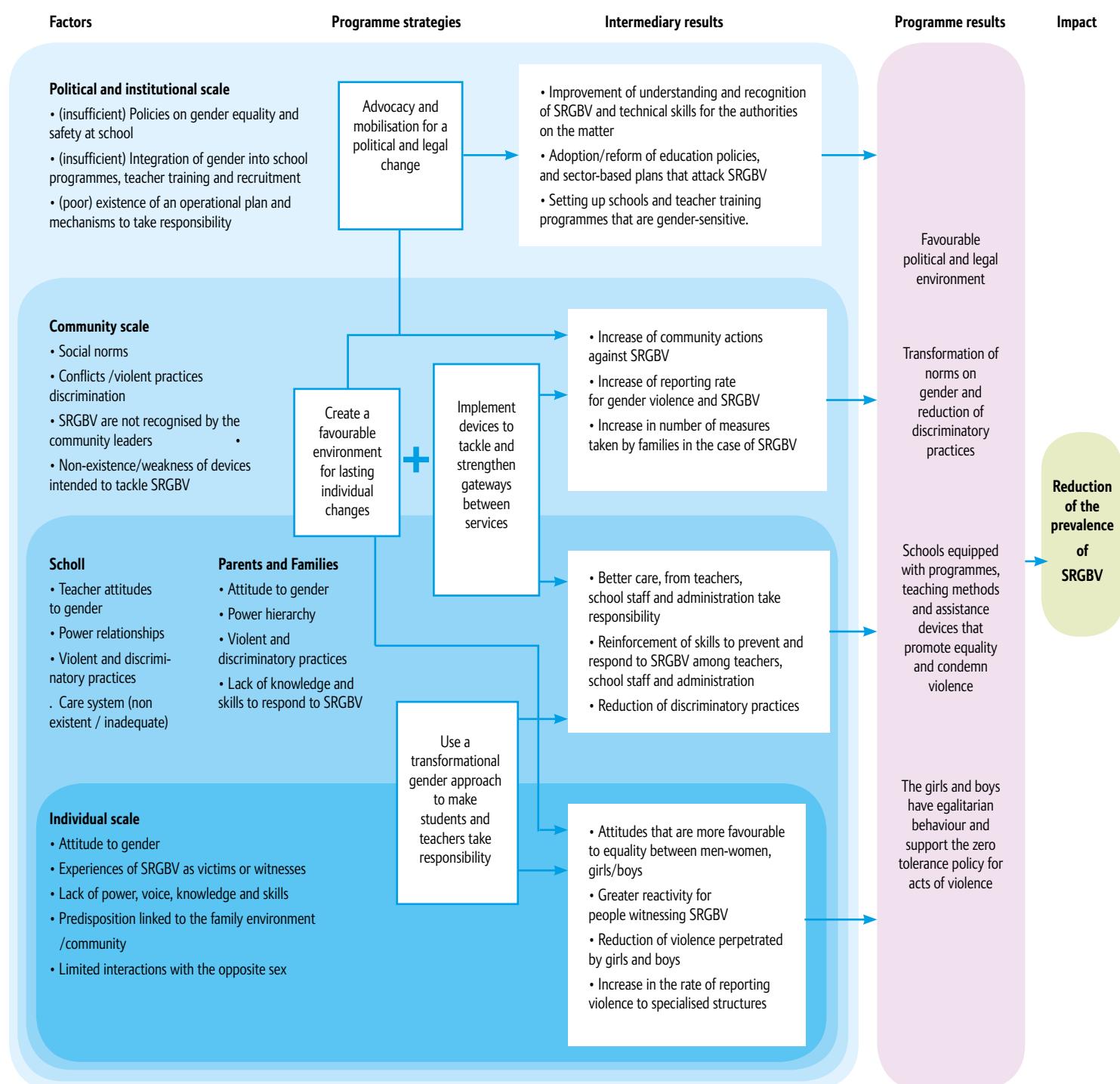
Carried out on a sub-regional scale and following a common methodology, this study was able to compare results between countries whilst appreciating the actual contexts of each country and their common problem issues. On the basis of this study, Plan International and ICRW were able to develop, along the lines of an approach founded on the «Theory of change»¹⁵², a programmatic response to fight SRGBV in the 5 Asian countries that can be used by Plan International and other players within the framework of other initiatives.

A workshop for sharing the study results was organised for three days in June 2014 in Bangkok to exchange views on the «Theory of Change» applied to SRGBV and identify the key activities to put in place¹⁵³.

A theory of change consists of defining the main factors (drivers) encouraging a target problem (here SRGBV), the programme strategies responding to these factors, the intermediate outcome and programme outcome targeted by the programme and the chosen global impact. Within the framework of the PEASS study, the results helped to identify the main factors encouraging SRGBV at different scales: individually, at school level, in families, in the community and institutionally. These major factors have

helped to formulate four principle programme strategies associated with the expected intermediary results series (see diagram below). The latter have helped to define the activities. The theory of change also defines the final results and the overall impact to which the programme is going to contribute at macro level. Depending on the country's context, activities might vary to better meet the specific needs in each country.

THEORY OF CHANGE



2.1.2 Extracts from the PEASS comparative study results¹⁵⁴

The PEASS quantitative comparative study by Plan International and ICRW looked at how students (girls and boys) viewed gender norms and gender-based violence.

Data collected on violence in schools:

- Perceptions relating to safety at school
- Experiences of violence at school: throughout schooling, during the 6 months prior to the survey
- Perpetrators, reporting and responses to violence at school: acts of violence carried out by teachers or members of the educational staff in the 6 months prior to the survey, measures taken by teachers/head teachers following complaints in the 6 months prior to the survey, reporting of acts of violence to parents and their response, violence committed by another student in the 6 months prior to the survey, response of the students to violence.
- Consequences of violence committed at school.
- Repetition of violence at school
- Students witnessing violence and their responses

Data collected on violence around or on the way to school:

- Perceptions relating to safety around or on the way to school
- Experience of violence around and on the way to school: in the 6 months prior to the survey

- Perpetrators, reporting and response to the violence around and on the way to school: perpetrators of physical and psychological violence in the 6 months prior to the, response to the violence around and on the way to school, reporting of these acts of violence of parents and response

A few results from the study¹⁵⁵:

Perception of safety at school: 63% of Pakistani students consider that their school is «totally safe» compared to 7% of young Indonesians (23% of Cambodians, 18% of Vietnamese and 16% of Nepalese asked). In Nepal and Indonesia respectively 55% and 47% of those questioned described their school as «a bit dangerous», «dangerous» or «very dangerous». Surprisingly, more boys than girls see their school as dangerous.

Perception of safety around and on the way to school: 60% of young Pakistanis asked stated that the area surrounding the school and their route to school as «totally safe» compared to only 13% of those asked in Nepal and 8% in Indonesia.

Experience of violence at school: In general, the prevalence of persons who have been victim to violence at school is high. The number of people asked who had suffered some type of violence at school¹⁵⁶ during their schooling is extremely high in Indonesia (84%), in Nepal (79%), in Vietnam (78%) and in Cambodia (73%). These rates are much higher than in Pakistan (44% of those questioned). The classification of countries is similar concerning violence in the 6 months prior to the survey (see table below)¹⁵⁷.

Experience of violence at school in the 6 months prior to the survey

Percentage of students between 12 and 17 years old that have suffered violence at school during the 6 months prior to the survey depending on their gender and the country, 2014

	Cambodia			Indonesia			Nepal			Pakistan			Vietnam		
	Boy	Girl	Total	Boy	Girl	Total									
Any form of violence	29,1*	16,7	22	51,6*	30,6	40,3	52,4*	42,3	46,9	22,8*	8	17,6	36,9*	25,5	31,1
Any form of psychological violence	61	60,8	60,9	73,1*	65,5	69,1	69*	55	61,3	28,5*	10,6	22,2	70,5*	60,2	65,3
Any form of sexual violence	3,5	1,2	2,2	20,8	17,3	18,9	9,4	8,3	8,8	5,1*	2	4	11	10,8	10,9
Any form of violence (physical, psychological OR sexual)	63,3	62,7	62,9	80,7*	69,9	74,9	74,4*	62,2	67,7	35,6*	14,8	28,2	75,5*	66,2	70,8
All forms of violence ((physical, psychological AND sexual)	2,1	0,6	1,2	13,6	7,5	10,3	5,3	4,3	4,7	2,1	0,9	1,7			
Number of students	596	811	1407	778	904	1682	655	789	1444	898	492	1390	1449	1496	2945

Note - significant difference at *p<0.05

In all countries, the prevalence of psychological violence is the highest, followed by physical violence (in general and in the 6 months prior to the survey). By comparison, very few students declared that they had undergone sexual violence. There is no significant difference between the number of girls and the number of boys reporting having been victims of this type of attack, the most significant deviation being 3.5% (Indonesia), where the boys reported a little more than the girls.

Experience of violence around and on the way to school: The prevalence of violence around and on the way to school is high. Over 50% of students report that they have suffered some type of violence around and on the way to school in Cambodia, Indonesia and Nepal. Pakistan is the exception again with 22% of those asked declaring that they have undergone this type of violence¹⁵⁸. In all countries, the prevalence of psychological violence for the 6 months prior to the survey is the highest, followed by physical violence. In comparison, very few students declared that they had suffered sexual violence around and on the way to school.

Perpetrators of violence at school: Teachers and educational staff are the main perpetrators of acts of violence committed in schools, followed by male pupils. Only the people questioned in Cambodia and Indonesia mentioned students more often as perpetrators of violence (57% for Cambodia and 51% for Indonesia). 59% of boys declared that students were the main perpetrators of violence compared to 44% of girls.

Perpetrators of violence around and on the way to school:

«Student boys in my school» and «boys/men in the neighbourhood» are the most mentioned categories (30 to 45% of girls and boys asked) for physical and psychological violence around and on the way to school. «Girl students in my school» are also significantly reported as perpetrators of this type of violence, particularly by girls. For example, 43.8% of Cambodian girls questioned complain about the behaviour of other girls at school, compared to 19.9% of boys.

Consequences of physical and psychological violence at school in the 6 months prior to the survey: One third of Cambodian students (32.5%) who are victims of violence have reported that they feel sad and depressed, while 15% stated that they were afraid to return to school.

One quarter of Indonesian students (25.6%) in the same situation mentioned concentration difficulties. In Indonesia, Vietnam and Cambodia, more girls than boys declared that they felt sad and depressed (respectively 20%, 10%, 7% more than boys).

Reporting acts of violence at school and the responses

they were given: The rate of reporting is low in general.

Less than 30% of students who were victims of violence carried out by teachers reported the attack to the school (only 11% in Vietnam). In general, girls are more likely to report the facts than boys (2 to 7% difference depending on the country), except in Pakistan and Nepal where the boys report most (12 and 2% difference). The response from teachers or head teachers to the reported acts is poor: in 65% of cases in Pakistan and in 31% in Indonesia, no action was taken. The rate of reporting to parents is also very low, echoing their responses to these complaints.

Reporting acts of violence around and on the way

to school and the responses given to them: Of those who underwent violence during the 6 months prior to the study, 35% (Vietnam and Pakistan) to 17% (Cambodia) of students looked for support from a third person. Girls asked for help more often than boys in Indonesia whilst the opposite occurred in Pakistan. Reporting to adults remained low (1/4 of reporting and sometimes less) but when they do it, school children tend to turn more to their parents than their teachers. In a third of cases in Indonesia and Nepal, measures (at any level) were taken after the complaint, compared to 20% of cases in Pakistan and Cambodia.

2.1.3 Lessons collectively learnt from this study

Participants in the study by Plan International and the ICRW agree on the fact that a study of this size requires significant financial and human investments¹⁵⁹ tied in with good planning, including unexpected events¹⁶⁰.

Taking into account the sensitivity of the matter, significant human resources are required to support and monitor the researchers to help them adapt and tackle the unexpected obstacles in the field. Furthermore, it is essential to have sufficient researchers and to make sure that they are already minimally sensitive to gender issues, one of the largest challenges in the study country. Research by experts with appropriate technical skills was long and difficult.

Working in a multi-country and multi-language framework (even more so with very different local languages and contexts) required multiple translations, adaptation of the vocabulary and return journeys, with the risk of losing information or interpreting it badly. According to the ICRW, an effort should be made to reduce the number of intermediary levels as much as possible between the people in charge of data collection, the tool designer and the data analyst (ICRW in this case).

As the study is very recent (May 2014), the in-depth data analysis is not yet available. On the other hand, it is interesting to subsequently analyse the methodology used by Vietnam that was the first country to complete it.

2.2 The example of the baseline study run in Vietnam¹⁶¹

2.2.1 Study context and aim

In Vietnam, sexist violence has been recognised for several years as a serious public health problem affecting human rights.

Plan Vietnam and its local partners have been running a project since November 2013 called «Safer schools for teenagers» in two districts of Hanoi. The project aims to create a respectful learning environment for girls, particularly including promoting behaviour that respects gender and girl/boy equality. It is within the framework of this programme that Plan Vietnam ran the PEASS study on the prevalence of SRGBV before the other countries. It took place from March to May 2014 for a total cost of 16,000 USD. The ICRW developed data collection tools, trained field workers and analysed data, while the Institute of Social and Medical Studies, ISMS, was in charge of data collection.

The Vietnamese government was very involved in the school selection process. Although it was in favour of the survey, it did not allow just one presentation of the survey to take place for all 30 schools, making the preliminary phase longer than envisaged. Selecting classes, children and young people to question and obtaining permission from each of the parents using consent forms also took a long time.

2.2.2 Ethical precautions and data collection methods

Vietnamese field workers received training on SRGBV and on working with a young audience. A mixed team of 6 people was set up for qualitative data collection with six others for quantitative data collection.

Many **ethical precautions** were taken to protect the rights and safety of the young people who were questioned:

- The students who were questioned and their parents filled in and signed consent forms and they were given a list of phone numbers (social and medical services and to get hold of the project team if they had any questions).
- Each field worker read and signed the Plan International child protection policy before going out into the field.
- The field worker trainers constantly reminded them of the importance of confidentiality and protecting the identity of the people questioned.
- No information was requested that might identify the people participating in the study (name, address etc.).
- All the interviews took place in private in order to guarantee confidentiality and respect the interviewee's privacy.
- All participants were informed of their right to refuse to answer certain questions.
- No photos were taken of the interviewees or their family.
- All completed questionnaires were stored in sealed files. Only the essential staff to complete the study had access to the data. All audio supports were stored in sealed files on a secure computer and only authorised researchers had access to this information.

Data collection was organised according to the following methods and using these samples:

Data collection methods	Sample for middle schools	Sample for high schools	Total
Questionnaires	120 students/ school x 15 schools 60 girls and 60 boys aged between 12 and 15 years old. In total 1800 students	80 students/ high school x 15 schools 40 girls and 40 boys aged between 16 and 17 years old. In total 1200 students	2943 (1449 boys and 1494 girls) from 30 schools Note: 57 parents did not sign the consent form for their children after receiving detailed information on the study.
Focus Groups and social mapping 162 with the students	8 students (4 boys + 4 girls)	1 Focus group/ high school x 4 high schools	16 girls and boys
Focus Groups with the teachers	1 Focus group / middle school x 4 middle schools	1 Focus group/ high school x 4 high schools	8 focus groups
Focus Groups with the parents	4	4	8
Individual interviews with head teachers	4	4	8
Individual interviews with important project participants	Representatives from the Department of Education and training in Hanoi (DOET) = 6 persons	Representatives from the United Nations and NGOs = 3 persons	Representatives from the Ministry of Work, Invalids and Social Affairs = 1 person



«SCHOOL EQUALITY SCORECARD» EXAMPLE OF APPLICATION TO VIETNAM

The School Equality Scorecard developed by PLAN measures the perception of gender equality at school, particularly by the actual students. Several aspects are presented to the students: 1. Participation in sports activities; 2. Participation in class; 3. Chores; 4. Latrines; 5. Search for support; 6. Leadership; 7. Encouragement 8. Safety on the way to school; 9. Safety at school; 10. Early pregnancy. The children then notice how one or other of the dimensions of their school affects/concerns girls and boys. They are asked if there is always gender equality, often, sometimes, rarely or never. These qualifications are given scores from 1 to 5. This therefore allows us to calculate not only the distribution of answers as a percentage but also the average score attributed to each dimension. The «School Equality Scorecard» is used within the framework of non mixed discussion groups, within which the students are also encouraged to raise questions and debate gender. These sessions are run by a team from PLAN, made up of specialists in gender issues from the country. This tool has

already been used by PLAN in a dozen countries¹⁶³.

In Vietnam, 61 girls and 67 boys answered the questionnaire in 4 communities of Hanoi (Viet Duc, Nguyen Trai, Le Quy Don, and Phuong Trung)¹⁶⁴. The «School Equality Scorecard» reveals that the girls think they are just as loaded with chores at school as the boys. They also think that they receive as much encouragement as the boys. According to the girls, these two dimensions are the most egalitarian as they get the best average scores (4.7). However, they give lower scores than the boys to the use of the latrines as a place where they feel safe (2.5 compared to 3.2). As for the boys, participation in class was the best score. However, boys and girls agree that girls rarely continue at school following an early pregnancy as opposed to boys who become fathers at a young age (2.2 and 2.1).

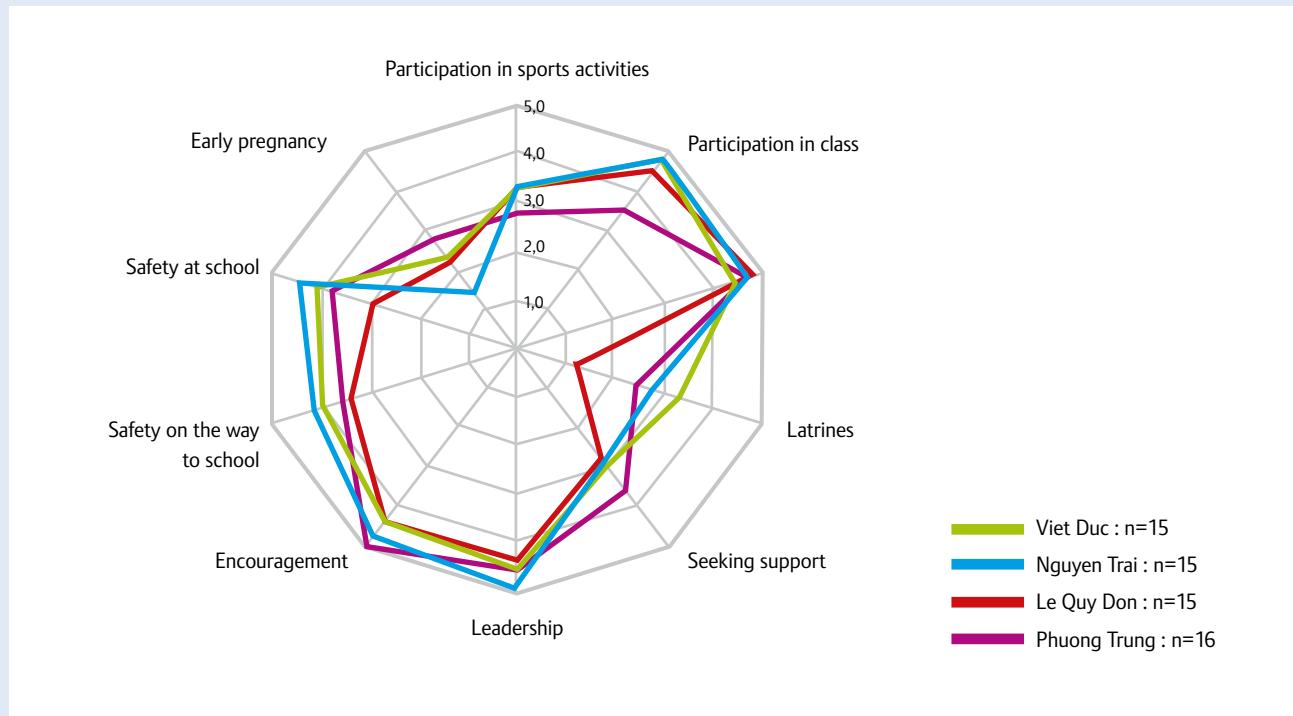
Bringing these differences to light on the perception between girls and boys helps to identify the cause of these real or perceived inequalities.

Dimension	N=	Never 1	Rarely 2	S/times 3	Often 4	Always 5	Average
Girls - 11 to 17 years old							
1. Participation in sports activities	61	0 %	21 %	49 %	25 %	5 %	3,1
2. Participation in class	61	0 %	0 %	16 %	33 %	51 %	4,3
3. Chores	61	0 %	0 %	3 %	26 %	70 %	4,7
4. Latrines	61	21 %	23 %	44 %	11 %	0 %	2,5
5. Seeking support	61	0 %	34 %	36 %	16 %	13 %	3,1
6. Leadership	61	0 %	5 %	2 %	20 %	74 %	4,6
7. Encouragement	61	0 %	2 %	8 %	13 %	77 %	4,7
8. Safety on the way to school	61	0 %	3 %	38 %	38 %	21 %	3,8
9. Safety at school	53	2 %	8 %	30 %	36 %	25 %	3,7
10. Early pregnancy	61	43 %	31 %	8 %	3 %	15 %	2,2

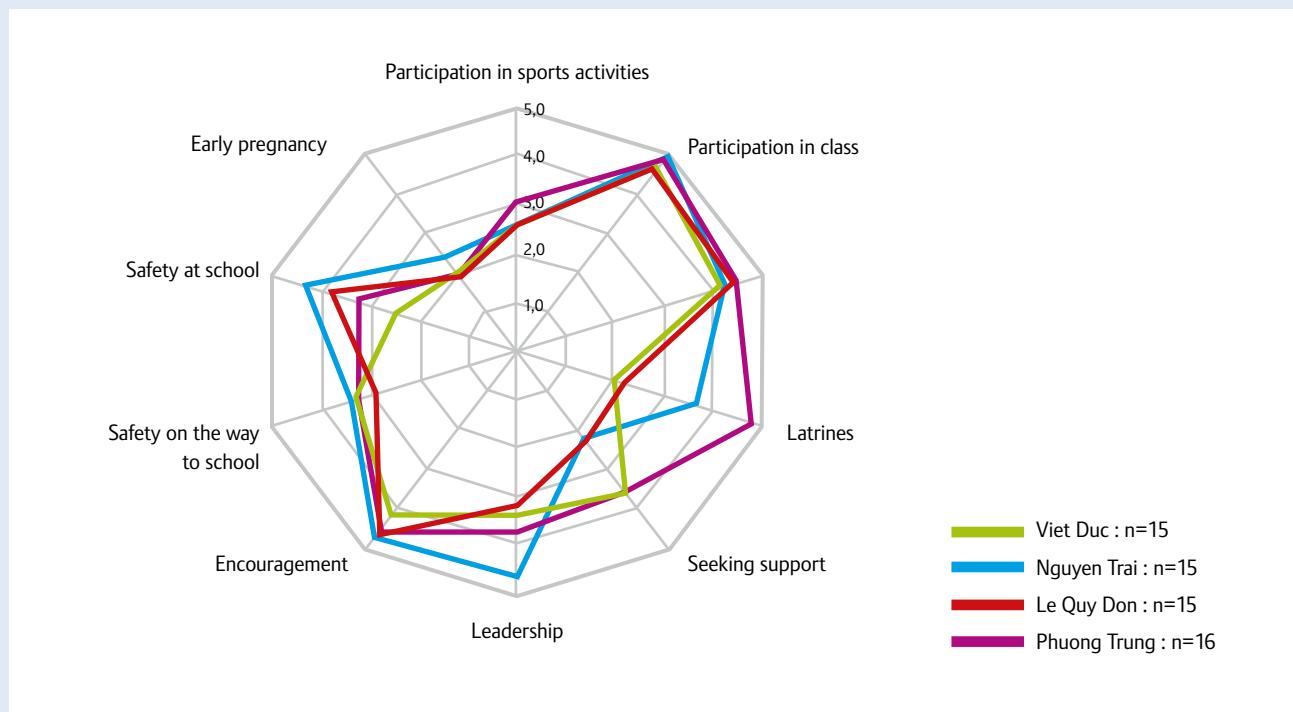
Dimension	N=	Never 1	Rarely 2	S/times 3	Often 4	Always 5	Average
Boys - 11 to 17 years old							
1. Participation in sports activities	67	3 %	31 %	57 %	6 %	3 %	
2. Participation in class	67	0 %	0 %	1 %	19 %	79 %	2,7
3. Chores	67	0 %	6 %	6 %	31 %	57 %	4,8
4. Latrines	67	19 %	16 %	13 %	28 %	22 %	4,4
5. Seeking support	67	6 %	30 %	28 %	31 %	4 %	3,2
6. Leadership	67	12 %	13 %	12 %	21 %	42 %	3,0
7. Encouragement	67	0 %	3 %	6 %	24 %	67 %	3,7
8. Safety on the way to school	67	10 %	16 %	19 %	43 %	10 %	4,6
9. Safety at school	67	12 %	9 %	19 %	39 %	21 %	3,3
10. Early pregnancy	67	52 %	19 %	7 %	12 %	9 %	3,5

The data from the «School equality scorecard» is then put on to a radar graph:

Results obtained within the PLAN Programme Unit at Hanoi - Girls



Results obtained within the PLAN Programme Unit at Hanoi - Boys



The School Equality Scorecard not only helps to compare boys' and girls' perceptions of gender equality but it can also shed light on how perceptions vary depending on the schools, communities and regions.

2.2.3 Lessons drawn from the experience of the baseline study run in Vietnam

- A very long process preceded the effective data collection due to the specific procedures imposed by the government. When planning this type of study, it is therefore necessary to give time to the survey preparation stages to avoid subsequent delays.
- It is primordial to make sure that the children have a safe place where they feel secure so they can fill out the questionnaires calmly. The place must be large enough to ensure intimacy and prevent them from copying each other.
- Avoid making self-administrated multiple choice questionnaires that are too long, as children might just answer randomly to finish as fast as possible. It is important to leave enough time to fill out the questionnaires (more than an hour and a half) and for the focus groups (over an hour).
- Techniques for running the focus groups should be well prepared and appropriate as the subject matter is delicate. Children sometimes find it hard to express themselves on the issue, particularly when certain

teachers state that gender violence does not exist in their schools.

- The schools offers parents and teachers who were the most involved in school life to participate in the focus groups. These persons have the ability to express themselves and already well formed opinions which certainly influence the focus group results. A wide mixture of people in these groups (with less active parents) would possibly have given a more qualified view of the SRGBV problem issue.

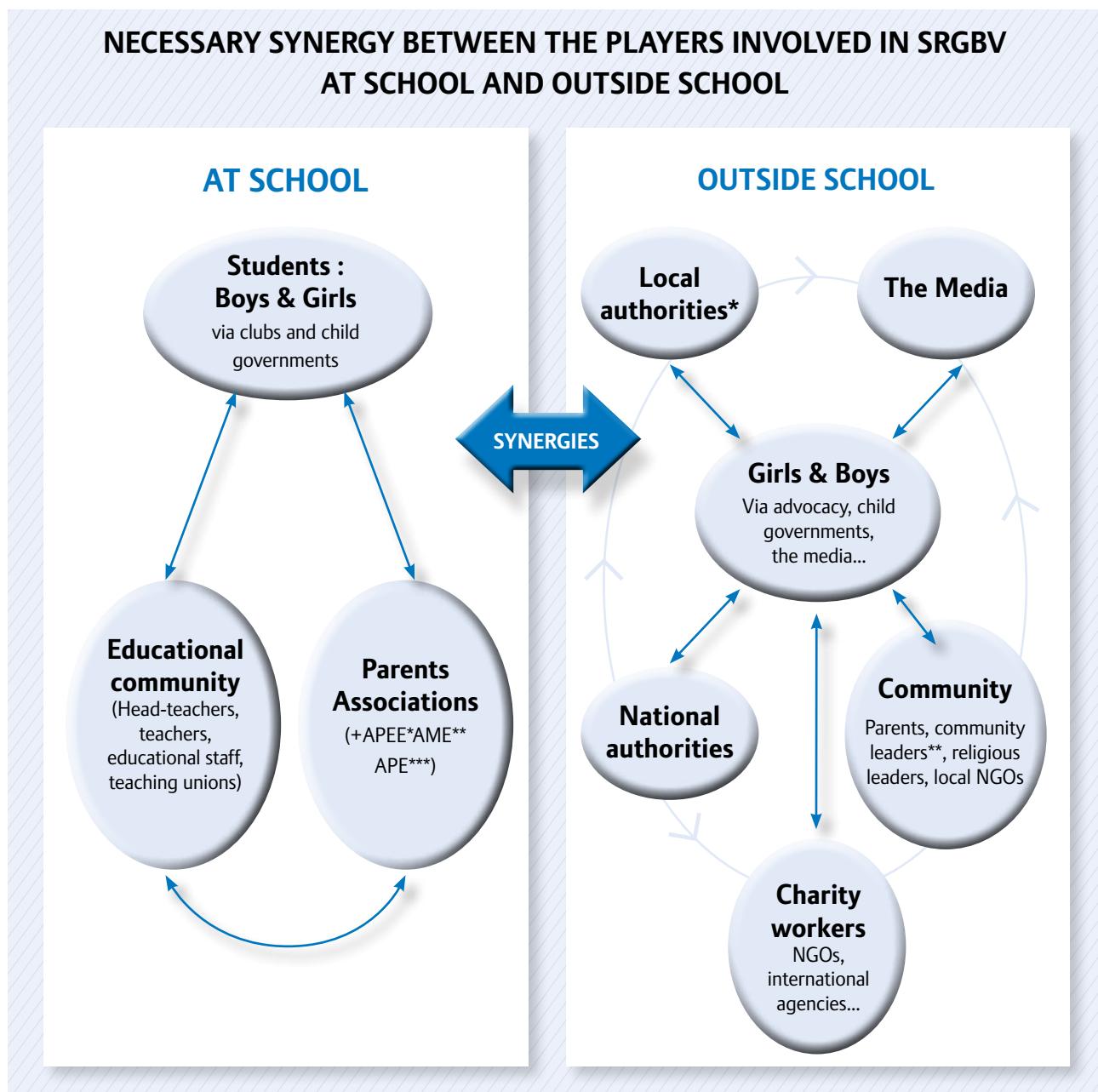
The data collected showed that teachers have gender stereotypes and different expectations depending on the student's sex. So, they use different teaching methods depending on the student's sex. On the other hand, they do not tie in these stereotypes with school-related violence. The same observation is made among the parents, although they are aware of these two phenomena. The data collected also shows that the psychological impact of violence on students is rarely brought up by the teachers, head teachers or parents. These results are precious information for drawing up an appropriate and effective programme against SRGBV.



CHAPTER 4: PREVENTING SRGBV: NECESSARY SYNERGY BETWEEN MANY PLAYERS

Taking into account the nature and complexity of the problem, the fight against SRGBV requires multi-player and multi-sector programmes, led both inside and outside schools.

The diagram below summarises the different participants within the framework of prevention actions: children (girls and boys), educational staff, parents, community leaders and local authorities, the media, the national level, international charity workers.



* Parents-Teacher Association

** Mothers' Association

*** Fathers' Association

*Institutions and regional agencies (e.g. child protection committees)

** Mums' clubs, dads' clubs, Village Development Committees

1/Multi-player initiatives within schools

Adopting gender-sensitive and non-violent pedagogy and conduct rules and setting up or reinforcing child and parent groups are necessary to improve the school atmosphere and the quality of education.

1.1 Gender-sensitive and non violent pedagogy and behaviour rules

1.1.1 Adopting gender-sensitive pedagogies

Adopting gender-sensitive pedagogy is a prerequisite for both changing how teachers see girls and boys and improving relationships among students.

In Burkina Faso, for example, Plan International worked with the Ministry of Education and Literacy to improve initial teacher training. Within the framework of the «Right to quality education» programme¹⁶⁵, three training modules were organised in the National Primary Teacher Schools.

They look at i) a child's rights and responsibilities, ii) participative approaches and iii) gender-sensitive pedagogy. These modules were validated and have become national reference documents regarding

(initial and continuous) training for teachers on these topics.

These modules focus on understanding the link between gender-sensitive pedagogy and success at school for children and improving teachers' pedagogic practices. They firstly present the idea of gender (definitions, background) then they propose integrating gender into pedagogic practices. The training particularly questions the use of expressions and didactic materials that might be vectors for violence and sexist stereotypes. It also proposes paying particular attention to letting both boys and girls speak in class and dividing up tasks equally, and it comes up with ideas for activities aiming to encourage girls and improve relations between students of different sexes.

A similar initiative was taken in Vietnam by PLAN, the Vietnamese State, the international technical expert ICRW, local technical experts from the Faculty of Psychology and Pedagogy in Hanoi and local NGOs. Within the framework of the Gender responsive School Pilot Model project¹⁶⁶, these partners drew up a school manual for teachers to use as a guide to organise classes on gender equality, prevention of SRGBV and tackling them from the start of the school year in 2014. Several teachers will be trained in each school, becoming the «gender reference points» for their schools. Their capabilities to prevent SRGBV and respond to them will be strengthened so that they can become the resource persons for the teachers and students in this matter.



Drawing up and implementing gender-sensitive pedagogy should initiate a process of change that will bear fruit in the medium/long term.

Setting up new rules of behaviour in schools should in turn have more immediate effects.

1.1.2 New behaviour rules in schools

The use of positive discipline

Improving the school climate necessarily and primarily involves pacifying relationships between teachers and pupils, including through disciplinary measures. The codes of discipline propose replacing corporal and degrading punishment with non-violent and educational punishments.

Plan Togo, with its partners¹⁶⁷ has implemented a project for the last 2 years (from November 2011 to December 2013) on «Promotion of gender equality and non violent education in the region of East Mono.» This project particularly focussed on the use of positive discipline methods as violence was frequently used as a punishment and among students in the intervention schools.

Testimony by a teacher from Togo: «I gave corporal punishment to a pupil who gave me a wrong answer to my question during a class. She really suffered and from that day on, she left school for good. Since then I have promised to use the alternative methods of punishment that we work out with the children.»

Plan Togo and the Togolese association PAFED¹⁶⁸ supported by the Ministry of Education have set up codes of discipline including non violent and educational sanctions in 62 schools in the Atakpamé region. They were drawn up with participation from head teachers and teachers, students and parents (through parent associations and mums' clubs).



Each participant was given prior training on alternative discipline methods, on gender and on children's rights. This method forced the different participants to allot codes and effectively use alternative forms of punishment.

Extract from a positive code of discipline drawn up by teachers, students, the Village Development Committee, the parent association and the mums' clubs in Tchekita¹⁶⁹:

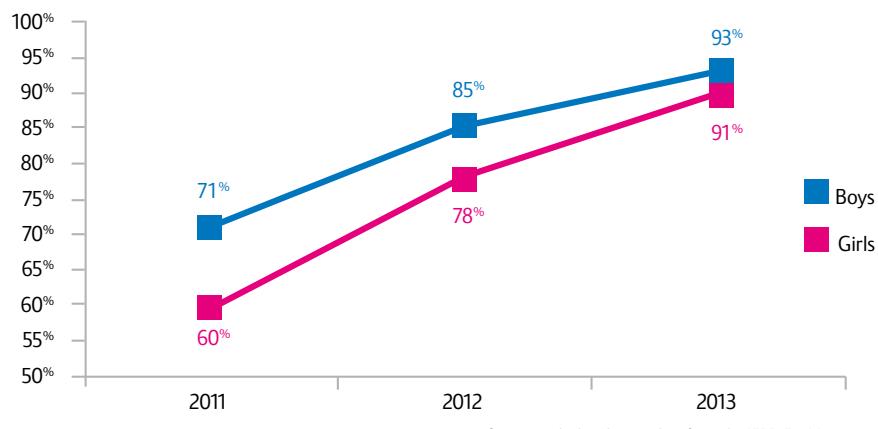
Faults	Positive sanctions
Late	Sweeping, removing cobwebs for part of break time
Unjustified absence	Weed the school yard during part of break time
Incomplete exercises	Finish the exercise during part of break time
Lessons not learnt	Keep the student in for part of break time to read the lesson
Insults	Cut the hedge round the school yard
Squabbling at school	Clean the toilets, sweep the school yard for part of break time
Theft	Reprimand in front of their parents

According to the assessment report for the project¹⁷⁰, around 1300 persons including 500 children (300 girls and 200 boys) participated in drawing up the codes of discipline as part of a large consultation process. In 40 schools, positive codes of discipline are effectively used by teachers.

The local education inspector carries out regular monitoring in all target schools in the project in order to enforce use of the codes of discipline. Furthermore, the Regional Director of Education has included monitoring application of these codes in the regional pedagogic inspectors and advisers' schedule.

The impact of the school atmosphere is highly significant. 72% of students believe that there is a clear drop in the frequency of beating with a stick since the start of the

project and 32% believe that verbal violence from teachers has fallen. 82.9% of teachers acknowledge that violence among students (verbal and physical) has fallen. This bears witness to the impact of teacher violence on relations with students. The real and perceived drop in violence at school is certainly one of the reasons for the general improvement of school results. It can also be seen that girls have considerably caught up with the boys, most certainly thanks to teachers' gender sensitivity. The following graph demonstrates a slight evolution of success rates at CEPD between 2011 and 2013. In 2011, at the start of the project, the deviation between girls' and boys' success rate was 11 points while in 2013 at the end of the project, it was just 2 points.



Evolution of the success rate for the First Degree Study Certificate between girls and boys in charity schools from 2011 to 2013.



«Now, I talk a lot in class. Before, if I wasn't sure of the answer, I didn't say anything because the teacher might beat the kids who got it wrong. Now, we're not scared of the teacher whereas before, all the students liked it when he wasn't there.» - a student from one of the schools in the project¹⁷¹

Setting up these positive discipline codes has not only helped to reduce violence within charity schools but has also changed parents' opinions regarding schooling their daughters and distribution of housework between children of different gender.

«Today, everyone wants their children to frequent it, girls and boys¹⁷².» - a mother within the framework of a focus group with members of mums' clubs¹⁷³

Codes of conduct: example of Sierra Leone

A code of conduct aims to guarantee a safe learning environment that allows students to enjoy good quality education. This refers to a ruling that asserts children and teachers' rights and responsibilities in the school environment. It recommends zero tolerance for all types of violence and application of positive discipline methods. Students, teaching colleagues, parents and other participants all have to declare any violation of the rules stated in this code.

Within the framework of a project supporting schooling for young girls, Plan Sierra Leone has participated in monitoring the application of the code of conduct in middle schools at Bombali, between 2004 and 2007¹⁷⁴. This project helped to raise awareness and train teachers, members of educational staff and community and religious leaders on children's rights, gender and positive discipline.

«After the first training session, they [the teachers] stopped taking money in exchange for good marks on tests and exams. After the second session, they stopped taking money for homework... even if that still happens sometimes,» a middle school student in one of the project's target schools¹⁷⁵.

It has been compulsory to adopt the code of conduct since 2009 throughout Sierra Leone. The organisations in charge of receiving complaints and taking measures against SRGBV are now clearly defined as being: the school administration, the guidance councillor, the school management committees, the teachers' associations,



the district level Bureau of Education or local ministry representatives¹⁷⁶.

The implication of teachers' unions is primordial to make lasting behavioural changes on a large scale. To ensure the success of projects fighting SRGBV, teachers must actually be considered as an integral part of the solution. Furthermore, work with the national and local teachers' unions helps to ensure the continuity of changes despite frequent re-assignments. Finally, coordinating political and civil players at different scales to draw up and apply the Code has multiplied the chances of this programme's success. In fact, children and parents were particularly consulted through parents associations and mums' clubs¹⁷⁷. This programme reminds us that children must be at the centre of any prevention action against SRGBV as beneficiaries and also as players.

1.2 Child groups, players in the fight against SRGBV

Children are the main victims of SRGBV putting them in the best position to identify acts of violence and define strategies to prevent them. As a consequence, several programmes set up kids' clubs and governments to help them report SRGBV and participate in school government.

1.2.1 School-related kids' clubs: the example of Togo

The girls' and boys' clubs are proven activities in terms of reinforcing capabilities to express oneself and stand up to SRGBV. This actually refers to groups of children trained and managed by children, allowing them to blossom in different activities.

Within the framework of its project «Promotion of gender equity and non violent education in the region of East Mono», Plan Togo helped to set up and strengthen girls' clubs and boys' clubs in 62 schools.

In total, 45 kids' clubs were set up and 17 clubs were strengthened. In total, 930 children (630 girls and 300 boys) were members of these clubs by the end of the project.

The 62 kids' clubs and 125 leaders including 59 women (teachers, educators, parents) were trained on the importance of educating girls, child protection, advocacy and leadership (capability to run projects and activities). The leaders also took training on support methods for groups of children and young people so that they can provide help when needed.

These clubs are first and foremost discussion forums for girls who have not dared speak up for a very long time. Within this framework, girls can talk about the difficulties they encounter but also strengthen their capabilities to defend themselves, individually and collectively. In their clubs, boys become aware of the violence that they undergo and that they particularly make girls suffer.

The clubs also participate in different activities that aim to raise awareness among other children and also



educational staff. They specifically participate in the school health committees and in school resource management committees. They also organise shows, competitions, presentations on children's rights and protection, on the importance of schooling girls and on violence at school. The clubs then attract children who are not members but who are looking for help or who are identified as being in difficulty (girls who have dropped out, intimidation victims, etc.).

According to the project's final assessment report¹⁷⁸, changes have been seen in how roles are distributed between girls and boys at school. 25% of class prefects are now girls and the flag is also raised by girls in 35% of the intervention schools whereas before these were tasks assigned exclusively to boys. Children's participation in their own protection can also include children's governments.

1.2.2 Children's governments

The «governments» provide students with an official framework within school, allowing them to participate actively in drawing up strategies to improve their school environment. They reinforce children's participation and help them take responsibility.

Within the framework of the 2012-2015 programme to fight violence at school, Plan Burkina Faso supports 421 school governments of which 296 are operating in several schools¹⁷⁹. Each member of the government, the president and his/her ministers, is a child elected by other children. Depending on the schools, there might be a minister of education, a minister for water and sanitation, a minister for culture, etc. Throughout the year, these children identify their school's needs and come up with solutions supported by teachers and PLAN. With this system, the students become more responsible, participate more in their school's daily life and even improve their results. Although the project assessment is envisaged for 2015, Plan Burkina Faso is already witnessing a drop in violence in schools with a children's government.

This type of activity strengthens the children's capabilities to identify violence factors and helps them come up with appropriate solutions. For example, the children were able to propose building separate toilets for boys and girls.

1.3 School parents' associations: strength behind change

As mentioned in the Plan Togo report on school related violence¹⁸⁰, parents coming round to the idea of gender equality and child rights help them to protect children better from SRGBV. Trained and organised parents are quite capable of supporting their children and requiring structures and rules to be put in place to guarantee their safety. The parents' clubs and parent associations (APE) can play a role in controlling and reporting all forms of violence undergone by children.

Plan Togo particularly insisted on this aspect when setting up the project «Promoting gender equality and non violent education for girls in the East Mono region of Togo»¹⁸¹. A mums' club and a dads' club were set up in each intervention school. There are therefore a total of 45 dads' clubs and 45 mums' clubs that were set up and trained with the idea of protecting children against SRGBV (520 parents of which 263 mothers were involved).

Thanks to several specific training sessions (on the importance of educating girls, advocacy and use of codes of discipline), the parents' clubs were able to get actively involved in school management, child protection and monitoring school results. The clubs are also lasting programmes for the project's gains.

As a result of the project, each school was also equipped with an APE, set up or strengthened during the project duration. The existence of an APE encourages dialogue and collaboration between parents and teachers to get better implication and responsibility from each side. Even better, in some schools, student parent and teachers' associations (APEE) were set up thanks to encouragement from Plan Togo to create real synergy between players.

The project assessment helped to determine that, thanks to the activities, 65% of parents increasingly support their children's schooling. The long-term aim is that parents should become a force to petition teachers, local and national authorities.

In order to guarantee children's safety, school should not just be a place of education but a platform within which each person is both a beneficiary and a player in the fight against SRGBV.

2/Synergy of players within the community

The fight against SRGBV must necessarily exceed the confines of schools. The different players involved should coordinate their work on a local community scale and make sure to influence as much as possible in terms of national policies and strategies to prevent SRGBV in order to make lasting, large scale changes.

Having done this, it is advisable not to underestimate the role that the media can play in SRGBV prevention.

2.1 Community devices: the example of child protection committees in Sierra Leone

Communities are often barely trained or prepared for SRGBV. Their raising their awareness is therefore an essential component for the entire programme to fight SRGBV. Even when they are equipped with specialised devices to protect child rights, their action is often barely effective. The child protection committees in Sierra Leone, for example, should be references in terms of promoting child rights and receiving all complaints concerning violence on children.

However, low resources (financial and human) and low capacities (limited training) of these structures, as well as poor reporting rates, prevent them from effectively fighting child violence¹⁸².

Within the framework of a project helping girls to complete good quality secondary studies¹⁸³, Plan Sierra Leone set up several community awareness-raising sessions. The main beneficiaries were community leaders, the child protection committees and district advice boards. With support from teachers' unions and parent associations, Plan Sierra Leone set up workshops and meetings that tackled defining SRGBV and its negative impact on schooling, child development and community development. Some of these activities were only intended for training child protection committees.

Communities trained and committed to prevention of SRGBV are communities more likely to break the vicious circle of violence and promote children's rights. These actions can gain force and expand by using the media.

2.2 Use of the media: example of the radio campaign «Kids Waves»

In several programmes, PLAN emphasised the use of the media (radio, written press, etc.) by children, as a powerful awareness-raising vector on violence on children.

The PLAN regional office for West Africa set up a radio campaign to defend children's rights in 9 countries: Burkina Faso, Guinea, Togo, Mali, Senegal, Guinea-Bissau, Benin, Niger and Cameroon. This campaign comprised two phases: «I am a child and I also have rights!» from 1998 to 2004, then the «Kids Waves» programme that has offered a weekly 30 minute programme broadcast in local languages since 2004¹⁸⁴.

Almost 100 radio stations broadcast thousands of programmes intended to inform parents, children and authorities on their roles and responsibilities in promoting the right to go to school, have access to drinking water, to grow up healthy, etc. The programme is run by children and visits a different village each week. Children from the village involved are also invited to participate in the programme as organisers and reporters. Hundreds of children have participated in recording programmes through interviews, debates, competitions and sketches. Productions have been carried out in several ethnic languages (Moore, Bambara, Mina, Cotocoli, Kabie, Wolof, Pulaar, Serere, Diola, Kissi, Toma, Kpele, Maninka, Pular, Susu, Cr  ole, Adja) as well as Portuguese and French.

In Senegal¹⁸⁵, for example, the radio campaign began in 2001. The midterm evaluation report¹⁸⁶ recommended that from the launch of the second phase of the project¹⁸⁷, the weekly programmes should target even more schools. Each week, 12 students from the village being visited are trained in producing and running programmes. Each programme illustrates a child's right (education, health, protection, leisure, early marriage, etc.) and presents responsibilities for children and people that influence their life regarding abiding by this right. In Dakar, Thi  s, Kaolack and Louga, tens of children (boys and girls) took active part in the recordings, creating and broadcasting programmes.

A specific programme entitled «School sweet school: How children can change their reality?» was devoted to SRGBV in 2010¹⁸⁸. The John F. Kennedy high school in Dakar was chosen as it had participated in the «Participatory action research on violence in schools» project organised by Save the Children Sweden in 2008-2009¹⁸⁹. Young girls explain

how they became aware of the multiple facets of SRGBV and their negative impacts on schooling. They committed to fighting SRGBV in schools and outside schools, particularly thanks to publishing a school newspaper. The teachers not only became aware of their own behaviour but also their students' capacity to identify problems and offer solutions.

«Today, [...] we trust them. [...] These children, they are just as responsible as us, they know just as much as us. And I think that, apart from the teacher, the parents should also know that» - A teacher from John F. Kennedy high school in Dakar¹⁹⁰

Because it travels around, this project has been able to spread children's rights and gender values far and wide. It has also strengthened the capacities of tens of children, by giving them the opportunity to speak out to their parents, their local and national communities and to participate in

an overall change of mentality. Some PLAN projects allow children to participate directly in changing the national regulatory framework.

2.3 Child participation in changing national regulations

2.3.1 *The children's advocacy*

Although it is important that children participate in changes in the school and community framework, it is equally important that they can contribute to improving the national regulatory framework. Plan Togo for example has participated in a pilot project to support work by children and young people to advocate against physical, psychological and sexual violence above all at school, from 2008 to 2011¹⁹¹. This project also concerned Ghana, Benin, Guinea, Mali, the Ivory Coast and the



Gambia and was organised by Plan Finland, Plan Norway, Plan West Africa and Save the Children Sweden¹⁹². It was a matter of promoting youth participation in regional and national work to fight child violence by making it easier for them to access decision-makers and by reinforcing their capabilities to play the role of spokesperson for their peers on these issues.

The project targeted existing kids' clubs and groups to make it easier to start up activities quickly such as drawing up advocacy strategies, producing magazines and organising artistic and social demonstrations. The young people and children taking part learnt how to express themselves and defend their point of view before different audiences and to use a variety of supports to fight violence on children. The children's productions are broadcast on the website <http://vac.plan-childrenmedia.org>. Magazines intended for children and parents such as «Planète Enfants» and «Planet Jeunes»¹⁹³ have also published brochures and articles on SRGBV within the framework of this project. Furthermore, certain members of youth groups were able to take part in international conferences such as the Special Session of the United National General Assembly in New York and get to meet international leaders and decision-makers.

The project leaders have nevertheless criticised the persistent reticence of some adults and some authorities to consider the children's points of view in their work. This is the main obstacle facing the project. Countries welcoming the project have also found it hard to attract interested partners that are capable of working with young people in the intervention areas. This problem issue seems to have been partly resolved by Burkina Faso through collaboration between the «Children's Parliament» and the National Parliament.

2.3.2 Official participation from children in decision-making: children's parliament in Burkina Faso

Making children participate as agents of change requires setting up mechanisms that give them the chance to express their opinions and influence political decisions. PLAN has insisted on the fact that governments should make it possible for girls and boys to participate in the process of «translating» the CIDE into national and local policies. The Children's Parliament¹⁹⁴ in Burkina Faso, supported by Plan International and UNICEF since it was set up in 1997, is one example of this point of view¹⁹⁵. In fact, the child members are democratically elected to ensure that child protection policies are implemented.



The Ministry for Social Action and National Solidarity begins by reminding schools and associations that they must select children (aged under 18) with a view to coming elections¹⁹⁶. A free and secret vote is then organised in each of the 45 provinces of Burkina Faso. 10 children are elected for a provincial office, then 126 of the 450 will be elected members of the Children's Parliament. The participants pay close attention to the mixture of this assembly in terms of social origins, provinces and religions among the members. Disabled children, unschooled children and even street children have sat in Parliament. In 2008, a 15 year old girl was elected President of the Parliament. To perform their assignment, the young parliamentarians are given training organised by the Ministry and also by UNICEF that is in charge of informing them on children's rights.

The parliamentary session of 28 and 29 December 2012 concentrated on the topic: «Fighting violence against children, the children's parliament takes a stand»¹⁹⁷. The members of parliament came up with information and awareness-raising messages that were sent out as a brochure to all schools in Burkina Faso. It was handed out to the students, to the whole educational community and to parents.

Examples of messages sent by the Children's Parliament to teachers in Burkina Faso, on the subject of sexual violence:

- «No more sexually transmitted grades!»
- «Make your students your children and not your sexual partners»
- «Keep to our education, don't see us as objects of pleasure»

The framework of the Children's Parliament helped these students to be heard and to take initiatives in favour of their own protection. However, the Ministry of Social Action and National Solidarity reports that the difficulty of bringing some members from the provinces to the capital sometimes prevents this assembly from working properly.



CHAPTER 5: TACKLING SRGBV

The mechanisms for reporting and intervention must be well defined, confidential, in proportion and compliant with the Convention on the Rights of the Child. The best legislative framework will reduce the violence whilst the children, teachers, staff and parents will be capable of reporting SRGBV without fear, and each player will have the power and necessary resources to investigate and prosecute the perpetrators of these crimes.

1/Reporting devices

1.1 Educational staff and children trained within the school

Reporting mechanisms should inspire confidence among students and school staff who wish to report acts of violence. For this purpose, the reporting systems should be adapted to the children, taking gender into account and being culturally relevant. Training educational teams and children helps to build this climate of trust.

1.1.1 Training educational teams

Teachers and school administrators must be well-trained and supported by clear devices in order to intervene in the event of SRGBV. In several of its projects¹⁹⁸, PLAN has committed to training teachers, head teachers and even parents' associations with a view to strengthening their capacities to receive complaints and take measures against SRGBV.

Training on reproductive and sexual health, reporting and tackling SRGBV was organised, for example, in 16 schools from Bombali, in Sierra Leone, so as to create and reinforce reporting and care devices for girls who have been victims of abuse¹⁹⁹. Teachers received pedagogic guidance councillor training in order to become reference points for SRGBV. For 5 days, they studied the mapping of services involved as well as the devices for reporting and caring for the victims and they were shown methods to guide students and on contraception. They all subsequently highlighted the importance that women and men benefit from this training as students are more likely to talk to a councillor of the same gender. Thanks to these new human resources, the students, particularly girls, can find a voice and express themselves more easily inside and outside their school.

Girls speak more easily to boys about their rights and the abuse they underwent. «We should speak to boys about the fact that things must change, although politely, not aggressively» - a secondary student (female) in the Sierra Leone project.

This type of training is essential to help them find a voice, end impunity for perpetrators of SRGBV and rebuild trust in the school institution. It is necessary for governments to finance this type of training nationally in order to reinforce any kind of strategy to fight SRGBV.

1.1.2 Children, key players in identifying and reporting SRGBV

Field experiences demonstrate that students are often in the best position to identify the victims and the perpetrators of SRGBV (they witness the attacks, they perceive behavioural changes in their classmates, share secrets, etc.) to initiate changes in mentality among their peers and even improve reporting devices in their school²⁰⁰. Within the framework of its project to promote gender equality and non violent education for girls in the East Mono region²⁰¹, Plan Togo trained 930 children including 630 girls, on strategies to adopt to report abuse and violence that they or their classmates might be suffering. 124 parents, including 62 women also received this training so they might be able to support the children when necessary. The trained students were able to report the practices that they felt went against children's rights to the project coordinators, school administrators and the inspector from the education authority.

The project assessment report recommends that all schools are equipped with clear and confidential reporting procedures in the event of SRGBV. An official ruling laying down these procedures must be available to everyone, particularly requiring head teachers or teachers to report any act of violence committed inside or outside the school to the police within 24 hours. The report also proposes setting up a «suggestions box» where students can anonymously report any act of violence or injustice that they undergo or observe. Bringing the parents in is also recommended so the educational team can help them support their children.



EXAMPLE OF PEER MEDIATION AT THE CROIX MAITRE RENAULT MIDDLE SCHOOL IN BEAUMONT-LE-ROGER IN THE EURE REGION IN FRANCE²⁰²

In August 2013, the Ministerial Delegation in charge of preventing and fighting school-related violence drew up a «quality charter for peer mediation for people working in schools, middle school and high schools.» It met the specific objective from the Law dated 08 July 2013 dedicated to improving the school atmosphere, preventing and fighting all forms of violence including bullying. This device helped to give students responsibility by involving them in solving conflicts and helping them to gain social and civic skills.

«Peer mediation is a cooperative process that aims to prevent or regulate interpersonal conflicts between young people by means of a third party called a mediator, of the same age or slightly older, trained in mediation, in order to help find a satisfactory solution for participants»²⁰³.

Peer mediation is adapted to solve minor conflicts among students. The role of the student trained in mediation will be to play the intermediary between two parties within the school in order to find a non-violent solution to conflicts. The students are informed beforehand and their awareness is raised on peer mediation. Recruitment is based on volunteering and a letter of application. The parents are also informed of the approach and should give their consent to their child's participation. Students are then trained in mediation during three 3-hour sessions. Once experienced, mediators can in turn train other students on mediation.

For a sensitive subject such as SRGBV, the presence of both girl and boy mediators is recommended as being able to talk to a mediator of the same gender may make conversation easier. It would also be desirable for mediators to receive training on SRGBV to be better skilled in identifying the problem and intervening.

1.2 Reporting devices outside schools

Without the guarantee of appropriate support beyond the school environment, many victims decide against reporting and prosecuting. Plan Vietnam supported setting up reporting and assistance mechanisms for SRGBV²⁰⁴.

The Vietnamese state is in the process of reforming its child protection system and has specifically developed a free hotline just for children. The operators are professionals available 24/7 to provide advice, help to manage conflicts remotely, and guide children towards specialised structures, with advisers and psychologists. During the study run by PLAN and ICRW in Vietnam, upstream of a programme to fight SRGBV (see details in chapter 3), 2943 teenage girls and boys have become aware of this line after sharing their SRGBV experiences. Between now and 2015, the Vietnamese State also plans to have set up child protection services in at least 50% of its provinces²⁰⁵. They should include social action services and advice centres for victims where pedagogic councillors can send students for help. The «gender-sensitive school pilot model» project set up by the Vietnamese state in partnership with PLAN envisages that the pedagogic councillors will have a good command of the national reporting mechanisms by the time schools go back in 2014.

Following adoption of the Child Rights Act in 2007, Sierra Leone has set up child protection committees locally. Made up of traditional chiefs, community leaders (particularly religious leaders), parents, young people and social protection agents, these committees are particularly in charge of receiving complaints and managing or reporting to the police any cases of children's rights being violated²⁰⁶.

The Child Rights Act also strengthened Family Support Units (FSU) within the police services in Sierra Leone to assist SRGBV victims²⁰⁷. The FSU staff is mixed and specially trained in investigation methods that respect children in order to tackle cases of gender violence strictly and confidentially. The cases tackled are then taken on by the competent court. The FSU are considered as progress, and an innovative answer to the problem of gender violence. According to available data, between 2004 and 2005, FSU work has managed to get 21 convictions for perpetrators of sex-based violence, with prison sentences from 6 months to 22 years²⁰⁸. However, employees sometimes have to run interviews in the open due to a lack of sufficient space within police



stations. This exposes victims to risks of retaliation or corruption and might put them off testifying. Furthermore, as the FSU staff are limited, they cannot monitor all cases, particularly in the countryside where needs are often greater.

It is essential to set up assistance systems benefiting from sufficient and appropriate human, material and financial resources.

However, resources are often lacking which limits victim support and reintegration.

2/ Medical, psychological and legal support for victims with a view to their reintegration

Very often, SRGBV victims suffer twice over: from the attack and then from isolation (not speaking out, indifference or even rejection from school and/or family, lack of appropriate services, etc.). Victims rarely benefit from overall monitoring carried out by appropriate services.

The governments should offer appropriate social and health

services, intended to provide medical, psychosocial and legal support for SRGBV victims with a view to reintegrating them in the school and even more widely into society.

Since 2012, Plan Mali has specifically concentrated on medical, psychological and social care for girls who are victims of SRGBV. Actually, the Mali conflict has damaged the school environment and highlighted the absence of state structures to tackle education and child protection needs. In response to this critical situation, the «Fast Response for Education and Protection of children affected by the conflict and food crisis in Mali» Emergency Programme has gained access to the educational, social and medical services in the towns of Gao, Mopti, Sikasso and Kayes²⁰⁹. 308 teachers (including 80 women) were trained in psychosocial support and managing large groups thanks to specific modules particularly concerning SRGBV. Teachers, mothers of students and all the town councils in the intervention zones (around 500 persons in total) have benefited from training on SRGBV and child protection. In total, 2,286 victims of gender-based violence (1605 women, 256 men and 425 children) were identified in Mopti, Bamako, Kayes and Koulikoro. 1,301 benefited from medical (768) and psychosocial (583) care, including several students.

Neglected too often, legal aid for SRGBV victims is nevertheless essential. Sentencing the attackers is an integral part of the victims' recovery and reintegration process. Since 2007, ActionAid has been specifically running projects to fight sexual violence on women and girls in the Democratic Republic of Congo, in the North and South Kivu provinces²¹⁰. In 2007, the project to Reduce Violence Against Women was able to train 42 psychosocial advisers (from 8 local organisations) to handle trauma among sexual violence victims and strengthen capabilities to prosecute the attackers and bring them to justice. 4 legal clinics were set up by the spokespersons for 2 women's associations in order to get legal advice for victims wishing to report their case to the competent legal authorities. Furthermore, within the framework of the project to «make the community take responsibility to promote rights for girls in South-Kivu» in 2009, ActionAid recruited two lawyers to provide legal aid to children who have been attacked at school²¹¹.

However, only four cases of abuse were reported during the project and two were brought before the courts. It would seem that despite the awareness-raising activities and making legal aid available, many families are reticent

about going to court and choose «amicable settlements». A more global way of tackling the problem is required to really end impunity for SRGBV perpetrators.

The Canadian International Development Agency, PNUD and FNUAP are particularly insistent on this issue in their joint programme on «fighting impunity, support for gender-based violence victims, and empowerment for women in the East of the Democratic Republic of the Congo» (March 2013-February 2018). This initiative aims to sustainably reduce the prevalence of sexual violence in the Democratic Republic of the Congo²¹². This refers to particularly increasing the number of convictions by improving access to justice for victims of sexual violence particularly at school. To meet this challenge, the joint programme will help to provide legal aid for victims of sexual violence and strengthen the legal system's capability to prosecute perpetrators.

The programme envisages training intended for the police forces, medical structures and local and national authorities to reinforce coordination of psychosocial, medical and legal interventions to fight gender-based violence. Particular effort will be put into qualitatively and quantitatively reinforcing the capabilities of the different structures involved, particularly for medical-legal care.

Legal assistance for victims is often omitted, because it requires a command of the legal procedures and national legal frameworks that are often patchy, too complex and/or too hard-going to sustain this type of initiative. A multi-player project is therefore necessary to improve accessibility to legal services.

Global care for SRGBV victims is above all necessary to help bring students (particularly young mothers) back into schools. Pedagogic advisers or even school psychologists are essential in schools to listen to and support students that have been victims of SRGBV. The main aim is to allow them to finish their schooling in the best conditions, to develop personally and break the vicious circle of violence. In many projects, PLAN has particularly set up school support classes for girls so they can overcome any discrimination and abuse they might have to withstand²¹³. The main challenge lies in the lack of skills and staff to tackle monitoring children's schooling.

3/Devices intended to sanction perpetrators of SRGBV

3.1 Sanctions within schools

In several projects on violence at school, writing or reviewing internal regulations is envisaged to lay down sanctions in the event of SRGBV. Plan Togo has insisted on this matter within the framework of its project «Promotion of gender equality and non violent education in the region of East Mono.» Teachers, students and their parents have agreed on educational sanctions in the event of violence among students²¹⁴. These alternative disciplinary methods represent considerable progress. However, they sometimes remain questionable. Actually, the reprimand for sexual violence among students is a very weak sanction.

Furthermore, the matter of inequality or abuse that girls

undergo in particular is not raised²¹⁵.

In most countries where a code of conduct is applied, the most serious violence is nevertheless the subject of a discipline council that can decide on exclusion (temporary or definitive) and can start or uphold legal prosecutions²¹⁶. Burkina Faso states in a 2008 decree affecting the organisation of primary teaching that the only sanctions to which students can be exposed are: reprimands, temporary exclusion (sending the child back to their family for a maximum duration of three days) and more long-term exclusion (that does not exceed seven days²¹⁷). In Vietnam, furthermore, a circular adopted in 2011²¹⁸ targets violent behaviour at school, including from students. Article 41 particularly prohibits insults among students, fights at school and broadcasting violent and sexual materials (images, video, etc.). Violating decreed rules exposes students to extra homework, reprimands, calling in parents or exclusion (Article 42).

Faults	Positive sanctions
Nicknames/name-calling	Telling-off Pruning the school yard
Laughing at disabled people	Telling off and advising
Insults	Pruning the school yard
Physical or verbal threats	Telling-off Raising awareness
Rough games	Telling-off Raising awareness
Students fighting	Clean the toilets, sweep the school yard for part of break time
A student brings a dangerous object to school	Remove the dangerous object Telling-off
Sexual violence among students (sexual bullying)	Telling-off Raising awareness

The codes of conduct that list the teachers' rights and responsibilities at school often lack details on the sanctions envisaged in the event of violating defined rules. This question was raised within the framework of the e-forum run between 26 November and 07 December 2012 by IIPE (UNESCO)²¹⁹ on codes of conduct intended for teachers²²⁰. Several participants upheld that sanctions should be gradual and known by all to serve as a basis for civil and legal cases that could be brought. A scale was proposed starting at a verbal and/or written warning and ending up in legal

proceedings (for issues affecting decency, bullying and sexual attacks) via official warnings, reassignment and being sacked (particularly for repeat offenders).

3.2 Penal sanctions

PLAN recommends that governments reinforce legislative frameworks that condemn SRGBV and attach them to regulations and effective policies that include appropriate and proportional sanctions. Vietnam and Burkina Faso are interesting examples of this point of view.

Vietnam was the first country in Asia to ratify the International Convention of Children's Rights in 1989. This international commitment was seen nationally through the law on education (adopted in 2005²²¹) and the law on protection, care and education of children (adopted in 1991 and reviewed in 2004) that prohibits use of corporal punishment or treatment that physically or psychologically damages students. These legislative texts are specifically supported by two decrees that give details of administrative sanctions for violent teachers. The second, adopted in 2011, modifies the 2005 text, particularly by making the sentences more severe²²². Preventing students from participating (including negligence) can now be fined from 200,000 to 500,000 Vietnamese Dong (around €7 to €18)²²³ while 1,000,000 to 2,000,000 Dong (around €35 to €71)²²⁴ must be paid by a teacher found guilty of making a student leave school. Poor treatment, torture and any recognised violation of a student's dignity will impose a fine on guilty teachers of 1 to 50 million Dong (€35 to €1770)²²⁵. Although an effort is being made, these decrees do not give any details on prison sentences for cases of serious violence.

Actually, it is difficult to find specific texts concerning prison convictions for perpetrators of SRGBV or school-related violence. This requires referring to the codes or penal decrees that generally forbids violence on children by people with authority over them. Burkina Faso, for example, does not recognise corporal punishment as a criminal sanction for children convicted of an offence or crime committed at school or elsewhere. They are only exposed to admonitions, placements (with a parent, in an institution or in a specialised establishment), general interest work or suspended or firm imprisonment.

Furthermore, a rise in complaints against teachers in Burkina Faso has been highlighted by the Family and Schooling Network during an international conference on

«Education, Violence, Conflict and Prospect for Peace in

Africa»²²⁶. A decree adopted on 20th May 1967 actually stipulates that hitting and injuring children, regardless of where these injuries are inflicted, can lead to 2 months to 2 years' imprisonment depending on the severity of the consequences (Article 332 CP)²²⁷. Application of this decree is recent however, encouraged by international, national and community authorities that are increasingly cracking down on school-related violence. More and more complaints about violence are recorded in schools and by school inspectors against certain teachers. Students' parents have also attempted to prosecute teachers who voluntarily hit and injured (in two cases, this led to the child's death) children in class: 1 case in Bobo-Dioulasso in 2000, 1 in Orodara in 2001, 2 cases in 2003 in Ouahigouya and in Tenkodogo, 1 in 2004 in Ouagadougou. In this latter case, a female teacher was sentenced to 3 months of prison and 15,000,000 CFA francs of damages and interest that she paid to the family of a child that she injured in the eye when administering corporal punishment. This matter had a considerable impact in the media, particularly because many parents and parent associations have risen up against «stick pedagogy» that they also suffered as children. An international and national level prohibition of school-related violence (particularly gender-based) encourages civil society to be rally, also inciting authorities to take a firmer stand on the issue.

Actually, during June 2013, declared «Family and Child Month», Burkina Faso decided to adopt a General Child Protection Code²²⁸. This code, currently being drawn up, should particularly forbid the use of corporal punishment on children in any circumstances, at home, at school, in the street or in any other institution.

There is therefore increasingly less scorn thrown on the victims and sanctions are increasingly handed out to the perpetrators of SRGBV.

RECOMMENDATIONS

As the former United Nations Secretary General, Kofi Annan, forcefully stated «There is no development tool more effective than the education of girls.» On the eve of the international community adopting the Post-2015 Sustainable Development Goals, PLAN wishes to reassert the issues tied to educating girls and gender equality. **According to outlines for the Post-2015 Agenda, the goal for education will include targets and indicators linked to SRGBV.** It will help to encourage the whole host of players concerned to fight this violence, one of the main obstacles to educating girls and gender equality.

PLAN estimates that the international community should set itself the target **of 2030** to end all violence in **and around schools and to make sure than schools offer children a safe, healthy and inclusive learning environment.**

Recommendations to governments of all countries:

PLAN is calling on governments to prioritise actions to fight SRGBV bound to 8 guidelines²²⁹:

1. The fight against SRGBV requires **adopting a national plan of action resulting from multi-sector, multi-player and inclusive agreements:**

- **All sectors concerned must be implicated** so that schools and the way to school can be safe environments: education, protection, justice, police, gender, transport...
- **Civil society, including children, must take part** in drawing up, implementing and assessing these plans.
- Specific attention must be paid to marginalised communities, schools and children, following an **inclusive approach.**
- **The main players concerned** are not only local and national authorities from the different sectors concerned, but also the children (girls and boys), parents (men and women), the educational community within schools, the teachers' unions, religious and community leaders, local NGOs, the media, agencies and international cooperation NGOs. Interfaces between these different players must be created and reinforced.
- **Teachers' union** have a critical role to play for lasting, wide-reaching mobilisation of the teaching body in the fight against SRGBV.

2. **Child participation** is fundamental. All programmes should not only acknowledge girls and boys as players in their full right, but also allow them to play their role fully in drawing up solutions against SRGBV.

3. The fight against SRGBV requires governments to reinforce the legislative framework concerned in order to explicitly protect all children against school-related violence, particularly gender-based. The legislative framework must be reinforced by **effective regulations and policies that include official codes of conduct and appropriate and proportional sanctions.** The educational system in particular should be exemplary in terms of fighting SRGBV. Reviewing sector-based plans for education in the light of an approach founded on gender can identify the deviations and the actions to be taken to reduce SRGBV.

4. Any initiative aiming to fight SRGBV must be able to rely on probing data to be as effective as possible. National data must therefore be collected on the causes, nature and spread of SRGBV. The surveys must take into account, as much as possible, the sex, age, handicap, socio-economic origin, geographic area of residence and the sexual orientation/gender identity of the children questioned. Measuring SRGBV will allow improvements to be made to programmes and policies for preventing and assisting SRGBV; they will also help players assess the progress that has been made.

5. Awareness-raising and implication in communities, including men and boys are essential to **change dreadful attitudes and underlying social norms.** The priority topics to tackle are gender inequalities (perceptions, attitudes, standards and laws) and their dreadful consequences, but also children's rights, rights for girls and sexual rights and health.

6. Particular attention should be paid to protecting children on the way to school. Child safety on the road to school depends **on strategic partnerships between**

all the players concerned from civil society and the different state services (transport, legal authorities, authorities in charge of child protection, etc.).

7. The entire educational community must be able to benefit from initial and continuous training on SRGBV.

Training should particularly come to bear on the forms of SRGBV, integrating gender in programme content and work methods, positive discipline and effective strategies to prevent violence. The educational community must also be equipped with the skills required to implement actions to prevent and assist gender violence at school, around and on the way to school.

8. Governments should develop reporting and monitoring mechanisms that are confidential and adapted to the victims' age and culture. The police services, social and health services should therefore be trained and strengthened to help children as effectively and respectfully as possible.

Recommendations for bilateral and multilateral donors²³⁰:

National and community players are the best placed to boost lasting changes to eradicate SRGBV. Bilateral and multilateral donors nevertheless have an important role to play to support efforts made by countries and communities politically, technically and financially.

Their support can include the following actions:

- 1.** Making sure that gender violence, particularly in, around and on the way to school is a priority in their cooperation policy, particularly within the framework of drawing up and implementing the post-2015 development agenda.
- 2.** Supporting the creation and reinforcement of child protection systems that are feasible and inclusive at all scales (particularly through community devices) to prevent and respond to all forms of violence and guarantee child safety at all stages of their development.
- 3.** Supporting integration of gender in drawing up, implementing and assessing educational sector-based policies to promote gender equality within and through education and make sure that sufficient resources are dedicated to meeting these targets.
- 4.** Promoting and supporting national and sector-based action plans aiming to eradicate violence, including SRGBV.

5. Supporting the effective implementation of national action plans even more, aiming to make schools (and any training space) a safe learning place that is gender-sensitive and adapted to children.

6. Supporting partnerships with civil society organisations to implement prevention and assistance actions that are complementary and appropriate, founded on a community approach.

7. Supporting setting up monitoring and assessment systems helping to provide information on drawing up and implementing policies.



ACRONYMS

APE: Parents Association

APEE: Parent Teacher Association

CEDAW: United Nations Convention on the Elimination all Forms of Discrimination against Women

CEPD: First Cycle Study Certificate

ICCR: International Convention on Children's Rights

CRC: Child Rights Committee

UNFPA: United Nations Population Fund

ICRW: The International Center for Research on Women

IYPE: International Institute for Planning Education

PEASS: Promoting Equality and Safety in Schools

PNPE: National Child Protection Policy (Ivory Coast)

MDG: Millennium Development Goals

SDG: Sustainable Development Goals

SRGBV: School-related gender-based violence

UNICEF: United Nations Children's Fund

UNESCO: United Nations Education, Science and Cultural Organisation

FSU: Family Support Units



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SUMMARY

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CONTEXT AND AIMS OF THE REPORT

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CHAPTER 1

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²⁰ The Child Rights Committee defines corporal punishment as «any punishment implicating the use of physical force and aiming to inflict a certain degree of pain or unpleasantness, no matter how light.» Corporal punishment is always degrading. It implies the use of sticks, whips, belts or any other object, blows to the head, whacks, slaps or the child is forced to remain in an uncomfortable position, for example kneeling.

²¹ Sexual acts in exchange for good marks or to pay school fees

²² Federal Ministry of Education of Nigeria and UNICEF, "Assessment of Violence against Children at the Basic Education Level in Nigeria", September 2007

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²⁴ PLAN's estimation is based on the following calculation: the UN study on child violence in 2006 indicated that 20 to 65% of school-age children have suffered acts of verbal intimidation - the most usual form of violence in schools. According to World Data Collection on education by UNESCO 2011, 1.23 billion children go to primary or secondary school. PLAN estimates that at least 246 million boys and girls, namely 20% of the world student population, are victims of school-related violence each year. Source: UNESCO Institute for Statistics, Global Education Digest, 2011: Comparing Education Statistics across the World, Montreal, 2011

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http://cache.media.education.gouv.fr/file/2012/59/5/DEPP-NI-2012-18-actes-violence-etablissements-publics-second-degre-2011-2012_232595.pdf
- ⁸⁹ In 2011, the International Observatory of Violence in School carried out a study for UNICEF France entitled «À l'école des enfants heureux... enfin presque» (Happy children go to school... well, nearly) that questioned 13,000 school children in the last 3 years of Primary education
- ⁹⁰ The remaining 24% are mixed groups.

CHAPTER 2

⁹¹ Study on SRGBV run within the framework of «Promoting Equality and Safety in Schools» (PEASS) by PLAN and ICRW. Chapter 3 is given over to it.

⁹² «School sweet school: How children can change their reality?», 2010 programme carried out within the framework of Kids Waves at John F. Kennedy high school in Dakar http://plan-childrenmedia.org/spip.php?page=library2&type=130&page_en_cours=library&id_article=549&id_rubrique=1

⁹³ According to the UNESCO Institute of Statistics, to meet the goal of universal education for all between 2011 and 2015, 3.7 millions replacement teachers would have to be recruited and 1.6 million new posts created in primary, of which 900,000 in Sub-Saharan Africa. Out of the 10 countries with an extra need for teachers, 9 are in Sub-Saharan Africa. «Teaching and learning: achieving quality for all», EFA Global Monitoring Report, 2013-2014

⁹⁴ Danish Ministry of Foreign Affairs and AFD, «Mid-term evaluation of Benin's ten-year education sector development 2006-2015», February 2012

⁹⁵ Plan International and the Institute of Social and Medical Studies, “Baseline Report Gender Responsive Schools pilot model: An assessment of the prevalence of School Related Gender Based Violence in Hanoi”, May 2014. Available on request from Plan France

⁹⁶ Plan Togo, «Suffering to Succeed? Violence and abuse in schools in Togo», 2006

⁹⁷ UNICEF, Save the Children Sweden, Plan International and ActionAid, «Too often in silence: a report on school-related violence in West Africa», 2010

⁹⁸ Collet, I. and Marro, C., «Sexist and Homophobic Violence at Middle School», 6th Congress of French-speaking Feminist Research, UNIL, Lausanne, August 2012

⁹⁹ Collet I., «Des garçons ‘immatures’ et des filles qui ‘aiment ça’? La violence de genre révélatrice d’une mixité scolaire impensée», 2013. Available on: <http://rechercheseductions.revues.org/1722>

¹⁰⁰ UNICEF, Save the Children Sweden, Plan International and ActionAid, «Too often in silence: a report on school-related violence in West Africa», 2010

¹⁰¹ Plan International and the Institute of Social and Medical Studies, “Baseline Report Gender Responsive Schools pilot model: An assessment of the prevalence of School Related Gender Based Violence in Hanoi”, May 2014. Available on request from Plan France

¹⁰² Plan Togo, «Suffering to Succeed? Violence and abuse in schools in Togo», 2006

¹⁰³ Baseline Report Gender Responsive Schools pilot model. Ibid.

¹⁰⁴ Plan Canada, «A girl’s right to learn without fear: Working to

end gender-based violence at school», 2012

¹⁰⁵ UNICEF, Save the Children Sweden, Plan International and ActionAid, «Too often in silence: a report on school-related violence in West Africa», 2010

¹⁰⁶ Plan Canada, «A girl’s right to learn without fear: Working to end gender-based violence at school», 2012

¹⁰⁷ Government of Sierra Leone, “Poverty Reduction Strategy Paper 2005-2007: A national programme for food security, job creation and good governance”, March 2005. Available on: <http://www.imf.org/external/pubs/ft/scr/2005/cr05191.pdf>

¹⁰⁸ We talk about transactional sexual relations when sex is used in exchange for money or goods, helping ensure survival or satisfy basic needs

¹⁰⁹ Article 19 of the International Convention on the Rights of the Child, 1989. Available on http://www.diplomatie.gouv.fr/fr/IMG/pdf/Conv_Droit_Efant.pdf

¹¹⁰ Article 28 of the International Convention on the Rights of the Child, 1989

¹¹¹ Article 10 of the Convention on the Elimination of All Forms of Discrimination Against Women, 1979. Available on: <http://www.programmefam.fr/wp-content/uploads/2011/08/Convention-sur-l%C3%A9limination-de-toutes-les-formes-de-discrimination-%C3%A0-l%C3%A9gard-des-femmes-CEDEF1.pdf>

¹¹² Global Initiative to End All Corporal Punishment of Children, “Global Report 2011: Prohibiting all corporal punishment in schools”, 2012

¹¹³ Plan Canada, «A girl’s right to learn without fear: Working to end gender-based violence at school», 2012

¹¹⁴ Plan International and the Institute of Social and Medical Studies, “Baseline Report Gender Responsive Schools pilot model: An assessment of the prevalence of School Related Gender Based Violence in Hanoi”, May 2014. Available on request from Plan France

¹¹⁵ Plan International, “Using child helplines to protect children from school violence”, March 2011

¹¹⁶ Ministry of Education, Science and Technology of Sierra Leone, “Sierra Leone Education Sector Plan: A road map to a better future 2007-2015”, 2007. Available on: http://planipolis.iiep.unesco.org/upload/Sierra%20Leone/Sierra_Leone_ESP.pdf

¹¹⁷ Adopting this Plan follows on from Sierra Leone’s participation in the Global Partnership for Education (GPE), that particularly emphasised SRGBV.

¹¹⁸ The codes of conduct define the teachers’ rights and responsibilities towards their students. We will use this document in detail later on.

¹¹⁹ National Assembly of the Socialist Republic of Vietnam, “Education law”, 2005

¹²⁰ Decree 71/2011/NĐ-CP, available on: http://www.moj.gov.vn/vbpq/Lists/Vn%20bn%20php%20lut/View_Detail.aspx?ItemID=26879

¹²¹ The National Constitution of Sierra Leone quoted in Barnes K., Albrecht P. and Olson M., “Addressing Gender Based Violence in Sierra Leone: Mapping Challenges, Responses and Future Entry Points”, August 2007

¹²² Government of Sierra Leone, “Poverty Reduction Strategy Paper 2005-2007: A national programme for food security, job creation and good governance”, March 2005.

¹²³ The role of child protection committees is developed in Chapter 4, 2.1 The community devices

¹²⁴ Barnes K., Albrecht P. and Olson M., “Addressing Gender Based Violence in Sierra Leone: Mapping Challenges, Responses and Future Entry Points”, August 2007

¹²⁵ International Monetary Fund, “Sierra Leone Poverty Reduction Strategy Paper – Progress report 2008-2010”, IMF Country Report No. 11/195, July 2011

¹²⁶ This policy, draw up with UNICEF support, was adopted in 2014. It was presented by the Ministry of National Education and Technical Teaching in a framework document «Strengthening the child protection system in the Ivory Coast: protecting children at school» in February 2013.

¹²⁷ Young women aged 15 to 20 run twice the risk of dying during child birth than women aged 20 to 29 years old. Girls under 15 years old in turn, are five times more likely to die. Girls aged under 15 are 5 times more likely to die during childbirth than girls aged 20 and over and in 15-25 year olds, early pregnancies are the top cause of mortality according to the United Nations Population Fund.

¹²⁸ Plan Togo, «Suffering to Succeed? Violence and abuse in schools in Togo», 2006

¹²⁹ Duc et al. 2012; Pinheiro 2006; UNICEF 2008

¹³⁰ Plan Togo, «Suffering to Succeed? Violence and abuse in schools in Togo», 2006

¹³¹ Wible B., Making schools safe for girls: Combating gender-based violence in Benin, Washington, DC: Academy for Educational Development, 2004

¹³² The African Child Policy Forum “National Study on School-Related Gender-Based Violence in Sierra Leone”, for Plan Sierra Leone, September 2010

¹³³ «Nigeria Demographic and Health Survey 2008-09» Abuja, Nigeria: National Population Commission and ICF Macro, 2009; Kenya National Bureau of Statistics (KNBS) and ICF Macro.

¹³⁴ «Kenya Demographic and Health Survey 2008-09.» Calverton, Maryland: KNBS and ICF Macro, 2010

¹³⁵ Plan Togo, «Suffering to Succeed? Violence and abuse in schools in Togo», 2006

¹³⁶ Nussey C., «The protective role of education», Institute of Education, University of London, pages 100-101 of the report «Learning for life» by Plan International, 2012

¹³⁷ According to UNESCO, each extra year of schooling increases an individual's revenue by up to 10%. Source: UNESCO, «Building human capacities in least developed countries to promote poverty eradication and sustainable development», 2011

¹³⁸ Ibid.

¹³⁹ Millennium Development Goals

¹⁴⁰ Levine R. et al. «Girls Count: A Global Investment & Action Agenda Reprint», Washington, DC: Center for Global Development, 2009

¹⁴¹ Nike Foundation, “The Girl Effect” http://hrbdf.org/case_studies/Gender/gender/promoting_the_economic_prosperity_of_girls.html#.U_dSXrJmSnk

¹⁴² Educating girls makes good economic sense, blog for the Global Partnership for Education: <http://www.globalpartnership.org/fr/blog/leducation-des-filles-releve-du-bon-sens-economique>

¹⁴³ Plan International, «The price to pay: The economic cost of not schooling girls», 2008

CHAPTER 3

¹⁴⁴ In English, the ICRW: International Center of Research on Women

¹⁴⁵ PEASS: Promoting Equality and Safety in Schools

¹⁴⁶ OPEN Plan, a quarterly research journal for Plan. A mid-term review of the PEASS research – some reflections by Alex Munive Volume 1, Issue No.2, March 2014.

¹⁴⁷ ICRW, Promoting Equality and Safety in Schools. A desk review of school related gender based violence in five countries of the Asia-pacific region, April 2014.

¹⁴⁸ ICRW, Research Findings – Synthesis. School related Gender-based Violence. Five Country Comparative Analysis, June 2014.

¹⁴⁹ ICRW, Promoting Equality and Safety in Schools. A desk review of school related gender based violence in five countries of the Asia-Pacific region, April 2014, p. 13.

¹⁵⁰ See the following part: 2.1.2 A few examples from the results of the PEASS comparative study.

¹⁵¹ See text box on “School Equality Scorecard” p.40

¹⁵² According to the DFID, a “theory of change” is an approach based on the result that helps to apply critical thinking to the design, implementation and assessment of initiatives and programmes intended to sustain change in the contexts

in which it appears. This concept is increasingly used in the field of international development by numerous agencies and governmental and non-governmental organisations.

¹⁵³ Participants in the workshop came from Plan agencies in all five countries in the PEASS programme, from the Plan International regional office, Plan International headquarters and the northern offices including Plan France as well as IRCW, Education International, UNESCO and UNICEF.

¹⁵⁴ The results from the comparative study on SRGBV in the 5 aforementioned countries are available on request from Plan France

¹⁵⁵ The results below mentioning the term «students» concern both girls and boys, making distinctions when necessary to highlight gender-specific deviations.

¹⁵⁶ “Any form of violence” includes: all forms of physical, psychological and sexual violence

¹⁵⁷ It is highest in Indonesia (75%), followed by Vietnam (71%), Nepal (68%) then Cambodia (63%), Pakistan (28%)

¹⁵⁸ Figure are not available for Vietnam. Nevertheless, the reporting rate seems to be slightly lower than in these three countries.

¹⁵⁹ For information purposes, the budget for the study in Vietnam was 16000 USD

¹⁶⁰ The ICRW has estimated that extra financial resources could have been allocated to the study.

¹⁶¹ Plan International and the Institute of Social and Medical Studies, “Baseline Report Gender Responsive Schools pilot model: An assessment of the prevalence of School Related Gender Based Violence in Hanoi”, May 2014. Available on request from Plan France

¹⁶² Social mapping is a methodology that consists of representing a space from perceptions, individual experiences and relationships that are woven there. Users /inhabitants of this space (the school in this case) become players of social transformation by diagnosing their own problems, by building collective know-how and by proposing solutions to improve the quality of life in this space (according to the definition of the popular education space 93).

¹⁶³ The School Equality Scorecard was used by PLAN in the following countries: Bangladesh, Benin, Cameroon, Ecuador, Egypt, Liberia, Nicaragua, Pakistan, Paraguay, Uganda, Vietnam, Zimbabwe within the framework of the «Global Youth Voices» campaign. In each country, several city and country schools were selected to identify their gaps and the differences in perception in terms of gender equality, between areas, communities and schools. The experiences are given in detail in the «Global Youth Voices» report by PLAN, due to appear in 2014.

¹⁶⁴ See details of the results expressed by girls and boys in the following tables.

CHAPTER 4

¹⁶⁵ Plan and MENA «Modules for training ENEP interns on emerging topics (a child's rights and responsibilities, gender-sensitive pedagogy) and participative approaches,» 2014

¹⁶⁶ Project that began on 1st December 2012 and should finish on 30th November 2016 Source: Plan Vietnam, «Gender responsive Schools Project: Progress Report», unpublished, July 2014

¹⁶⁷ Plan Togo partners on this project are: the Programme to Support Disinherited Women and Children (PAFED), the Organisation for Development and Starting Self-Employment (ODIAE) and Forum of African Women Educationalists (FAWE)

¹⁶⁸ Set up on 21 August 2001, PAFED is a Togolese NGO for the defence, protection and promotion of human and children's rights

¹⁶⁹ Cabinet d'Expertise en Recherche-Action (CERA), «Final evaluation of the project: Promotion of gender equity and non violent education for girls in the East Mono region of Togo», for Plan International, February 2014.

¹⁷⁰ Ibid.

¹⁷¹ Cabinet d'Expertise en Recherche-Action (CERA), «Final evaluation of the project: Promotion of gender equity and non violent education for girls in the East Mono region of Togo», for Plan International, February 2014.

¹⁷² «Frequenting» is the expression currently used in West Africa to mean «going to school».

¹⁷³ Evaluation of the project promoting gender equity. Ibid.

¹⁷⁴ Plan Sierra Leone, “Sierra Leone Case Study: Working to reduce school-related gender-based violence in Sierra Leone”, unpublished, 2013

¹⁷⁵ Ibid.

¹⁷⁶ The African Child Policy Forum, “National Study on School-Related Gender-Based Violence in Sierra Leone”, pour Plan Sierra Leone, September 2010

¹⁷⁷ UNICEF, Save the Children Sweden, Plan International and ActionAid, «Too often in silence: a report on school-related violence in West Africa», 2010

¹⁷⁸ Cabinet d'Expertise en Recherche-Action (CERA), «Final evaluation of the project: Promotion of gender equity and non violent education for girls in the East Mono region of Togo», for Plan International, February 2014.

¹⁷⁹ Actually, between 2012 and 2013, 165 school governments were set up in the province of Kourritenga, 46 in the province of Bam, and 209 in the south west region. Source: Report from the Conference for the regional workshop to fight SRGBV in West Africa in November 2013 in Ouagadougou, organised by the Ministry of Foreign Affairs, UNICEF and UNGEI

¹⁸⁰ Plan Togo, «Suffering to Succeed? Violence and abuse in schools in Togo», 2006

¹⁸¹ Cabinet d'Expertise en Recherche-Action (CERA), «Final evaluation of the project: Promotion of gender equity and non violent education for girls in the East Mono region of Togo», for Plan International, February 2014.

¹⁸² Plan Sierra Leone, "Sierra Leone Case Study: Working to reduce school-related gender-based violence in Sierra Leone", unpublished, 2013

¹⁸³ Ibid.

¹⁸⁴ Description of the radio campaign on: http://www.plan-childrenmedia.org/spip.php?page=library2&id_rubrique=1&type=106&page_en_cours=mediaproject&id_article=580

¹⁸⁵ Plan International, Radio campaign «I may be a child but I still have rights!»: Mid-term evaluation of the project in Senegal,» September 2002. Available on: http://plan-childrenmedia.org/spip.php?page=library2&type=130&page_en_cours=library&id_article=549&id_rubrique=1

¹⁸⁶ Ericsson R., «Radio campaign «I may be a child but I still have rights!»: Study on children's participation in a radio campaign run in West Africa,» January 2002

¹⁸⁷ In Senegal, Kids Waves goes by the name of «Radio Gune Yi». Kids Waves is known as «Deviwo Be» Radio in Togo, «Bibir Radio» in Burkina Faso, «Eto Dodo Deviwo» in Benin, «Denmisew Kun Kan» in Mali, «La Voix de Finda et Alpha» in Guinea and «Pikin Dem Voice» in Sierra Leone.

¹⁸⁸ «School sweet school: How children can change their reality?», 2010 Programme produced within the framework of «Kids Waves » at the John F. Kennedy high school in Dakar http://plan-childrenmedia.org/spip.php?page=mediacenter&id_article=1098&id_rubrique=1

¹⁸⁹ UNICEF, Save the Children Sweden, Plan International and ActionAid, «Too often in silence: a report on school-related violence in West Africa», 2010

¹⁹⁰ «School sweet school.» Ibid.

¹⁹¹ UNICEF, Save the Children Sweden, Plan International and ActionAid, «Too often in silence: a report on school-related violence in West Africa», 2010 and Plan International, "Project document: Informing and mobilizing youth to advocate against Violence Against Children (VAC)", 2008

¹⁹² These partners have designed a joint project, Violence Against Children (VAC), that aims to widely broadcast the content of the United Nations study on violence on children among youth population, aid workers and decision-makers in West Africa.

¹⁹³ As a result of the «Programme Planète» supported by the Ministry of Foreign Affairs and the Bayard group, these magazines

are now disseminated in 25 countries (Benin, Burkina Faso, Cameroon, Cape Verde, Central African Republic, Comoros, Congo, Ivory Coast, Djibouti, Gabon, Gambia, Ghana, Guinea, Equatorial Guinea, Guinea Bissau, Haiti, Madagascar, Mali, Mauritania, Niger, Democratic Republic of the Congo, Rwanda, Senegal, Tchad and Togo). «Planète jeunes» has been published since 1993, «Planète Enfants» since 1998. <http://www.groupebayard.com/index.php/fr/articles/rubrique/art/29>

¹⁹⁴ Ministry of Social Action and Family, «National Report for monitoring the Worldwide Children's Summit», December 2000

¹⁹⁵ Children's Parliament set up in 1997 and instituted by presidential decree on 28 January 1998

¹⁹⁶ Learning by Ear, «Children's rights series: 03 Children's parliament», 2009. Available on: <http://www.dw.de/popups/pdf/5176416/learning-by-ear-droits-des-enfants-03-parlement-des-enfants-burkinapdf.pdf>

¹⁹⁷ Report from the Conference for the regional workshop to fight SRGBV in West Africa in November 2013 in Ouagadougou, organised by the French Ministry of Foreign Affairs, UNICEF and UNGEI

CHAPTER 5

¹⁹⁸ Like the “Girl power” project or the project on improving access to high quality education and finishing secondary studies in Bombali described in Plan Sierra Leone, "Sierra Leone Case Study: Working to reduce school-related gender-based violence in Sierra Leone", unpublished, 2013

¹⁹⁹ Ibid.

²⁰⁰ Plan Canada, «A girl's right to learn without fear: Working to end gender-based violence at school», 2012

²⁰¹ Cabinet d'Expertise en Recherche-Action (CERA), «Final evaluation of the project: Promotion of gender equity and non violent education for girls in the East Mono region of Togo», for Plan International, February 2014.

²⁰² Guide on school atmosphere and peer mediation at primary school. Available on: <http://eduscol.education.fr/cid73610/guide-sur-le-climat-scolaire- et-mediation-par-les-pairs-a-l-ecole-primaire.html>

²⁰³ Ministerial Delegation in charge of Preventing and Fighting School-Related Violence, Quality charter for peer mediation for people working in schools, middle school and high schools, August 2013

²⁰⁴ Project that began on 1st December 2012 and should finish on 30th November 2016 Source: Plan Vietnam, «Gender responsive Schools Project: Progress Report», unpublished, July 2014

²⁰⁵ National Child Protection Programme for the 2011-2015 period (Decree 267/QĐ) Available on: http://www.moj.gov.vn/vbpq/en/Lists/Vn%20bn%20php%20lut/View_Detail.aspx?ItemID=10743

²⁰⁶ Plan Sierra Leone, "Sierra Leone Case Study: Working to reduce school-related gender-based violence in Sierra Leone", unpublished, 2013

²⁰⁷ Plan Sierra Leone, "Sierra Leone Case Study: Working to reduce school-related gender-based violence in Sierra Leone", unpublished, 2013

²⁰⁸ The African Child Policy Forum "National Study on School-Related Gender-Based Violence in Sierra Leone", for Plan Sierra Leone, September 2010

²⁰⁹ Report from the Conference for the regional workshop to fight SRGBV in West Africa in November 2013 in Ouagadougou, organised by the French Ministry of Foreign Affairs, UNICEF and UNGEI

²¹⁰ ActionAid, «Her Stories/Leurs Histoire», 2009. Available on: http://www.actionaid.org/sites/files/actionaid/her_stories_-_case_studies_from_actionaids_violence_against_women_project.pdf

²¹¹ UNICEF, Save the Children Sweden, Plan International and ActionAid, «Too often in silence: a report on school-related violence in West Africa», 2010

²¹² UNFPA and UNDP, «Joint programme to fight impunity, support victims of gender-based violence, and empower women in the East of the Democratic Republic of the Congo 03/2013-02/2018», February 2013

²¹³ Like the Plan Cameroon project to support schooling for young girls in the Briqueterie neighbourhood of Yaoundé between November 2010 and December 2013.

²¹⁴ Extracts from the codes of positive discipline produced after consultation within the framework of the project «Promotion of gender equity and non violent education in the region of East Mono» 2011-2013, unpublished

²¹⁵ UNICEF, Save the Children Sweden, Plan International and ActionAid, «Too often in silence: a report on school-related violence in West Africa», 2010

²¹⁶ IIPE-UNESCO, «e-Forum on the Codes of conduct for teachers: Summary,» 2012. Available on: http://teacherCodes.iiep.unesco.org/teacherCodes/resources/Rapport_Forum_IIPE_UNESCO_Code_Espeakants2012.pdf

²¹⁷ Extract from the Official Journal no. 21 dated 22 MAY 2008, Article 65 of decree no. 2008-236/ PRES/PM/MEBA/MESSRS/ MASSN/ MATD dated 08 May 2008 on organising primary teaching. Available on: www.collectifburkina-dag.fr/decrit2008.doc

²¹⁸ Circular 12/2011/TT-BGDDT on primary schools, secondary schools and high schools was adopted by the Ministry of Education and Training in 2011 <http://thuvienphapluat.vn/archive/Thong-tu-12-2011-TT-BGDDT-Dieu-le-truong-trung-hoc-co-so-pho-thong-va-truong-vb120867.aspx>

²¹⁹ The International Institute of Education Planning was created by the UNESCO in 1963 to improve planning and management of educational systems by strengthening countries' capabilities.

²²⁰ 40 countries were represented by 361 participants (Algeria, Benin, Burkina Faso, Cameroon, Comoros, Ivory Coast, Djibouti, Madagascar, Mali, Morocco, Niger, DRC, Senegal, Togo, Tunisia, France, Canada, Argentina, Brazil, Mexico, Nicaragua, Haiti, Mauritius Islands, Seychelles, the Lebanon, etc.) and almost 200 messages were exchanged on improving and universalising the codes of conduct for teachers. IIPE-UNESCO, «e-Forum on the Codes of conduct for teachers: Summary,» 2012

²²¹ National Assembly of the Socialist Republic of Vietnam, "Education law", 14 June 2005. Available on: http://planipolis.iiep.unesco.org/upload/Viet%20Nam/Viet%20Nam_Education_Law_2005.pdf

²²² Decree 40/2011/ND-CP 2011 (modifying decree 49/2005) <http://thuvienphapluat.vn/archive/Nghi-dinh-40-2011-ND-CP-sua-doi-xu-phat-vi-pham-hanh-chinh-linh-vuc-giao-duc-vb125208.aspx>

²²³ In the 2005 decree, this referred to 50,000 to 100,000 Dong (around €1.70 to €3.50)

²²⁴ In the 2005 decree, this referred to 100,000 to 200,000 Dong (around €3.50 to €7)

²²⁵ This aspect was not covered by the preceding decree.

²²⁶ International Conference «Education, Violence, Conflict and Perspectives of Peace in Africa» that took place in Yaoundé, from 6 to 10 March 2006 in which Plan participated. Available on: <http://www.rocare.org/Traore.pdf>

²²⁷ SOMDA J. E., «Research report on harmonising laws relating to child rights in Central and West Africa (violence against children): situation in Burkina Faso,» September 2010. Available on: (<http://www.centrecitoyen.net/documentation/Rapport%20sur%20la%20violence.pdf>)

²²⁸ Global Initiative to end corporal punishment of children, Africa Newsletter, issue 12, July 2013. Available on: <http://www.endcorporalpunishment.org/pages/pdfs/newsletters/Africa%20Newsletter%202012%20FR.pdf>

RECOMMENDATIONS

²²⁹ Plan International, «A girl's right to learn without fear: Working to end gender-based violence at school», 2013

²³⁰ Ibid.

²³¹ Only the main sources used to produce said report are quoted

Second in a series on the main obstacles to educating girls, this report brings to light the multiple challenges and reveals different intervention methods used by Plan International and its partners to fight school-related gender-based violence. Founded on studies and programmes carried out by Plan International and its partners, recommendations are illustrated by specific cases taken from different countries of intervention, particularly in the sub-region of West Africa and in Asia.

On the eve of adopting the post-2015 development agenda, Plan International wishes to remind governments and all international cooperation players about issues linked to school-related gender-based violence and the need to give it sufficient attention and resources.

International charity NGO founded in 1937, Plan International works in 50 developing countries to give the most marginalised children and young people the means to build their future.

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