

# Leave No Girl Behind

4 part webinar series



## Session 2:

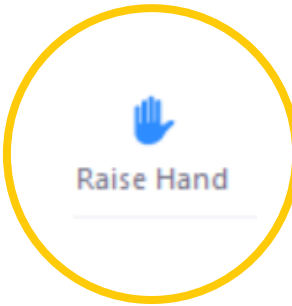
### Understanding Violence, Safety and Protection for Girls

<b>Welcome and Introduction</b>	<b>Ian Attfield</b> , Senior Education Adviser, DFID <b>Mr. Krishna Kapri</b> , MoEST Nepal
GEC Violence in School: Learning Without Fear	<b>Danielle Cornish-Spencer</b> , Safeguarding Lead, GEC
<b>Discussion</b>	<b>Maha Muna</b> , UNICEF South Asia Regional Gender Adviser
SRGBV South Asia Study and Lessons from Nepal	<b>David Clarke</b> , UNICEF ROSA Consultant
<b>Discussion</b>	<b>Frank Van Cappelle</b> , UNICEF ROSA Education Specialist
Safe to Learn (Nepal)	<b>Stephen Blight</b> , UNICEF HQ Senior Advisor, Child Protection <b>Caroline Jordan</b> , Cambridge Education <b>Pramod Bhatta</b> , Safe to Learn Nepal, Researcher
<b>Discussion</b>	<b>Mr Krishna Kapri</b> , MoEst Nepal
<b>Closing</b>	

**NOTE:** Please change your Zoom name to your **Name + your affiliation**. Ex. Katelyn Forsyth – UNICEF ROSA



- Please make sure to **mute your mics** during presentations/when others are speaking.
- **Use the chatbox!** Ask any questions and engage in active discussions!
- Please use the **'raise hand function'** to let us know that you have something to share!
- If you are having any trouble, **reach out to the host/co-hosts (Kate, June, Emma & Riva)** at any time through the chat for support.



# Housekeeping Rules



**Girls'**  
**Education**  
**Challenge**



# GEC Violence in School: Learning without Fear

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Danielle Cornish-Spencer  
Safeguarding Lead, Girls  
Education Challenge

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**Learning without fear**

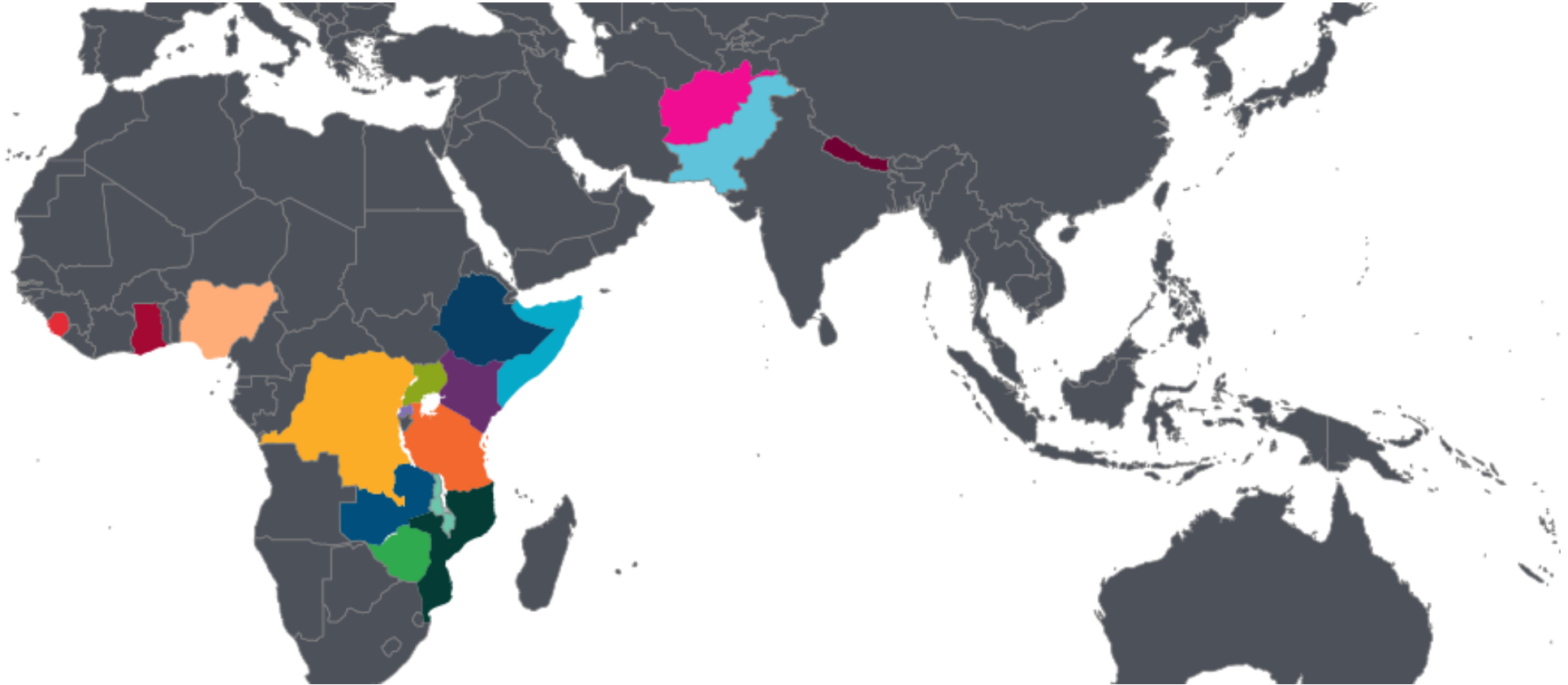
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## Background and Overview

# The Girls' Education Challenge

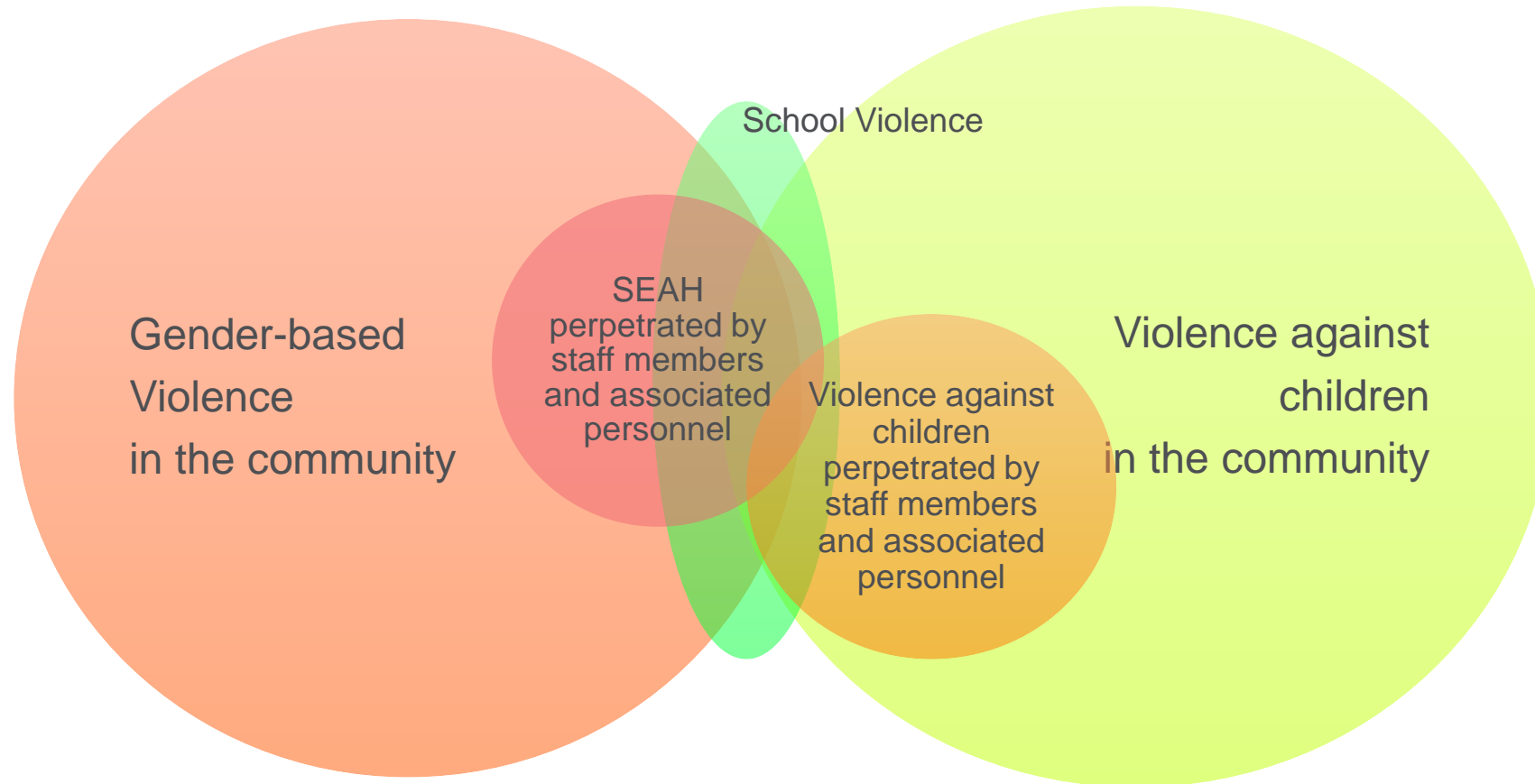
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- 17 countries
- 41 projects
- 100s of downstream partners

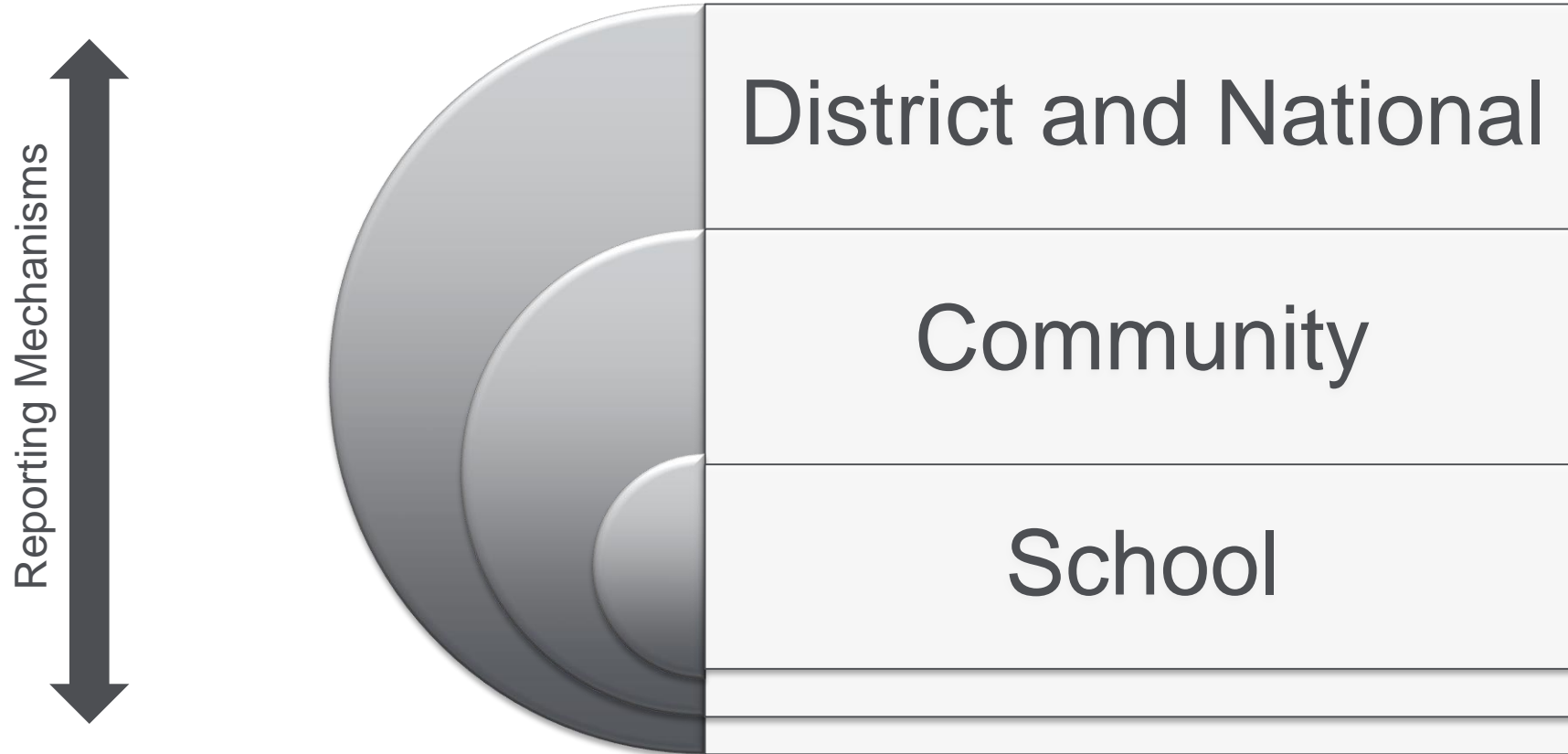
# The GEC's safeguarding and protection responsibilities

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# Theoretical Framework of the Report

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**Girls'  
Education  
Challenge**



# **Learning without Fear Thematic Review: 8 Lessons**

## Findings: Community

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#1: Projects tend to develop multiple, complementary community-based activities, including training and awareness raising activities to address violence, rather than one activity in isolation. Where possible, it is important to integrate activities, so they are overlapping and mutually reinforcing

#2: Engaging men and boys requires the adoption of specialised packages that explicitly target harmful masculinities.

#3: Facilitating personal reflection, decision making and action builds community ownership, which is critical to shifting norms around violent behaviour and attitudes.

# Case Study: Engaging Men and Boys

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- The Kenya Equity in Education Project (KEEP) Phase II conducts a number of activities targeting men and boys. At the community level, the project conducts training with men and boys in refugee camps in Kenya. The training focuses on gender inequality and how it negatively affects women, girls, men and boys.
- The training also includes content on: negative masculinities and how they justify men's capacity for violence, control over women and girls, and dominance in the educational sphere; and bystander intervention and workable strategies for change within the camp contexts.
- According to the project, some evidence has emerged from pre and post-test surveys that those male stakeholders participating in training activities are more aware of how they can be involved in stopping violence against women.

## Findings: Schools

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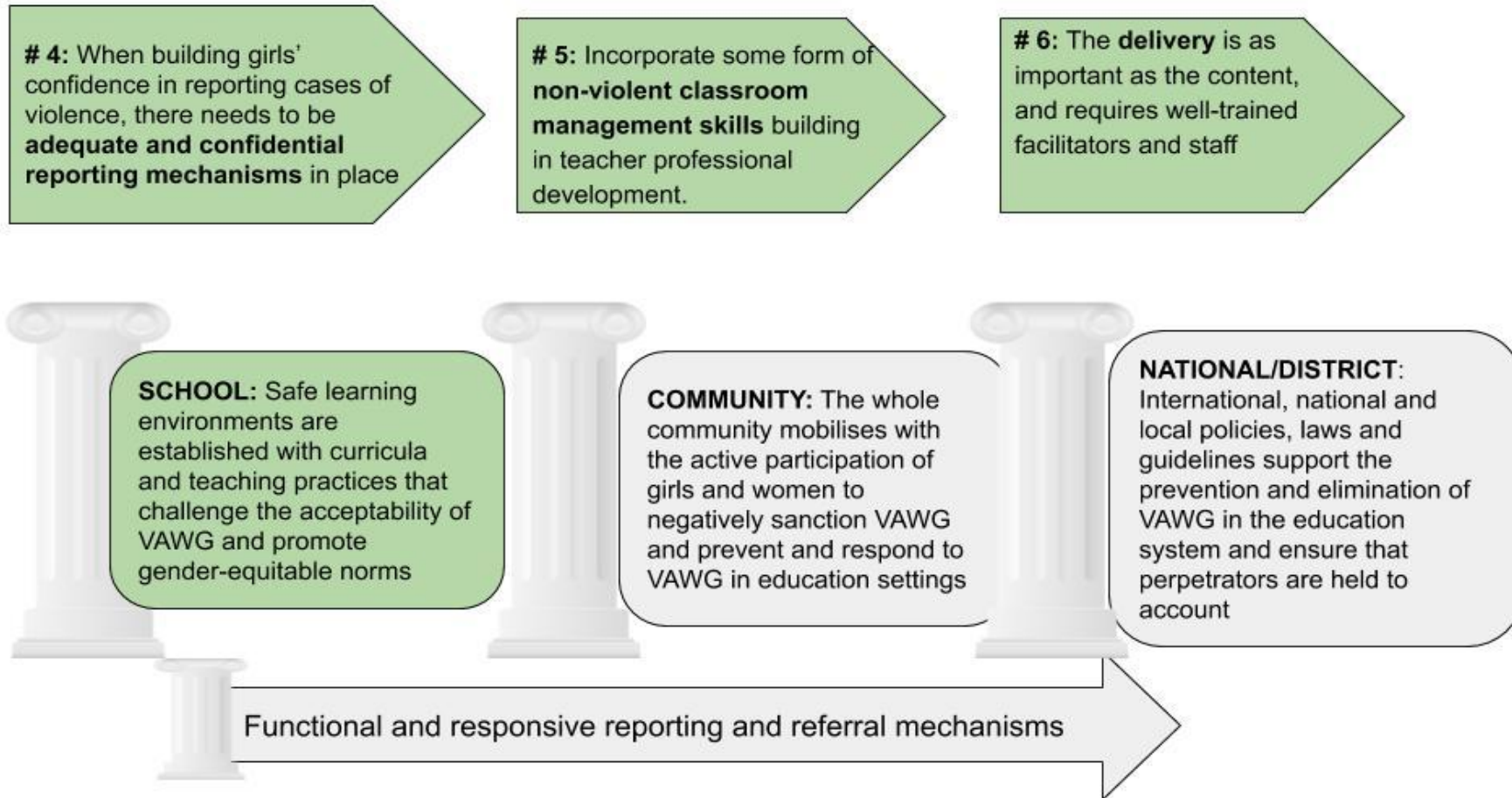
#4: When projects are building girls' confidence in reporting cases of violence, there need to be adequate and confidential reporting and response mechanisms in place to ensure the principle of 'do no harm'.

#5: An explicit focus on improving teacher capacity in terms of pedagogy and engaging learners can be an impactful approach to fostering non-violent classroom management, with shifting relationships between pupils and teachers leading to reduced tendency for teachers to feel they should use corporal punishment.

#6: Facilitators and trainers may need support and capacity development so that they can guide a process of participant self-reflection. This should involve gender-transformative approaches, including encouraging facilitators and project staff to question their own gender biases.

## 3 key lessons at the school level

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## Finding: District/National

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#7: Supporting multi-sectoral approaches is important and can be done at low cost but with potentially large impact, for example through active participation in external cluster meetings and existing technical working groups

## Case Study: Multi-Sector Approach

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**IGATE-T program in Zimbabwe** encourages dialogue and problem solving through its **community score-carding**. In a recent score-carding activity, girls engaged in a dialogue to identify the issues affecting them, and then engaged with stakeholders, including community and religious leaders and school heads, to develop action plans and to select a monitoring committee to ensure accountability. One key issue to emerge was girls' vulnerability to early marriage after experiencing sexual abuse and being married to their perpetrators. Actions were identified to address this and included continued awareness raising with religious groups and community members, and ensuring that girls have access to channels for reporting abuse.

## Finding 8

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#8: Safeguarding through mitigation, prevention, reporting and response, and through effective accountability mechanisms is critical for increasing reporting of cases of violence and reducing harm. A final important issue to highlight is the importance of the intersecting characteristics, in addition to gender, that increase adolescent girls' vulnerability to violence -such as poverty or living in a context affected by conflict or crisis. Girls with disabilities are also particularly vulnerable to violence, and often have limited knowledge about, or access to, reporting mechanisms.



**EIGHT KEY FINDINGS**

When building girls' confidence in reporting cases of violence, there needs to be **adequate and confidential reporting response mechanisms** in place.

Incorporate some form of **non-violent classroom management skills** building in teacher professional development.

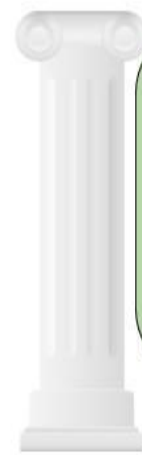
The **delivery** is as important as the content, and requires well-trained facilitators and staff.

Develop **multiple, complementary community-based activities** - that are mutually reinforcing.

When engaging men and boys projects should explicitly target **harmful masculinities** and should be **accountable to women and girls**.

Facilitating **personal reflection, decision making and action** builds community ownership, which is critical to shifting violent norms.

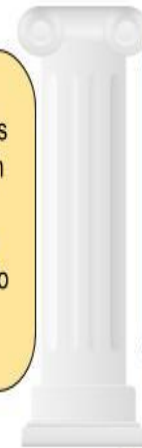
**Multi-sectoral activities** such as participation in working groups can be impactful.



**1: SCHOOL:** Safe learning environments are established with curricula and teaching practices that challenge the acceptability of VAWG and promote gender-equitable norms.



**2: COMMUNITY:** The whole community mobilises with the active participation of girls and women to negatively sanction VAWG and prevent and respond to VAWG in education settings.



**3: NATIONAL/DISTRICT:** International, national and local policies, laws and guidelines support the prevention and elimination of VAWG in the education system and ensure that perpetrators are held to account.



**4: Functional and responsive reporting and referral mechanisms.**

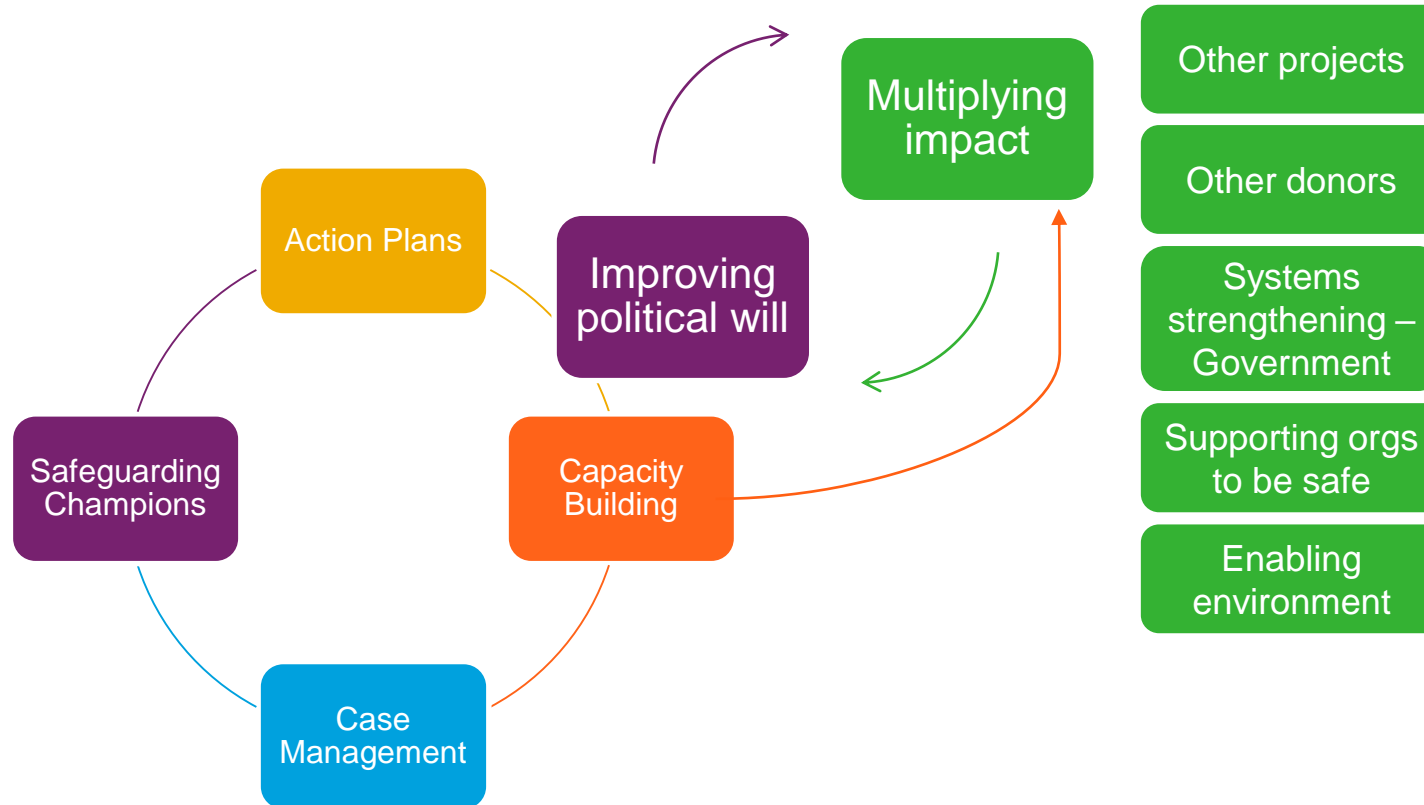
Safeguarding through **mitigation, prevention, reporting & response**, and through effective **accountability mechanisms** is critical for increasing reporting of cases of violence and reducing harm.

Girls'  
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## GEC's Safeguarding Approach

# Where we are going



# Five Qualities of a safe space to work on Safeguarding\*

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1. Confidentiality and Trust
2. Non-judgmental behaviour
3. Direct communication
4. Time for self-care
5. Commitment

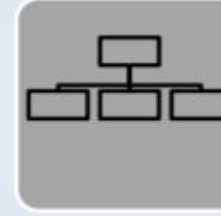
\* Slightly amended from Raising Voices, *Get Moving Facilitators Manual*

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## Compliance and Beyond

A summary overview of the six areas in the new safeguarding due diligence



**Safeguarding**

Policy  
Training  
Safeguarding Register  
Investigation process  
Disciplinary process  
Downstream Partners

**Whistleblowing**

Policy  
Training  
Complaints process  
Zero reprisals

**HR**

Job description and risks  
Selection and Interview  
References and vetting

**Risk Management**

Policy  
Downstream partners  
Categories  
Risk register  
Risk owner  
Senior oversight

**Code of Conduct**

Code of conduct  
Prioritise people  
Sign & evidence  
Training  
Ethics & behaviour

**Governance**

Designated Safeguarding Officer  
Reporting to Board  
Annual report

# DFID Girls Education Challenge 14 Minimum Standards

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- 1 **COMPREHENSIVE POLICIES:** All organisations receiving GEC funding must have either an overarching/combined safeguarding policy or a combination of relevant policies which address bullying, sexual harassment and abuse targeted at both beneficiaries, including adults at risk, partner staff and staff within an organisation.
- 2 **CHILD SAFEGUARDING POLICY:** All organisations must have a separate child safeguarding policy which address all forms of sexual, physical and emotional violence towards children.
- 3 **COMPLAINT SYSTEM:** All organisations must have comprehensive systems for escalating and managing concerns and complaints.
- 4 **HANDLING FRAMEWORK:** A clear handling framework, to respond appropriately to all concerns and support the survivor of violence must also be in place.
- 5 **EFFECTIVE HR:** All organisations must have a human resources system which includes effective management of recruitment, vetting and performance management.
- 6 **INDUCTION:** All staff, contractors, volunteers and other representatives of the organisation have a mandatory induction on the organisation's safeguarding and whistleblowing policies.
- 7 **RISK MANAGEMENT:** Each organisation must have a comprehensive and effective risk management framework in place.



# DFID Girls Education Challenge 14 Minimum Standards

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- 8 **PARTNERS AND SUPPLIERS:** Each organisation must have procedures in place to make sure that safeguarding processes and standards are also upheld for any partner, contractor or supplier they work with.
- 9 **CODE OF CONDUCT:** Each organisation needs to have a code of conduct which is applicable both inside and outside of working hours. This needs to set out the ethics and behaviour expected of all parties.
- 10 **INAPPROPRIATE BEHAVIOUR:** Specific behaviour protocols must be in place outlining appropriate and inappropriate behaviour of adults towards children (and children to children).
- 11 **GOVERNANCE:** Effective governance and accountability standards must be in place within all organisations with the Board holding ultimate responsibility for safeguarding.
- 12 **SAFEGUARDING OFFICERS:** Designated Safeguarding Officers must be found at different levels including at least at senior level in the country office and at the Board.
- 13 **MONITORING:** There are clear guidelines for monitoring and overseeing implementation of the policy (policies).
- 14 **24 HOURS REPORT:** All safeguarding incidents and allegations must be reported to the GEC Fund Manager within 24 hours.

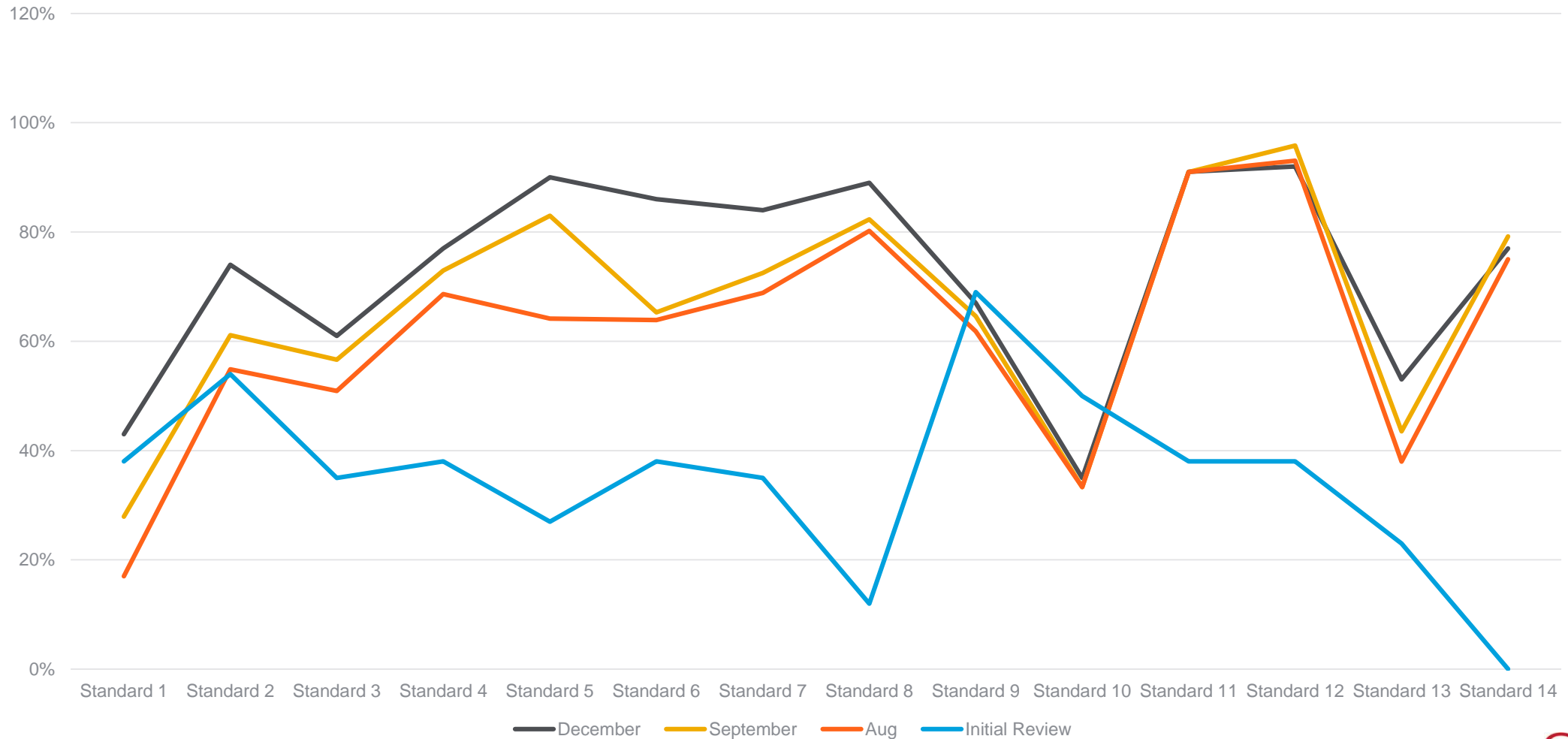


Standard 2: All organisations must have a separate child safeguarding policy which addresses all forms of sexual, physical and emotional violence towards children.

1.2.1.....	Do you have a written child safeguarding or child protection policy at the country level?	N/A	N/A
1.2.2	Has the policy been approved and endorsed by the relevant management body of the organisation (e.g. senior management board, executive committee, etc.)?	N/A	N/A
1.2.3	Does the policy or other relevant documents outline specific safeguarding processes that need to be followed when conducting activities directly with children? If so, please outline these. This question refers to any specific processes that you need to follow when planning activities such as implementing a girls' club, organising transportation for children, or other activities where project staff work directly with children.	Lack of specific guidance on safeguarding risks and modalities of working with particularly targeted and vulnerable children: pregnant girls, young mothers, girls who have experienced violence.	Specific safeguarding measures are to be developed and integrated into policies and procedures regarding particularly vulnerable children (modern-day slavery, pregnant girls, young mothers and girls who have experienced violence)
1.2.4	What safeguards do you have in place specifically relating to parental consent for children to participate in your project?	Ensure appropriate consents are sought and documented across consortium.	Periodic monitoring of the appropriate use of consent forms.
1.2.5	What safeguards do you have in place specifically in relation to use of information technology?	Appropriate safeguards in place for information technology and the use of communication materials.	Seek advice on strengthening safeguarding in relation to the use of IT and introduce relevant policies and procedures.
1.2.6	What safeguards do you have in place specifically in relation to protection of data about children?	Ensure appropriate protection of children's data.	To continuously mitigate against the misuse of information collected on children and vulnerable adults.

.....

# LNGB compliance overall



## What does the compliance tell us about where we are?

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**6.13.1:** How do you monitor compliance with your safeguarding policies? How often are spot checks conducted for example and who is responsible for this?

**2.3.5:** Do you inform children and communities about your organisation's safeguarding commitment, policy and procedures as appropriate? How and when? How do you support children and communities to hold your organisation accountable to the safeguards you have put in place?

**2.4.5:** Does your organisation have contact details that are readily available for local child protection resources, safe places, national authorities and emergency medical help? If yes, please give more detail about these and about where this information is kept so it is available to anyone who might need it. Please attach a child protection service mapping if you have done one.

## What we have been doing to support projects to improve



Webinars – basics and expert speakers



1:1 Support

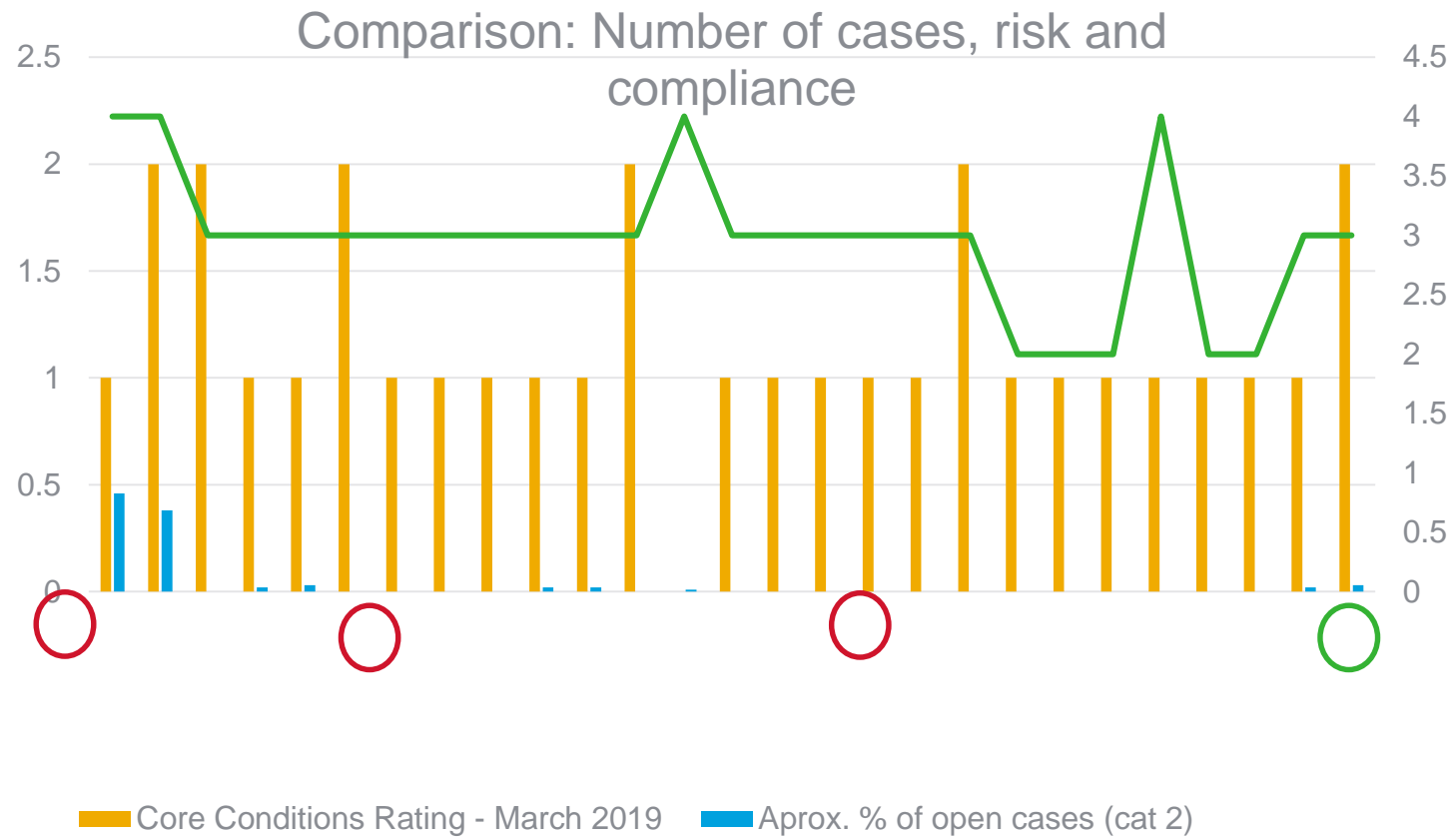


Sharing resources



Monitoring Visits

# Cases/risk/compliance





## Discussion



In what way does a survivor-centred and trauma-informed approach to prevention, mitigation and response have an impact on girls' education and how have you implemented this in your work?

In what ways do you go beyond Information Education Communication materials to ensure you don't leave girls behind when sharing information about safeguarding?

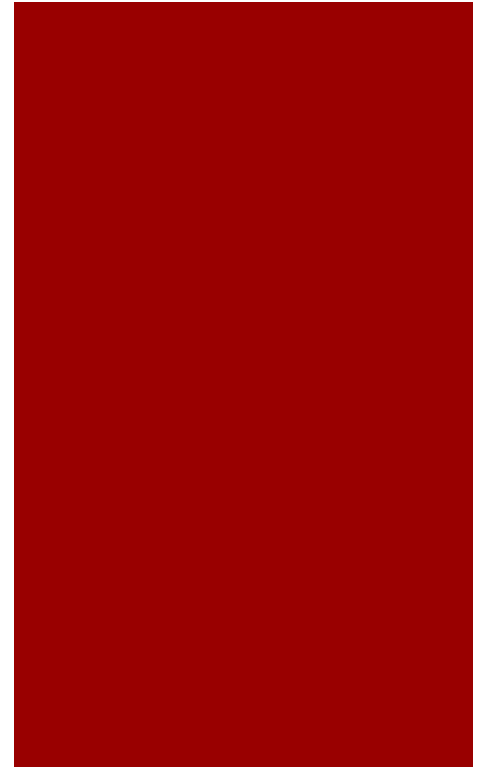
What, for you, is the most important way to ensure the safety of girls when utilising a blended education model?





# SRGBV South Asia Study and lessons from Nepal

David Clarke: UNICEF ROSA Consultant



## Nepal

Violence in and around schools: safety and protection for girls (and boys)



Prioritize marginalized, vulnerable, and excluded girls and boys

GENDER RESPONSIVE DISTANCE LEARNING

GENDER RESPONSIVE RETURN TO SCHOOL

**Minimum standard goals**  
Learning  
Protection  
Health

**Minimum standard goals**  
Learning  
Protection  
Health

**Minimum standard goals**  
Learning  
Protection  
Health



HOME

SCHOOL

COMMUNITY



Consult, disaggregate, and contextualize

Open better schools

Build towards gender-transformative ways of working

# COVID 19 and Building Back Better

Design intent

Represent child-centered practice.

Acknowledge the complementary dimensions of learning, health, and protection for child development.

Show key actors in realizing minimum standards for gender responsive education

# Violence in and around schools



- **Peer perpetrators:** physical fighting; bullying, cyber-bullying and sexual violence
- **Adult perpetrators:** corporal punishment, cyber-bullying and sexual violence
- These types of violence have different manifestations and rates (% of age cohort reporting) among girls and boys
- Central problem of measurement, selection of standard indicators, data gathering and analysis, including trend analysis

# Impacts



Violence in and around schools impacts on:

- Learning outcomes
- Attendance and retention in school(drop out)
- Mental health and wellbeing

Experience of violence in childhood is associated with violence in adulthood including: intimate partner violence (IPV), gender-based violence more generally and violent behaviours in work and the community

# COVID -19 and violence



- Evidence that COVID 19 is exacerbating IPV/GBV in the home and via the internet: children as witnesses/bystanders
- Violence potentially enhances risk of transmission of COVID-19 – e.g. close physical encounters
- COVID-19 illness in the family (e.g. parents/guardians) risks enhancing vulnerability of affected children –evidence of stigma

# National data from Nepal (1)



## Peer-perpetrated violence and girls

- **Physical fights:** 34.9% of girls age 13-17 reported being in a fight one or more times in the 12 months before the survey (GSHS, 2015) – 43.7% of boys
- **Bullying:** 46.2% of girls age 13-17 reported experiencing bullying in the past 30 days before the survey (GSHS, 2015) – 55.7% of boys. 53% (NASA, 2019)
- **Cyber-bullying.** % in experiencing the past 30 days. No data.
- **Sexual violence.** No national data for 13-17 age group.

# National data from Nepal (2)



## Violence against girls perpetrated by adults:

- **Corporal punishment.** 34.8% of girls age 13-17 reported that they had been hurt by their teacher. (GSHS, 2015). 46.2% of boys
- **Sexual violence.** No data for girls age 13-17 years.

## Self-directed violence:

- 13.9% of girls age 13-17 seriously considered committing suicide. (GSHS 2015). 12.7% of boys.

# Other sources of data (1)

- A study on learning outcomes (NASA, 2019) identified 7 types of bullying
- **Bullying** is a common risk for adolescent girls. High rates (52%) reported by Khan et al, 2018. *Evaluation of Room to Read* programme.
- A survey (HHRM, 2012) reported that adolescent girls who experience **sexual violence** do so from male friends, schoolboys, teachers and family members. Schoolboys and teachers the most reported perpetrators (16.2% and 16.2%). Teachers were reported as targeting girls for inappropriate touching.

# Other sources of data(2)



- Programme evaluations reveal that **corporal punishment** is commonly practiced (boys more than girls). (Ghimire et al, 2019; Square One Research, 2019)
- HHRM (2012) survey reports that adolescent girls age 13-18 report that schools are sites of risk of **sexual violence** for them – ranked second behind the street and on the bus, third.
- **Sexual harassment** of adolescent girls is widespread as they go to and from school. They report being in constant fear (Ghimire et al, 2019).
- MICS data shows widespread use of **corporal punishment** in the home for children age 1-14. 82% (NMICS, 2019)



# Living with fear



- Available data indicate that **violence is a substantial problem** for many girls (and boys) in and around schools in Nepal, both public and private.
- **Schools are fearful places for many** due to the prevalence and threat of fighting, bullying, corporal punishment and sexual violence.
- **Adolescent girls report that they live fearful, highly stressed lives** (Samuels et al, 2017). Younger adolescent girls have to juggle household work, lack of playtime and passing examinations. Older adolescent girls have these compounded by being constantly rebuked about maintaining decency and family honour with the threat of being taken out of school for marriage.

# The Response: Prevention and Protection



## International guidance: INSPIRE and SRGBV

- **National Legislation.** Laws are in place to prohibit all forms of violence against children and provide protection. (Act Relating to Children, 2018; Act Relating to the Rights of Persons with Disabilities, 2017). They provide a framework for child protection.
- These laws have not yet been cascaded into Education legislation.
- **National Education Policy.** *Zero tolerance of gender-based violence (NEP, 2019);*
- *Dissemination of materials against violence in school (Safe Schools Policy, 2017),*
- **Child Friendly Schools policy.**
- No policy on child protection in education settings.

# Laws, policies and guidelines - continued



- **School policies.** Zero tolerance of GBV policy and CFS policy.
- Standard Operating Procedure (SOP) in place for **Complaint Response Mechanism** which attempts to address all forms of violence in schools.
- **Code of practice for teachers.** Painted on school walls. These lack specific provisions on school responses to violence.

# National Education Strategies (1)



- **School Sector Development Plan 2016-2023.** It includes strengthening gender focal points and gender education to address GBV in schools. Bullying in schools to be addressed through the complaint response mechanism and skills training of school managers and teachers.
- **Consolidated Equity Strategy for the School Education Sector (2014).** Strengthening of protection mechanisms in schools; safe travel for girls and counseling support for girls

# National Education Strategies (2)



- **School Health and Nutrition Joint Action Plan 2013-2020.** Violence in schools not included.
- **Comprehensive School Safety Master Plan 2017-2030.** Disseminating sensitization materials against violence in school (Bullying, corporal punishment and sexual violence). Focus on infrastructure.
- **National strategy for child protection in education settings.** None. (There is a National Action Plan for Child Protection. 2004-2015)

# Child Protection: Reporting and Referral Mechanisms



- **Child Protection standards/system.** Child protection yet to be adequately defined. Not yet introduced in the education system in laws, policies, plans or practices.
- **Reporting mechanisms.** Complaints response mechanism.
- **Referral mechanism.** No formal referral mechanism.

# Curriculum and teacher training

- **Learning objectives** Some topics reportedly included in textbooks. Child protection not included in the curriculum.
- **Life skills** included in the curriculum.
- **Teacher training.** Modules developed on positive discipline. Training does not include child protection/safeguarding or how to address violence in schools.

# School level interventions

- **Zero tolerance of GBV school policy**
- Appointment of **gender focal point** from among teaching staff to be responsible for girls' education and managing the CRM processes
- Appointment of **school counselor** from among teaching staff (not professional counselor)
- Separate **toilets for girls** and **menstrual management programming**
- **Complaint Response Mechanism**
- **Girls' clubs** (do not usually address violence)
- **NGO-supported activities** (awareness raising rallies, competitions etc.)  
*Rupantaran* programme.



# Community interventions



- No systematic approach to community involvement in addressing violence in and around schools (No SOP)
- No national campaigns to eliminate corporal punishment/bullying/sexual violence in and around schools

# Going forward



- Nepal has made progress in putting violence in schools on the policy agenda. But it is not yet mainstreamed sufficiently in policy and practice.
- There is widespread and growing awareness of the issues in schools
- Development partners are actively involved
- There are multiple opportunities to strengthen the education sector response to violence in and around schools through the decentralisation process currently being taken forward

# COVID 19 and school. Building Back Better



## Suggested priorities:

- **School Health.** Strengthen school health at the school level. Include violence prevention in health education. Encourage schools to develop their own school policies on health. Curriculum development, teacher training, community participation etc.
- **Child protection** needs to be integrated into the education system at all levels. A detailed policy is needed for education. Formal reporting and referral mechanisms need to be in place.
- **Clearly articulated strategies** are needed to address different forms of violence in and around schools. Specific evidence-based **SOPs** (including decision pathways) are needed by schools for responding to fighting, bullying, corporal punishment, cyber-bullying and all kinds of sexual violence.

What are some areas requiring clarification or potential gaps to be addressed in David's research on SRGBV in South Asia/Nepal?

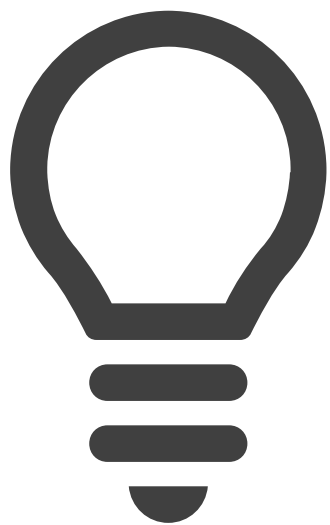
**For those from Nepal working in areas related to SRGBV:** what are some key insights from your/your colleagues work that could help inform David's study?

**For those from outside Nepal:** which strategies from David's presentation would be relevant to your context, and vice versa, which ones could be of interest to addressing SRGBV in Nepal?



# Discussion





Recap of  
common &  
key themes

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**Stephen Blight, UNICEF**  
Headquarters Senior  
Advisor of Child  
Protection

**Caroline Jordan, Cambridge**  
Education Representative

**Pramod Bhatta, researcher**  
from Nepal Safe to Learn –  
Q&A



**Safe to Learn  
Nepal**





# Safe to Learn

## Diagnostic Exercise in Nepal

Lead researcher: Dr Pramod Bhatta





# The Call to Action



*Safe to Learn core partners have adopted a [Call to Action](#) that was launched at the Education World Forum (January 2019). It sets out a five point policy agenda to end violence in schools:*

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

To date, 15 countries have endorsed Call to Action. These countries include Cambodia, El Salvador, Georgia, Ghana, Honduras, Jamaica, Jordan, Lebanon, Mexico, Moldova, Nepal, Sierra Leone, South Africa, South Sudan, Uganda



# Objectives of Diagnostic Benchmarking



- To translate the Call to Action into specific “Benchmarks” that are based on existing UN standards, guidance and best practices
- To use these Benchmarks to establish a baseline, to agree on priority actions, and to measure progress 2019-2024
- To identify and learn from good practices at national, district, and school level

*The Diagnostic Tool was developed as a collective product of an alliance of development partners, led by DFID, UNICEF, and the Global Partnership to End Violence against Children*



# Safe to Learn

## Diagnostic Tool

### Call to Action

### Benchmarks



Policy & legislation

- Sector policies
- Policies on corporal punishment
- Intersectoral policy framework



Prevention & Response in Schools

- Violence prevention in curriculum
- Child safeguarding policies in schools
- Safe physical environment



Social Norms

- Whole-of-school approaches
- Programmes that address social norms
- Awareness and youth engagement



Invest Resources

- MoE allocated budget
- Donors provide earmarked funds
- Private sector engagement



Use of Evidence

- Information and reporting of incidents
- School based surveys
- Evaluation of approaches

NATIONAL



DISTRICT



**Checkpoints**

SCHOOL



# Diagnostic tool - extract

**Call to Action 1:** *National, regional and local governments develop and enforce laws and policies that protect children from all forms of violence in and around schools, including online*

Item	Benchmark	National	Sub-national/District	School
1.3	The roles and responsibilities of the Ministry of Education in response and referral to incidents of violence are clearly set out in the multi-sectoral national child protection policy framework.	A national policy framework, strategy or other system that outlines the role of the Ministry of Education as part of the national child protection system alongside other formal actors (Health, Social Welfare, Justice, Police) <sup>4</sup>	There is district-level coordination of national policy framework and support for implementation in schools	School follows national and/or district policy and coordinates with local authorities and other duty bearers
		The Ministry of Education has established a national child protection/safeguarding policy with the requirement that all sub-national authorities and schools under their purview develop their own localized policies. <sup>5</sup>	The district authorities support the establishment of localized and coordinated school child protection policies, and has identified one focal point with overseeing and responding to concerns	School follows national policy or independently has established child safeguarding policies and procedures

# Status of Implementation



- At global level, the Safe to Learn Coalition is partnering with **Cambridge Education** to refine the Diagnostic Tool, develop methodology, questionnaires and sampling procedure.
- With funding from DFID, World Bank and UNICEF, national researchers have been recruited to pilot the exercise in five countries:
  - **Jordan**
  - **Nepal**
  - **Pakistan**
  - **South Sudan**
  - **Uganda**



# Next steps



- **Policy dialogue** in pilot countries in view of identifying areas to strengthen policy and programming
- Publication of **Synthesis Report**
- Provision of detailed **methodological tools** so other countries may undertake the exercise
- Publication of a **Safe to Learn Programmatic Framework**, to provide guidance to Safe to Learn partners in translating this “Call to Action” into practical actions; highlight technical resources to assist in the design of interventions; and set out a framework for monitoring and tracking results.

# Call to Action 1: Implement laws and policies



National, regional and local governments develop and enforce laws and policies that protect children from all forms of violence in and around schools, including online violence.

Item	Benchmark
1.1	The national government includes prevention of violence in and around schools as a specific strategy in its education sector policies, plans and budgets.
1.2	There is explicit prohibition of corporal punishment in schools, and policies are in place to support positive discipline and classroom management.
1.3	The roles and responsibilities of the Ministry of Education in response and referral to incidents of violence are clearly set out in the multi-sectoral national child protection policy framework.
1.4	The country has endorsed the Safe Schools Declaration and in situations of armed conflict is implementing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.



# Call to Action 1: Implement laws and policies

## Good practice

- National and municipal laws and policies to prevent violence against children  
E.g. STEM project has supported Municipalities to develop local Child Protection Policies
- Prevention of violence in school is included explicitly within School Sector Development Plan (SSDP):  
“Ensure that schools are **safe spaces to learn** in and equip teachers and school managements with the skills to **identify and address the bullying and harassment** of and among students and staff in schools. Also, **strengthen the grievance and complaint referral system** in schools”
- Most education officers and head teachers reported to be aware of policies, laws, strategies preventing violence in school. However only 34% of teachers were aware.
- **‘Learning without fear’** initiative being implemented in Nepal



# Call to Action 1: Implement laws and policies

## Recommendations

- Develop a **national multi-sectoral child protection policy** that harmonises existing policies and procedures to:
  - a) standardize child safeguard processes across all sectors including in schools
  - b) includes safe and confidential report and referral processes for violence in schools
- **Prohibition of corporal punishment could be made more explicit** in laws and policies for schools as well as repercussions for non-compliance.
- Prevention of violence in the SDDP could be strengthened by including prevention of all forms of violence as a strategy with **accompanying objectives and budget**.



## Call to Action 2: Strengthen prevention and response at school level



School staff, students and management committees provide safe and gender-sensitive learning environments for all children that promote positive discipline, child-centred teaching and protect and improve children's physical and mental wellbeing.

Item	Benchmark
2.1	Key violence prevention strategies are embedded in curriculum-based activities for children.
2.2	Child safeguarding principles and procedures are in place in schools, inclusive of codes of conduct, and safe recruitment standards.
2.3	Each school has at least one focal point who is capacitated to provide front-line mental health/psychosocial support to children experiencing violence.
2.4	The physical environment in and around schools is safe and designed with the well-being of children in mind.



## Call to Action 2: Prevention and response in school

### Good practice

- **Life skills, equal relationships and safe behaviour** are included within the curriculum and learning materials in Nepal.
- Nepal **Complaint Response Guidelines 2016** guide use of suggestion boxes and gender focal person for confidential reporting and response to violence in school.
- **Teacher Code of Conduct** includes specific point that teachers *should not engage in physical and mental torture of students*. Publicly displayed on school walls.
- National **child helplines** in Nepal.
- Standards to ensure **safe school buildings**
- Teacher Licencing **regulates hiring and transfer of teachers** to ensure suitability for working with children



## Call to Action 2: Prevention and response in school

### Recommendations

- Expand current Complaint Response Guidelines to include a process for referring cases to the relevant services in the community, e.g. police, health, social services with key focal people at each level.
- Include criminal record check as part of teacher licensing.
- The syllabi, teaching and learning materials and teacher training could be reviewed and improved to explicitly include activities for preventing violence, ensuring safe behavior, challenging social norms and promoting equal relationships.
- Strengthen national pre- or in-service teacher training curriculum with specific content on positive discipline, child safeguarding, violence reporting and response referral pathways. Include capacity building for violence focal point ( school counsellor) to provide front line mental health and psychosocial support to children. Build on existing evidence of what works.

# Call to Action 3: Shift social norms and behavior change



Parents, teachers, children, local government and community leaders recognize the devastating impact of violence in schools and take action to promote positive social norms to ensure schools are safe spaces for learning.

Item	Benchmark
3.1	There is wide dissemination and engagement with stakeholders to build knowledge and appreciation of child rights and laws prohibiting violence.
3.2	Specific, evidence-informed interventions are researched and implemented, addressing social norms that drive key forms of violence and/or helping children manage risks.
3.3	Young people, parents, teachers and community members in and around schools are engaged and active on the topic of school violence.



## Call to Action 3: Shift social norms

### Good practice

- Teachers and students participate in awareness raising activities about children's rights and in some cases include topics such as gender-based violence. For example awareness rallies on children's day, street drama, public speaking.
- I/NGOS have engaged with young people, parents, teachers, community members on the topic of ending school violence.
- Extra-curricular activities are mandated by the Education Regulations and implemented in all schools in Nepal, provides an opportunity to focus on promoting safe schools.



## Call to Action 3: Shift social norms

### Recommendations

- It would be helpful to provide concrete guidance and specific activities that schools and district actors could implement to promote equality, peace, tolerance, disability and gender inclusion.
- It is important to also give focus to social norms that cause violence and learn from evidence-based approaches that have been successful in reducing violence.
- Existing communication platforms can be used for child-participatory communication specifically on preventing violence in school and addressing social norms. For example radio, community-drama, street drama, rallies.

# Call to Action 4 - Invest resources effectively



Increased and better use of investments targeted at ending violence at schools.

Item	Benchmark
4.1	Domestic resources that have been allocated to support interventions and capacity building activities to prevent and respond to violence in schools.
4.2	Development partners provide resources targeting national or subnational level to end violence in schools, investing in effective approaches.
4.3	There is private sector engagement in the provision of financial and non-financial resources including technical support, expertise and advocacy towards ending violence in schools.



## Call to Action 4: Invest resources

### Good practice

- Development partners are active with TA, resources, interventions to prevent violence in school.
- Evidence of development partners working with Municipalities in form of programme approval, joint monitoring, sharing of progress reports.
- Evidence of development partners providing infrastructure, facilities, activities for safe schools in Nepal. E.g. girl-friendly WASH facilities, Child Clubs, teacher training.





## Call to Action 4: Invest resources

### Recommendations

- Focus on addressing harmful social norms and ending *all* forms of violence in school.
- Better coordination among development partners and sharing of knowledge, information and synergies.
- An explicit objective can be developed in ESP for addressing harmful social norms and reducing all forms of violence in schools, with associated budget. MoEST should ensure that all donor/NGO activities and funds are aligned and coordinated to support it.

# Call to Action 5 - Generate and use evidence



Countries and the international community generate and use evidence on how to effectively end violence in schools.

Item	Benchmark
5.1	Information and reporting of incidents allow for disaggregated baseline information and monitoring of trends and that reflect needs and gaps in the system.
5.2	There is regular data collection on prevalence and forms of violence in schools using methods that follow high ethical standards.
5.3	Decisions on replication and scale-up of violence prevention initiatives are based on evaluations of trailed models and approaches



## Call to Action 5: Generate and use evidence

### Good practice

- Some participation in international studies for example in 2015 Nepal conducted the WHO Global Schools-Based Student Health Survey.
- Development partners have published studies and reports on prevalence of violence and what works to end violence. For example:
  - Child Workers in Nepal (CWIN) annual report uses data from the national child helpline to report on the "**State of Rights of Children in Nepal**".
- Systems are in place to report cases of violence (e.g. suggestion boxes, helpline) and these could be used to start recording and monitoring cases of violence.



## Call to Action 5: Generate and use evidence

### Recommendations

- Existing processes for monitoring and reporting school information can be consolidated and expanded to create a national violence reporting and monitoring mechanism.
- Participation in international or national school-based surveys about prevalence of violence. E.g. the Global Schools-Based Student Health Survey could be included in ESP.
- Use existing evidence from development partner initiatives and studies. Governments could ensure that partners draw on existing findings when scaling any initiatives and include analyses of scalability in any evaluations going forward.

Thank you

**Call to Action 1:**  
Implement laws and policies

**Call to Action 2:**  
Strengthen prevention and response at school level

**Call to Action 3:** Shift social norms

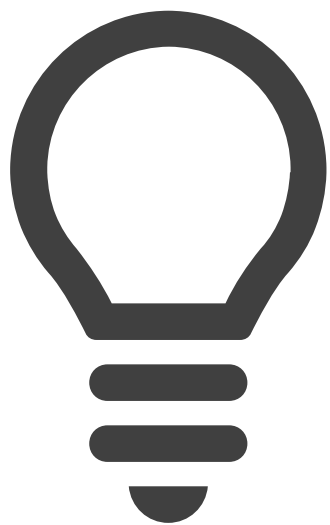
**Call to Action 4:** Invest resources

**Call to Action 5:**  
Generate and use evidence



# Discussion



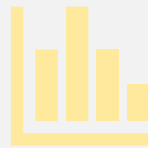


Recap of  
common &  
key themes

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# Poll: General Feedback on Sessions 1 & 2



The **anonymous** poll will help us to improve the next two sessions!



Thank you for providing feedback!

### SESSION 3

- Afghanistan: Community-Based Education (CBE) and Equity Issues around Girls' Education

29 July

### SESSION 4

- Skills Building, School to Work Transitions, and Women's and Girl's Empowerment.

5 Aug.

# Upcoming Sessions

# Leave No Girl Behind: 4-Part Webinar Series

*Education Alternatives, Tackling Violence and Changing Norms:  
A South Asian Regional knowledge exchange event series*



Thank you for joining session 2!

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