



THE UNIVERSITY OF  
MELBOURNE

Melbourne Graduate  
School of Education



## PREVENTING GENDER-BASED VIOLENCE IN SCHOOLS IN EAST AND SOUTHERN AFRICA: FROM CONSULTATION TO CAPACITY BUILDING

Professor Helen Cahill and Katherine Romei



# CONTENTS

**ISBN:** 978 0 7340 5540 8 (print) and 978 0 7340 5539 2 (electronic)

**Authors:** Helen Cahill and Katherine Romei

**Published:** May 2019

Youth Research Centre  
Melbourne Graduate School of Education  
The University of Melbourne VIC 3010  
[web.education.unimelb.edu.au/yrcc/](http://web.education.unimelb.edu.au/yrcc/)  
**Phone:** (03) 8344 9633  
@YRCunimelb

**Contact:** Youth Research Centre ([yrcc-info@unimelb.edu.au](mailto:yrcc-info@unimelb.edu.au))

All rights reserved. No part of this report may be reproduced or utilised in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the Youth Research Centre. The views expressed in this paper are those of the authors and are not necessarily those of the Youth Research Centre, the Melbourne Graduate School of Education, or the University of Melbourne.

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO and its partners concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. The authors are responsible for the choice and the presentation of the facts contained in this book and for the opinions expressed therein, which are not necessarily those of UNESCO and its partners and do not commit the Organisation.

The work that led to the development of this report was made possible through the generous support of Sweden to UNESCO on the *Our Rights, Our Lives, Our Future (O3)* Programme.

*At the Youth Research Centre we acknowledge the Australian Aboriginal and Torres Strait Islander peoples of this nation. We acknowledge the Traditional Owners of the lands on which our centre is located and where we conduct our research and teaching. We pay our respects to ancestors and Elders, past, present and future.*

**Suggested citation for this publication:** Cahill, H. & Romei, K. (2019). *Preventing gender-based violence in schools in East and Southern Africa: from consultation to capacity building*. Melbourne: Youth Research Centre.

Introduction	2
Understanding Drivers of Gender-based Violence	2
Availability of data	3
Data on prevalence of sexual violence	4
Data on barriers to the reporting of sexual violence	5
Data on acceptability of gender-based violence	7
School-related gender-based violence	7
Recognising corporal punishment as a driver of gender-based violence	8
Prevalence of peer to peer school-related gender-based violence	9
Impacts of exposure to school-related gender-based violence	12
Prevention education programs addressing SRGBV	12
Social and emotional learning programs help build respectful gender relationships	12
Gender-based violence prevention education contributes to reduction of SRGBV	12
Collaborative learning strategies are integral to effective education approaches	13
Overview of <i>Connect with Respect: Preventing gender-based violence in schools</i>	14
Objectives and methods of the <i>Connect with Respect</i> resource	14
Methodology	14
Sample size:	14
Methods	15
Findings from the consultative workshop	16
Situational analysis: Identifying goals, strengths, barriers, resources and additional needs	16
Using the ecological model to explore the contextual and cultural drivers of gender-based violence	17
Using prevalence data to inform and motivate change efforts	18
Using embodied approaches to explore gender norms	19
Exploring the linguistic challenges of differentiating 'sex' and 'gender'	19
Mapping the patterned nature of school-related gender-based violence	20
Developing skills for help-seeking and peer support in relation to gender-based violence	21
Scenario writing workshop to enrich contextual relevance	21
Exploring cultural relevance of activities fostering communication skills	22
Use of games to open conversations about the characteristics of positive gender relationships	23
Consultation on prevention of gender-based violence against LGBTIQ young people	24
Consultation on use of positive discipline training to support approaches to prevention of school-related gender-based violence	25
Summary of advice to program modification of the <i>Connect with Respect</i> program	27
Advice to inform teacher training	27
Round 2 data collection: participant appraisal of the effectiveness of the training workshop	28
Summary of data from the training impact survey	28
Feedback on the challenges of implementation	30
Conclusion	31
Works cited	32
Appendices	35
Appendix 1: Prevalence studies: A list of citations by country	35

# PREVENTING GENDER-BASED VIOLENCE IN SCHOOLS IN THE EAST AND SOUTHERN AFRICA REGION: FROM CONSULTATION TO CAPACITY-BUILDING

## Introduction

This report presents findings from a research activity investigating the cultural and contextual relevance of *Connect with Respect*, a teaching intervention devised to advance teaching for the prevention of gender-based violence (GBV). The *Connect with Respect* resource was initially developed for use in the Asia-Pacific region [1]. In 2018, UNESCO commissioned the authors of this report to lead a regional consultation to inform the adaptation of *Connect with Respect* to meet the needs of schools in the East and Southern Africa (ESA) region and to elicit advice to inform future provision of a capacity-building workshop for trainers.

This report first provides an overview of research investigating the drivers of gender-based violence, noting the intergenerational nature of violence-endorsing attitudes and behaviours. It then provides an overview of the prevalence of different forms of gender-based violence in the context of East and Southern Africa. The focus then shifts to consideration of the evidence base available to inform approaches to prevention of GBV in school settings via provision of social and emotional learning and gender education. Having set this context, the report introduces the methods used to consult with representatives from 7 countries about the suitability of the *Connect with Respect* resource in their contexts and cultural settings. It provides a summary of the findings of this consultation – that with some modification, the *Connect with Respect* resource was deemed highly relevant, for use in these school settings, but that uptake efforts would need to account for the innovative nature of the pedagogical approaches and there would be an associated need for training in the use of positive discipline. The report concludes with some recommendations about employing participatory and strengths-based research methods for use in consultation around the learning design of school interventions addressing sensitive social issues.

## Understanding Drivers of Gender-based Violence

Gender-based violence is a world-wide problem, present in both the richest and poorest of nations. In 2015, as part of the 2030 United Nations Agenda for Sustainable Development commitments were made to address 17 International Priority Areas. Included amongst them was Sustainable Development Goal 4 which includes a focus on providing gender-sensitive, safe and non-violent learning environments, and targeting gender equality and a culture of non-violence within private spaces such as homes, and in public spaces, including schools [2]; and Sustainable Development Goal 5 which aims to address structural issues such as social norms and attitudes that contribute to gender inequality, and promote the equal rights for women and men [2].

### Sustainable Development Goal 4.7:

Target: By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development [2].

### Sustainable Development Goal 5:

Target: Achieve gender equality and empower all women and girls [2].

Rates of gender-based violence vary from country to country. They are at their highest in countries where there is a combination of both gender disparity and violence-endorsing attitudes. In countries with stronger gender-equitable norms, rates of GBV are as low as 4% (Denmark, United Kingdom and Ireland) [3]. Prevalence rates can be as high as 53.7% in those countries with greatest gender inequality, such as rural Ethiopia [3]. Rates of gender-based violence tend to be higher in countries where violence-endorsing attitudes persist alongside high rates of acceptance of gender inequity [4].

A range of research identifies that drivers of gender-based violence occur at multiple levels in society.

- **Macro drivers:** Some influences occur at the macro level. The lack of protective laws and policies, the presence of social and financial inequalities, and societal and cultural norms lead to higher rates of gender-based violence. For example, intimate partner violence (IPV) is higher in countries where women do not have access to fault-free divorce, and where women do not have access to land or resource ownership [3].

- **Institutional drivers:** Drivers at the institutional level include disparity in access to education and employment opportunities for men and women. Drivers within school institutions include the use of corporal punishment which normalises violence as a means of control, and the presence of gender-based harassment along with discriminatory practices favouring boys. Unequal power relations also contribute to violence in schools. For example, a Ugandan study of 14 secondary schools examined ways in which girls' experiences of social interactions shaped their gendered understandings. This study found that hegemonic expressions of male power in schools work to normalise the victimisation and subordination and self-silencing of young women [5].
- **Family drivers:** Family drivers of gender-based violence include traditional and inflexible roles and expectations of males and females in the household and family, and normalisation of corporal punishment as a method in child rearing. Studies show that the presence in the home of marital conflict, financial stress, male unemployment and alcohol and drug abuse can also increase the likelihood of both intimate partner violence and use of violence against children. Additionally, traumatic events such as forced migration, refugee status, unemployment, chronic illness and family break up may drive increased rates of gender-based violence within families [6].

Violence in the home has intergenerational effects. Fulu's 2013 multi-country study of 10,178 men and 3106 women aged 18-49 found a clear association between childhood trauma in the family and interpersonal violence. This study demonstrated that those men who had experienced childhood trauma (including violence against them in the home) were more likely to perpetrate interpersonal violence during adulthood. It also showed that women who had experienced childhood trauma were more likely to go on to experience further physical and sexual interpersonal violence [7].

Patriarchal family structures work to normalise both intimate partner violence and violence against children within the home, with corporal punishment exerted against both spouse and children working to reinforce patterns of abuse [8]. Childhood experience of bystander trauma, victimisation, displaced aggression and negative role modelling all increase the likelihood of both perpetration and victimisation in adulthood [8].

A global study to inform efforts to prevent gender-based violence in school contexts in the African context reviewed 59 research studies relating to drivers of GBV [9]. This review identified that in this context, a range of structural, contextual and cultural risk factors contribute to school-related gender-based violence, including:

- **Social norms:** the existence of social norms which position men and women unequally and increase the acceptability of violence and other forms of domination of women and girls.
- **School culture and practices:** the practice of corporal punishment, and the acceptability of peer violence at school, which increases the likelihood of young people being exposed to and involved in gender-based violence.
- **Discriminatory hierarchies:** at a relational level, the existence of class, race and gender divides within a school environment work to increase the prevalence of SRGBV. Risk factors for victimisation include being female, belonging to a marginalised or lower status group, belonging to a minority ethnic or religious group, being gender non-normative, and living with a disability.
- **Place-based vulnerabilities:** at a locational level, factors such as long travel distances between home and school within rural areas also increase the risk of exposure to sexual violence.
- **Exposure to abuse:** At an individual level, experiences of sexual abuse, substance abuse and frequent consumption of pornography are risk factors that can place an individual at a heightened risk of inflicting sexual violence or engaging in other sexual risk-taking behaviours.

## Availability of data

There is a substantial amount of data available to shed light on the prevalence and patterns of gender-based violence in the region of East and Southern Africa (ESA). Key studies which have been conducted measuring the prevalence, impact and drivers of GBV and SRGBV in the ESA region include the UNICEF *Violence Against Children Survey* and the *World Health Organisation (WHO) Global School-based Student Health Survey*.

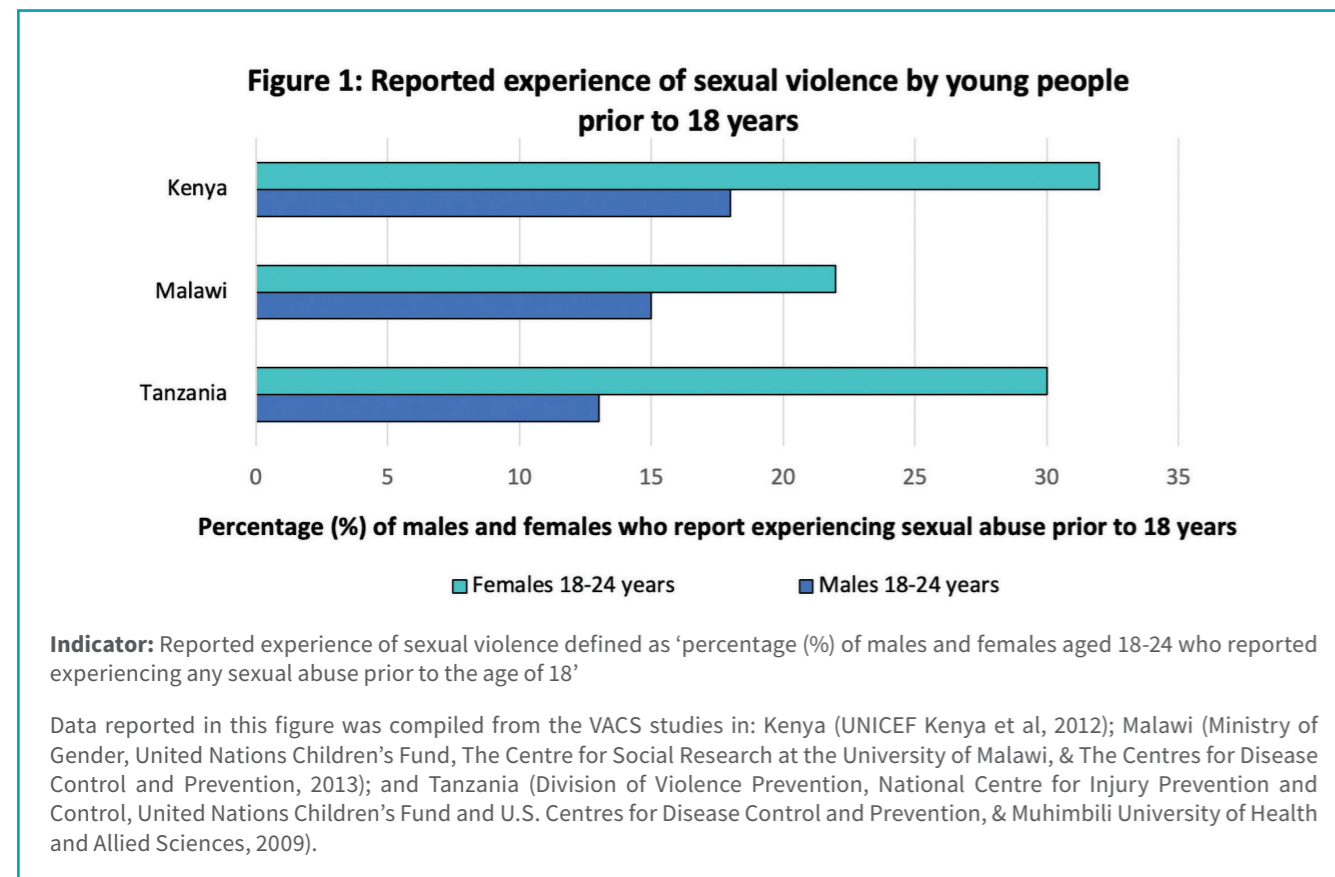
The *Violence Against Children Survey (VACS)* is a cross-sectional national household survey which to date has been conducted in 14 countries including Zimbabwe, Malawi, Kenya, Tanzania, and eSwatini (Swaziland). The VACS investigates the frequency, drivers and impacts of violence experienced by 13-24 year old boys and girls, and investigates who is responsible for the perpetration of violence. The VACS surveys also investigate whether young people reported their experiences of sexual violence to anyone; if they did report, who they reported to; whether they sought and received services for their abuse; and whether they would have liked additional services. A list of the VACS studies cited in this report can be found in *Appendix 1*.

The *WHO Global School-based Student Health Survey* collects data on risk and protective factors for 13 to 17 year-olds across 10 key areas including: alcohol and drug use; sexual behaviours that contribute to HIV; STI and unintended pregnancy; unintentional injuries and violence; mental health; and protective factors in adolescents.

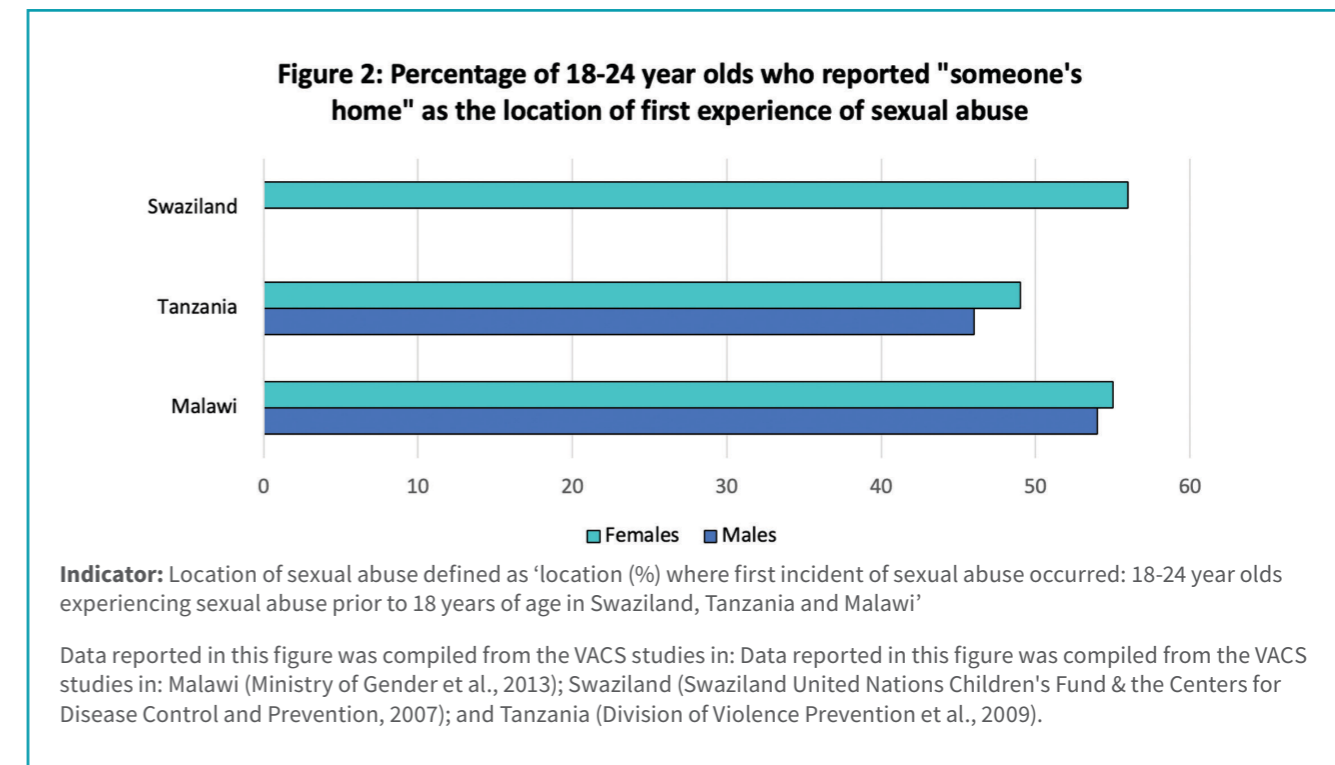
The data generated within these studies provides a snapshot of the prevalence of different types of gender-based violence occurring in and around schools. A selection of that data is provided in this report. A list of the *WHO Global School-based Student Health Survey* reports cited in this document can be found in *Appendix 1*.

## Data on prevalence of sexual violence

Rates of sexual abuse and sexual harassment are high in the ESA region. The VACS studies conducted in Malawi and Tanzania collect data about girls and boys experience of sexual violence prior to the age of 18 years (see Figure 1). Rates for girls are typically higher than for boys and range from Malawi (girls 22%, boys 15%), Tanzania (girls 30%, 13 boys %) and Kenya (32 girls %, boys 18%) [10-12].



Sexual abuse data shows that most of the perpetrators are usually known to the victims, and that abuse most commonly happens either in the victim's home or the home of the perpetrator. The data collected in Tanzania, eSwatini and Malawi shows that victims of sexual abuse identified that the most common site of abuse was in someone's home. For example, this was true for 46% of sexually victimized boys in Tanzania and 56% of sexually victimized girls in eSwatini (see Figure 2) [10, 11, 14].



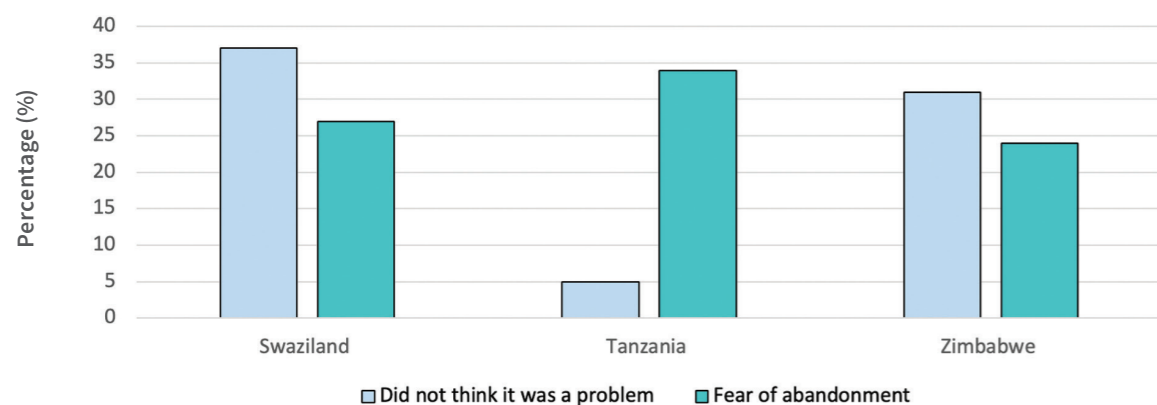
## Data on barriers to the reporting of sexual violence

Research indicates that sexual abuse commonly remains unreported. For example, in Zimbabwe, of those who experienced sexual violence prior to the age of 18 years, only just over half of girls (51.8%), and less than half of boys (45%) told someone about the incident of sexual abuse [15].

The fact that sexual violence against children and young people is commonly perpetrated by someone close to the victim can present particular barriers to reporting. Victims can fear negative repercussions for themselves, their families and even for the perpetrators [16]. The *Violence Against Children Survey* (VACS) reports on reasons respondents give about why they did not report an experience of sexual violence. Girls in eSwatini (37%) and Zimbabwe (31%) were most likely to report that they 'did not think it was a problem' when asked why they did not seek services following an incident of sexual violence prior to 18 years [14, 15]. Other reasons girls have for not seeking help following sexual violence included fear of abandonment: Tanzania (34%), Zimbabwe (24%) and eSwatini (27%), presented in Figure 3 [11, 14, 15].



**Figure 3: Most commonly cited reasons for failure to report sexual violence, females aged 13-24**



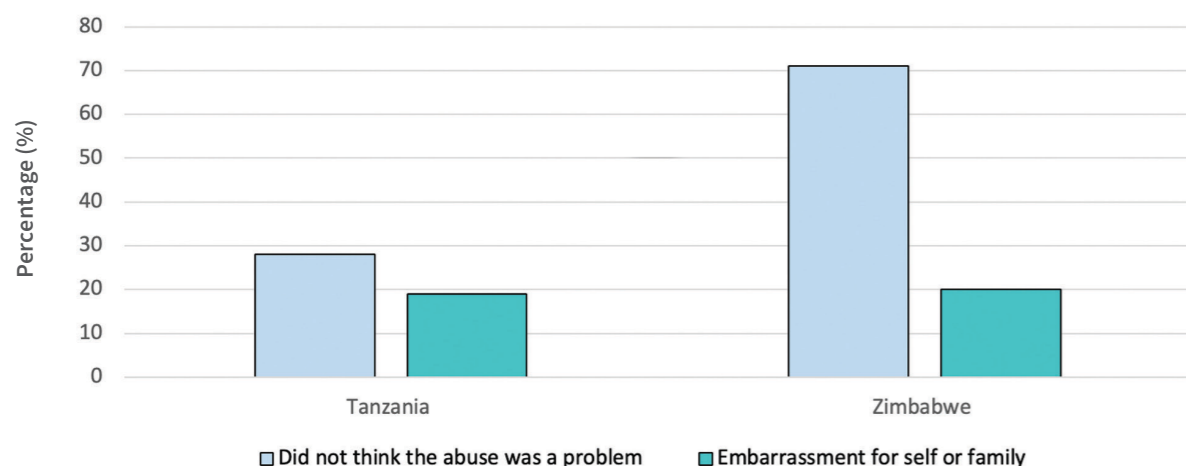
**Indicator:** Reasons for not reporting incidents of sexual violence for females in Zimbabwe, Tanzania and Swaziland defined as: 'reasons given for not telling anyone about experiences of sexual violence, as reported by 13-24 year olds who experience childhood sexual violence and did not disclose.'

**Source:** Data reported in this figure was compiled from the VACS studies in: Swaziland (Swaziland United Nations Children's Fund & the Centers for Disease Control and Prevention, 2007); Tanzania and Tanzania (Division of Violence Prevention et al., 2009); and Zimbabwe (ZIMSTAT et al., 2013).

With a somewhat different profile from girls, boys are most likely to report that the reason for not seeking services following an incident of sexual violence was that they 'did not think the abuse was a problem': 71% of affected boys in Zimbabwe and 28% of affected boys in Tanzania cited this as the reason. Embarrassment for self or family was also cited as a reason by 20% of males in Zimbabwe and 19% of males in Tanzania and is shown in Figure 4 [11, 15].

The underreporting of sexual abuse is also reflected in data about the low rates of access to help services. In Kenya, the VACS study reported that only 10% of those under 18 years of age who experience sexual, physical or emotional abuse received professional help [12].

**Figure 4: Most commonly cited reason for failing to report sexual violence, males aged 13-24**



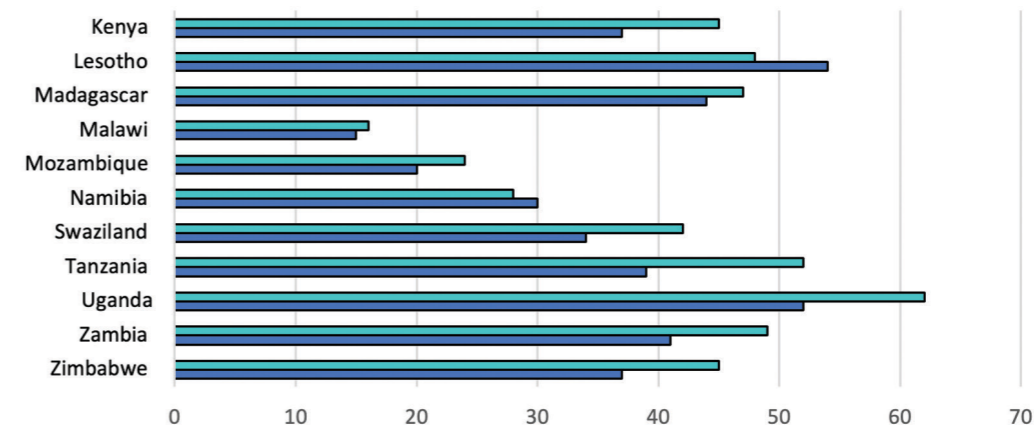
**Indicator:** Reasons for not reporting incidents of sexual violence for males in Zimbabwe, Tanzania and Swaziland defined as: 'reasons given for not telling anyone about experiences of sexual violence, as reported by 13-24 year olds who experience childhood sexual violence and did not disclose.'

**Source:** Data reported in this figure was compiled from the VACS studies in: Tanzania (Division of Violence Prevention et al., 2009); and Zimbabwe (ZIMSTAT et al., 2013).

### Data on acceptability of gender-based violence

Some of the available data reports on attitudes towards GBV. Data collected by UNICEF via their Multiple Indicator Cluster Surveys (MICS) studies shows that in most countries girls aged 15-19 are more likely than boys of the same age to believe that it is justifiable for a man to beat his wife in particular circumstances (see Figure 5). However, rates vary from country to country. In the East and Southern Africa context, a range of attitudes prevails with 15% of boys and 16% of girls in Malawi, as compared with 52% of boys and 62% of girls in Uganda, finding some reasons to agree that it can be acceptable for a man to beat his wife [18]. This data demonstrates that inequitable gender norms are internalised by girls and women, as well as by boys and men, and that in some contexts, acceptability rates are very high.

**Figure 5: Boys and girls (aged 15-19) who believe it justifiable for a husband to hit his wife for one or more specified reasons**



**Percentage (%) of 15-19 year olds who justify wife beating for one or more of the specified reasons**

**Indicator:** Justification of wife beating among adolescents (2010-2014) defined as 'the percentage of boys and girls (aged 15-19) who consider a husband to be justified in hitting or beating his wife for at least one of the specified reasons: if his wife burns the food, argues with him, goes out without telling him, neglects the children or refuses sexual relations'

**Source:** (UNICEF, 2016)

Attitudes excusing gender-based violence can also be associated directly with rates of perpetration of corporal punishment in the home. For example, Lansford's [19] study, drawing on data across 25 low and middle-income countries, shows that mothers who justified wife-beating were also significantly more likely than other women to condone and inflict violence against their children [19]. Thus attitudes which justify the use of violence can influence violence on the part of women as well as on the part of men.

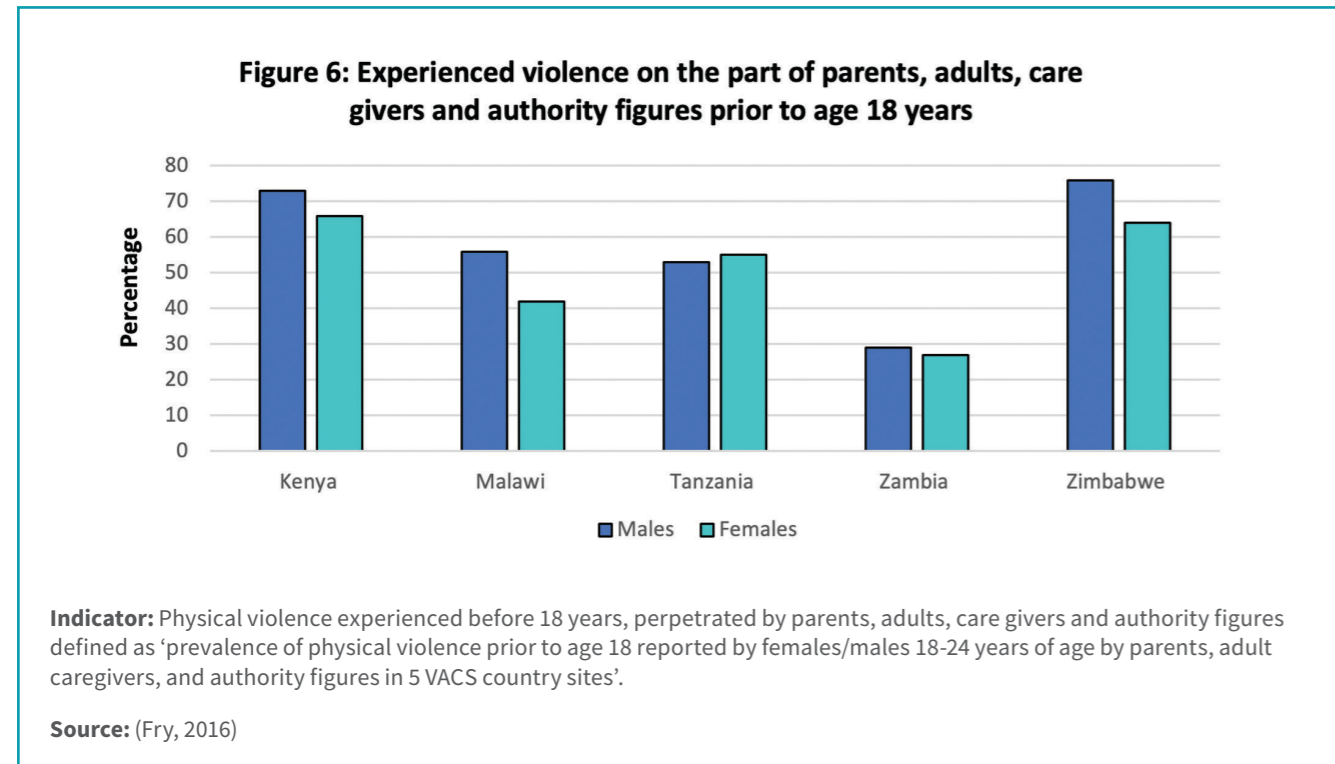
### School-related gender-based violence

The term 'school-related gender-based violence' (SRGBV) refers to all forms of violence (explicit and symbolic) that occur within formal and informal educational contexts which result in, or are likely to result in, educational, physical, sexual or psychological harm of children [20]. Violence may be perpetrated via verbal, physical, sexual, or psychological acts or in relation to matters to do with attendance or participation. It may occur within classrooms, school grounds, during travel to and from school, and in cyberspaces [21].

School-related gender-based violence occurs in a broader context of GBV and other forms of structural and social vulnerability. In schools, as elsewhere, certain groups are more vulnerable to gender-based violence than others. This is because other forms of social and structural disadvantage intersect with gender - such that those who live in poverty, have a disability or are members of marginalised ethnic or religious groups - are more likely to be subjected to violence.

## Recognising corporal punishment as a driver of gender-based violence

Corporal punishment is a common occurrence in families within countries in the region of East and Southern Africa. The *Violence Against Children Survey (VACS)* provides data about those children and young people who have experienced corporal punishment by the time they are 18 years of age. In most of the countries providing this data, males are more likely than females to have experienced corporal punishment. Rates for boys range from 28% in Zambia to 76% in Zimbabwe and rates for girls range from 27% in Zambia to 67% in Kenya [22] (see Figure 6).



Historically, research into interpersonal violence and corporal punishment has been conducted in distinctly separate fields. However, recent studies have demonstrated the interconnection between these two phenomena [6-8]. Fulu's research demonstrates that when children grow up witnessing and experiencing violence in the home, they are more likely to develop attitudes that tolerate and accept the use of violence. Exposure to violence in the home can increase girls' acceptance of and susceptibility to gender-based violence in the future, and increase the likelihood of boys growing up to be perpetrators of gender-based violence [6].

Mandal and Hindin's 2015 study examined the effect of witnessing parental perpetration of interpersonal violence (IPV) on young adults' use and experience of violence. They found that in all instances, witnessing IPV in the home predicted perpetrating violence, and for females, witnessing IPV predicted experiencing violence later in life [23].

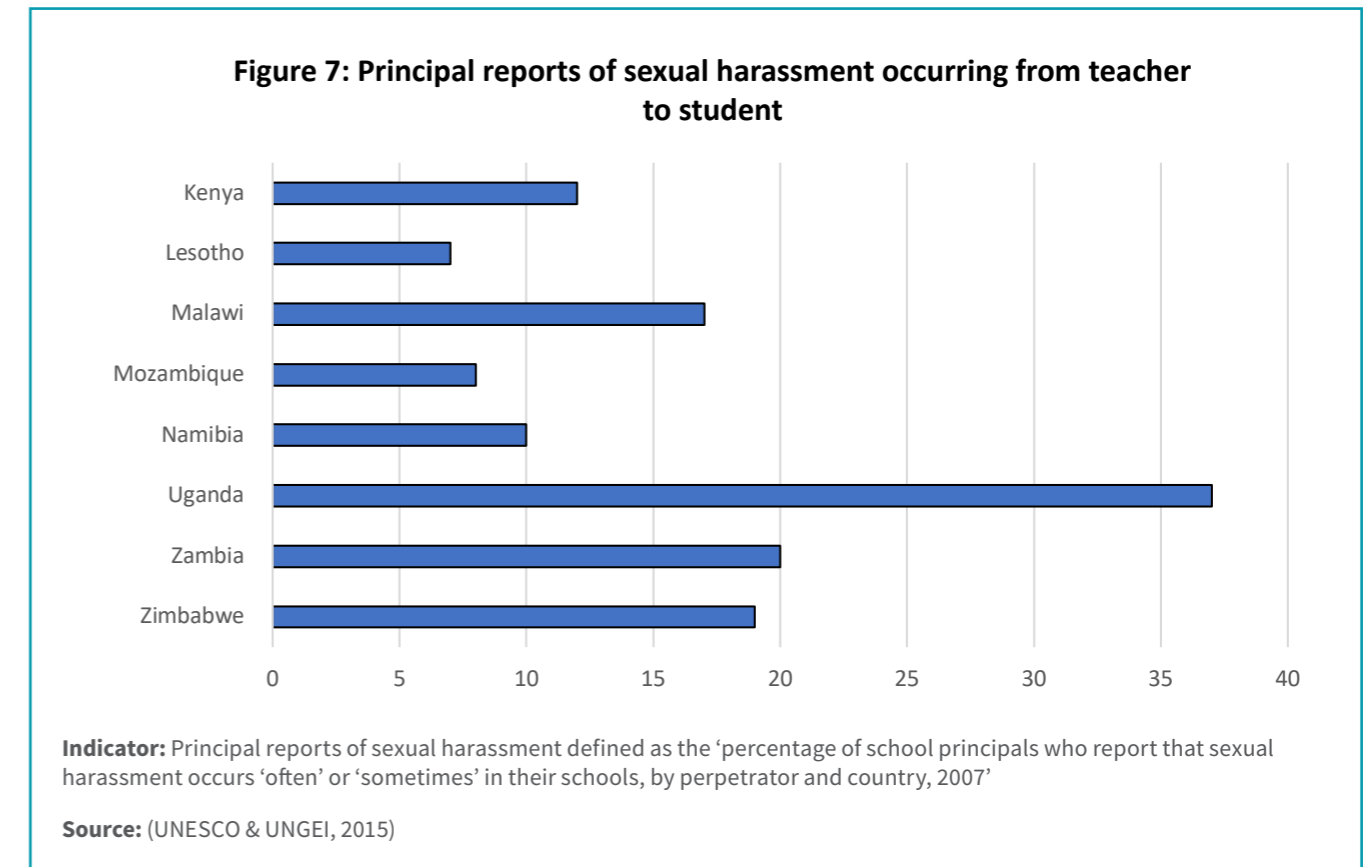
Namy's Ugandan study conducted in 2017 examined beliefs and practices held by children and adults around use of corporal punishment in the home [8]. It found that in patriarchal families violent practices by the father are legitimised as a way of controlling the behaviour of both women and children, and intimate partner violence works to infantilise women. In these families, it was also common for women themselves to use violence as a way to discipline and control their children, with both men and women participating in the normalization of violence as a method through which to exert control.

Use of corporal punishment against children is often normalised as a natural method of childrearing. However, research clearly demonstrates the negative impacts on child development. A meta-analysis of research studies investigating the association between parental corporal punishment and child behaviour found a correlation between corporal punishment and levels of child aggression, mental health problems, reductions in confidence, assertiveness, and lack of trust in adult figures amongst affected children [24]. Based on this research, Gershoff argues that where corporal punishment is a frequent practice, it is difficult to protect children from SRGBV in general, as violence is normalised and there is a reduced likelihood of young people having the ability to negotiate relationships assertively, or seek help from adult figures when they are victimised [24]. Thus a key step in promoting non-violence and achieving gender equality includes working to combat negative social and culturally-held beliefs that deem violence to be an acceptable and inevitable part of the home, school and community [25].

## Teacher perpetration of gender-based violence

Teachers can also be amongst the perpetrators of SRGBV. A study in 8 African countries collected Principals' estimates of the frequency of sexual harassment by teachers against students. It shows that between 8% and 37% of Principals believe this happens sometimes or often in their school. (See Figure 7) [26].

In Leach's 2006 study into SRGBV in Zimbabwe, Malawi and Ghana, girls reported that some teachers engaged in predatory practices, including offers of money and gifts and the promise of good marks being made to students in exchange for sex within the school [27]. Leach found that it was commonplace within the schools to dismiss or trivialise violence as inherent to male-female relations, and that this acceptance worked to normalise male aggressive behaviour as an inevitable part of the school system [27].

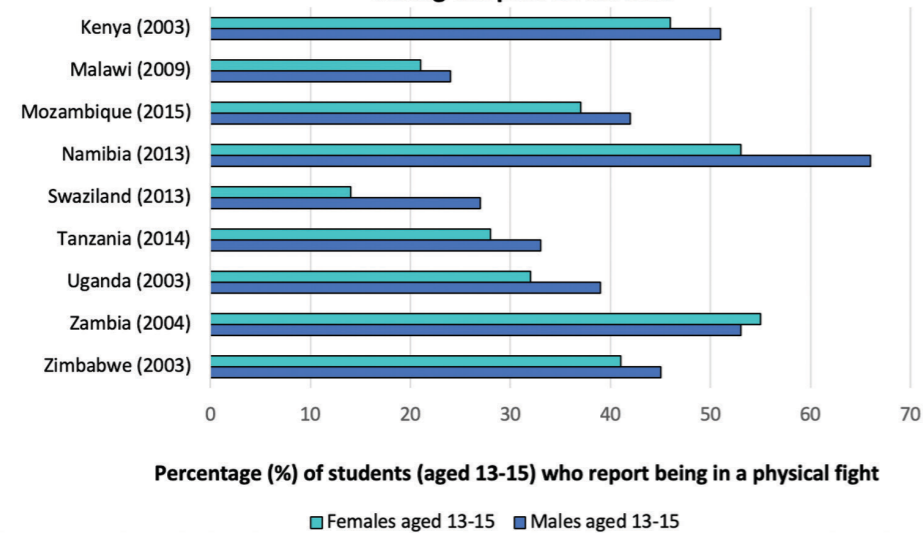


## Prevalence of peer to peer school-related gender-based violence

Rates of school-related gender-based violence are high in many countries in the East and Southern Africa region. Data collected via the *WHO School-based Student Health Survey* and the *Violence Against Children (VACS)* studies shows that males are most often the perpetrators, against both females and males. Data gathered in 9 countries in the region shows that rates of involvement in physical fights in the last year, whilst differing between nations, are much higher for boys than for girls. Rates range from 66% for boys in Namibia to 24% of boys in Malawi, and from 56% girls in Zambia to 14% of girls in eSwatini (see Figure 8) [28-36].



**Figure 8: Students who were in a physical fight one or more times during the past 12 months**



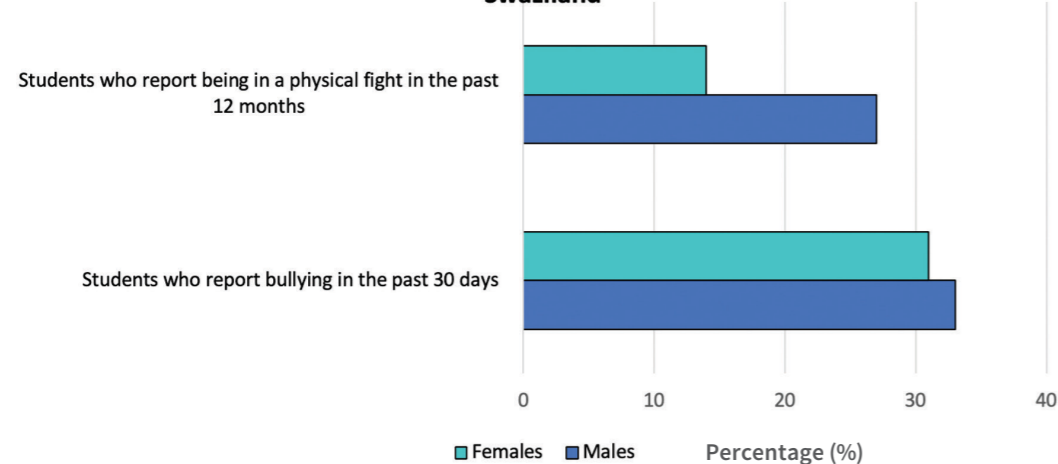
**Indicator:** Students (aged 13-15) who report being in a physical fight defined as 'percentage (%) of students who were in a physical fight on or more times during the past 12 months'

Data reported in this figure was compiled from the Global School-based Student Health Surveys in: Kenya (CDC & WHO, 2003); Malawi (CDC & WHO, 2009); Mozambique (CDC & WHO, 2015); Namibia (CDC & WHO, 2013a); Swaziland (CDC & WHO, 2013b); Tanzania (CDC & WHO, 2014); Uganda (CDC & WHO, 2003a); Zambia (CDC & WHO, 2004); and Zimbabwe (CDC & WHO, 2003b).

### Bullying in schools

Bullying is common within schools with global estimates indicating that 32% of students experienced peer-to-peer bullying in the last month [32]. The eSwatini (Swaziland) Global School-based Student Health Survey showed that 33% of males and 31% of females aged 13-15 reported being bullied one or more times in the last 30 days, and 27% of male and 14% of female students reported being in a physical fight one or more times during the past 12 months (see Figure 9) [33]. A 2017 study conducted with 561 school students in Malawi found that 33.8% females and 39.6% males experienced peer-to-peer violence and bullying while at school [25].

**Figure 9: Student experience of physical violence and bullying in Swaziland**



**Indicator:** Students (aged 13-15) who report being in a physical fight defined as: 'percentage (%) of students who were in a physical fight on or more times during the past 12 months;' and students (aged 13-15) who report bullying defined as: 'percentage of students who were bullied on one or more days during the past 30 days.'

**Source:** (Swaziland United Nations Children's Fund & the Centers for Disease Control and Prevention, 2007)

### Peer-to-peer sexual harassment in the school grounds

School-related gender-based violence is more likely to occur outside than inside the classroom. In 2015, Moma conducted a qualitative ethnographic study of girls' experiences of the school yard within South African Schools. This research found the school playground to be a key space in which sexual violence occurs between students. Moma [38] found that the playground is often a less supervised space, thus providing increased opportunity for violence perpetration, with common forms of gender-based violence against 12-13 year-old girls including 'ridiculing remarks, verbal taunts and coercive talk especially about girls' bodies' [38].

### Vulnerability to sexual violence during travel to and from school

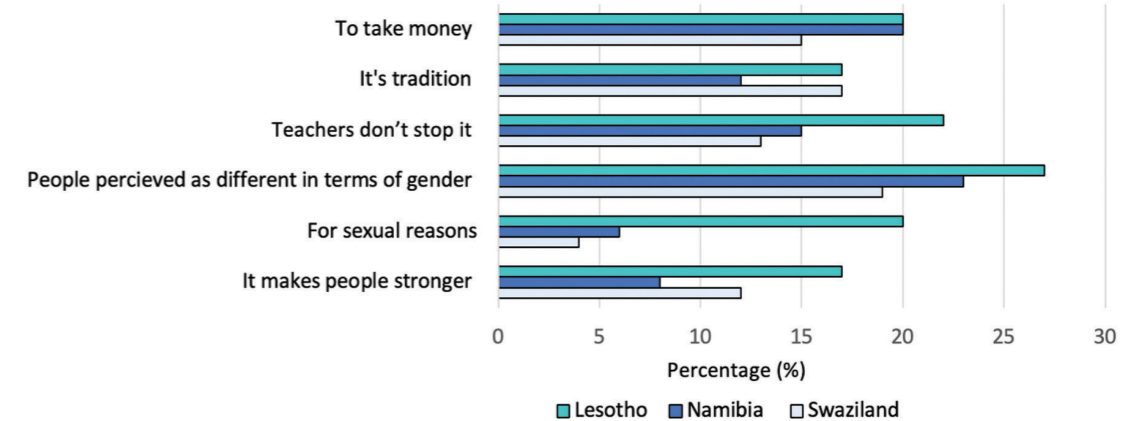
School-related gender-based violence can also occur during travel to and from school. A study by Porter et al., in 2011 investigated student journeys to school in Ghana, Malawi and South Africa. It found that girls in these countries faced the very real threat of rape and sexual abuse during travel to and from school, and this was found to be a contributing factor to girls being withheld from, or dropping out of school [39].

### Gender diversity and vulnerability to violence at school

Despite the limited body of literature investigating LGBTBI students and school experiences within the African context, studies that do exist indicate that these students have both an increased susceptibility to GBV, and are at greater risk of school dropout, substance abuse and suicide than their peers [40, 41].

A regional study was conducted on gender, diversity and violence within schools in Botswana, Lesotho, Namibia, South Africa and eSwatini [41]. This study found that gender non-conforming learners experienced an increased vulnerability to SRGBV. In three of the four countries in this study, respondents reported that being perceived as different in terms of gender was the most likely reason for violence (see Figure 10). Findings also show that SRGBV was more often experienced verbally than physically, with older boys being the most common perpetrators of violence [41].

**Figure 10: Perceived causes for school violence by students in Lesotho, Namibia and Swaziland**



**Indicator:** Perceived causes for school violence defined as 'victims of school violence and bullying, as perceived by respondents'.

**Source:** (UNESCO, 2018)

## Impacts of exposure to school-related gender-based violence

Studies demonstrate that the experience of SRGBV is linked to depression, feelings of worthlessness, a higher likelihood of drug and alcohol abuse and increased risk of suicide [42]. In the East and Southern Africa context, the risk of contracting HIV or other sexually-transmitted infections increases dramatically for girls who experience sexual violence, and the occurrence of depression and alcohol abuse is also a common consequence [25]. For males, exposure to violence during adolescence contributes to a heightened likelihood of engagement in antisocial and violent behaviour, and increased vulnerability to depression and drug use [42].

School engagement and performance can also be negatively impacted when young people experience sexual violence. The experience of sexual assault is a barrier to education, contributing to lack of access to the workforce, and perpetuating a cycle of poverty. Similarly, fear of sexual abuse is often a reason for parents withholding their daughters from school, particularly when there is a high risk of assault occurring within the school grounds and during travel to and from school.

## Prevention education programs addressing SRGBV

The evidence base gleaned from intervention studies shows that schools can play a critical role in addressing gender discrimination, promoting gender parity, and fostering a climate of non-violence [20]. A significant contribution to the prevention of school-related gender-based violence can be accomplished when schools provide prevention education programs as part of the school curriculum.

There is a range of research available to inform the development of effective approaches to the provision of classroom programs addressing the prevention of gender-based violence. This includes work in the area of gender education, social and emotional learning, bullying prevention, and comprehensive sexuality education. The following summary of research literature provides key pointers about the ways in which evidence-based social and emotional learning and specific gender-based violence prevention-education programs can contribute to the reduction of SRGBV.

## Social and Emotional Learning programs help build respectful gender relationships

Social and emotional learning (SEL) programs can make a major contribution towards promoting pro-social behaviour and reducing rates of gender-based violence and other forms of anti-social behaviour. SEL programs are designed to develop the knowledge, attitudes and skills associated with the core areas of social and emotional competence. They include a focus on students learning to: understand, manage and communicate about their own emotions; feel and demonstrate empathy for others; establish and sustain positive relationships; identify and work towards their goals; draw on positive self-regulation and coping strategies; problem-solve, and think critically about how their choices may be influenced by others and their environment [43, 44]. They are sometimes referred to as 'life skills' programs. Social and emotional learning programs develop students' abilities to name and express their emotions, have empathy for others and problem-solve in a non-violent way. This development of language and skills is closely related to the capacity and confidence needed for young people to seek help from others [45]. Similarly, young people's ability to control their language and express their needs effectively can support communication within a social situation, strengthening respectful and supportive personal relationships [45].

Meta-analyses of evidence-based SEL programs show that students who participate in well-taught and well-designed evidence-informed programs which explicitly teach social and emotional learning show more positive social behaviour and less risky and disruptive behaviour [43, 44-48]. Espelage and colleagues (2015) conducted a study involving 3651 students in 36 US schools that explored whether SEL reduced gendered forms of bullying, including homophobic teasing and sexual harassment, as well as whether changes could be identified in delinquent behaviours, including cheating, trespassing and damaging school property. They found that SEL reduces cyberbullying, homophobic teasing and sexual harassment perpetration [50].

As well as increased rates of pro-social behaviour, students who participate in SEL interventions are consistently less likely to demonstrate antisocial behaviour than students who do not [46]. Social and emotional competencies are a key change mechanism in student behaviour, providing students with the tools necessary to make behavioural changes [51-54].

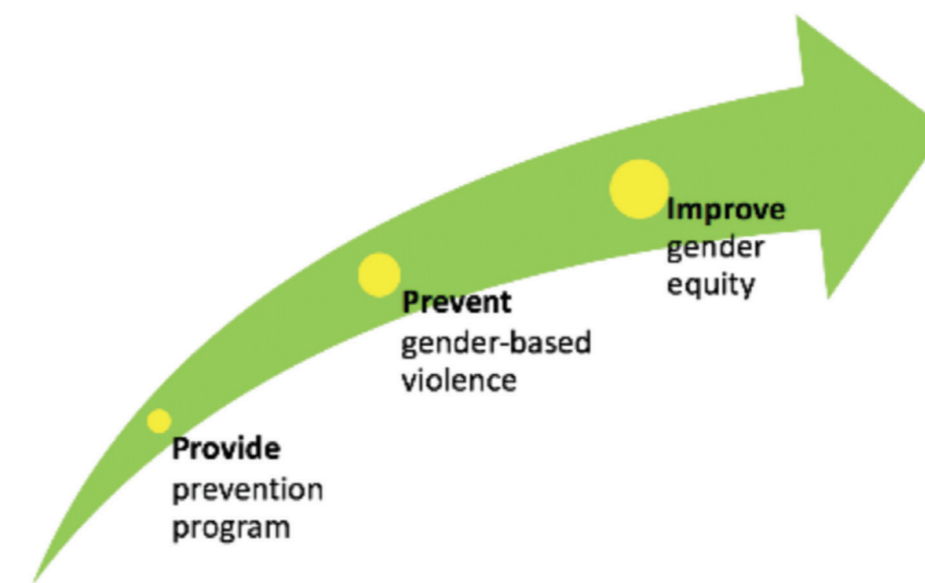
## Gender-based violence prevention education contributes to reduction of SRGBV

Effective implementation of programs ensures that teachers are provided with detailed models to guide them to deliver the learning activities. They also provide professional learning for teachers and leadership development, to ensure local support for changes in teacher practices [55, 56]. Effective programs addressing the prevention of school-related gender-based violence include social and emotional learning as part of the intervention design, and provide students with opportunities to rehearse and apply skills [56]. They also include learning activities which assist students to examine gender roles and stereotypes and the ways in which certain gender norms can lead to limiting or harmful practices, for both males and females [58]. They engage students in the consideration of the negative effects of gender-based violence within society, and develop the skills and capacities young people need to resist participation in violence or in excusing or endorsing discriminatory or violent practices [58].

Research demonstrates that Gender Education programs provided in schools which take a school-wide approach to gender equity can achieve positive and lasting impacts on student attitudes and behaviour [58-62]. A school-wide approach takes a holistic view to violence prevention engaging a range of stakeholders including those from the school, the community and government, to prevent and respond to gender-based violence in and around the school [20]. A meta-analysis of gender-based violence interventions found that participating students had a better knowledge of gender-based violence, attitudes less tolerant of gender-based violence, and reported lower rates of violence perpetration and victimisation than students in control schools [63]. Those interventions that achieved lasting results employed rights-based approaches, informed by feminist theory, and used collaborative learning activities which engaged students in critical thinking about the micro and macro influences on gender relations [64, 65]. These approaches include a focus on power relations, structural and institutional conditions, and examination of the ways in which values and social norms affect attitudes, behaviour and wellbeing [66, 67].

A study that reviewed evidence of effectiveness for respectful relationships education in secondary schools found that those that used active pedagogies to explore different perspectives and rehearse conflict resolution skills were more effective than those stand-alone interventions on dating, or content-heavy, instructional interventions [68].

DeGue and colleagues [69] completed a systematic review of preventative approaches to gender-based violence and found that school-based gender-based violence programs that used interactive, student-centered pedagogies for skill rehearsal had lasting effects [69].



## Collaborative learning strategies are integral to effective education approaches

Effective approaches to gender-based violence prevention education, and social and emotional learning more broadly, employ collaborative learning strategies [69-71]. Collaborative learning strategies are important because they involve students in peer to peer interaction and provide them with the opportunity to practice the social and critical thinking skills associated with respectful relationships [72]. Rehearsal of these skills also builds the personal confidence and capacity of young people, developing critical skills which may enable them to assist peers in need [73]. Equally important is the ability of the program to foster peer-to-peer relationships through use of collaborative learning [74]. Through use of such pedagogy, students are given time to debate and discuss possible scenarios and alternatives and to assess possible paths of action.

Despite their importance, studies have shown that use of collaborative or peer-to-peer learning strategies tends to be the exception rather than the norm in general teaching practice [75]. They can be intimidating for teachers to manage when they are not familiar with them, do not understand the education rationale behind their design, or are worried about maintaining control of student behaviour [76]. Omission of these strategies is problematic, as research studies show that when collaborative learning activities are omitted from evidence-informed programs, these programs do not generate the same positive results [77]. This is consistent with findings about barriers to the uptake of effective approaches to sexuality and HIV education [78-80].



## Overview of *Connect with Respect: Preventing gender-based violence in schools*

The *Connect with Respect* classroom program was developed in line with the evidence about effective approaches to social and emotional learning and violence-prevention education and uses feminist theory to inform its approach to gender education. It is a research-informed education intervention which promotes the social and emotional learning and communication skills for respectful gender relationships. It is designed for students aged 11-14. The intervention focuses on preventing gender-based violence and teaching the attitudes and skills associated with respectful gender relationships. It aims to increase knowledge, promote positive gender attitudes, and develop the social and emotional skills for respectful, non-violent gender relationships.

Its development was commissioned by regional partners in the East Asia Pacific regional UNGEI network and the UNiTE to End Violence against Women including UNESCO, Plan International, UN Women, and UNICEF. The tool was developed in 2016 by Professor Cahill and colleagues from the University of Melbourne [1].

### Objectives and methods of the *Connect with Respect* resource

The *Connect with Respect* resource has two components. It includes a set of guidance notes for teachers to build their knowledge and awareness of school-related gender-based violence (SRGBV), and a series of 30 sequenced learning activities to assist teachers to foster the skills and attitudes that underpin respectful gender relationships. The learning activities are designed to help students to

- **Build language and concepts** – The learning activities help students to develop the language and concepts needed to think critically about the ways in which unequal gender norms are associated with gender-based violence.
- **Understand how certain gender norms shape behaviour** – The learning activities assist students to identify and challenge gender stereotypes and to examine the ways they can lead to harmful or limiting practices. This awareness informs their capacity and willingness to take action to resist, challenge, report or prevent gender-based violence.
- **Strengthen positive social attitudes** – Some of the learning activities focus on rights, and the responsibilities associated with respecting the rights of others. They promote the notion that gender inequity and violence is unjust and that all persons, regardless of gender, have the right to be treated in a manner that respects their human rights. The focus on rights and responsibilities builds the willingness to take action to prevent, report, resist or address gender-based violence.
- **Help students to understand the effects of their actions** – The activities provide information about the negative health, economic and educational effects of gender inequity. An understanding of the negative impacts of gender-based violence can empower young people to take action to prevent or seek help in relation to instances of gender-based violence.
- **Structure opportunities for students to work together to build respectful relationships** – The lessons use collaborative learning activities to build the social skills that underpin respectful gender relationships. Paired and small group tasks provide opportunities for students to use and extend their social and emotional skills.
- **Develop social and emotional skills and strategies** – The lessons include social and emotional learning activities to build the peer support and help-seeking skills needed to prevent and respond to instances of gender-based violence.

## Methodology

The *Connect with Respect* resource was initially developed for use in the Asia-Pacific region. In 2018, UNESCO commissioned the authors of this report to lead a regional consultation to inform the adaptation of *Connect with Respect* to meet the needs of schools in the East and Southern Africa region and to elicit advice to inform future provision of a capacity-building workshop for trainers.

This section of the report presents findings from a 4-day consultation workshop conducted with representatives from 7 countries from the region of East and Southern Africa. This workshop was conducted in eSwatini in March 2018. A process of program refinement followed this consultation, and the revised version of the *Connect with Respect* program was then used as the basis for a 4-day Training of Trainers workshop conducted in Zimbabwe in June, 2018. Taken together, the consultation workshop and the Training of Trainers workshop provided advice about how to meet the contextual and cultural needs of schools in the East and Southern Africa region as they worked to advance their efforts to prevent school-related gender-based violence.

### Sample size:

**Consultative workshop:** The initial consultative workshop, conducted in March 2018, included 37 participants from 7 countries from the region of East and Southern Africa: Namibia, South Africa, South Sudan, eSwatini, Tanzania, Zambia and Zimbabwe. These participants represented a range of roles including: Ministry of Education officials, government representatives, academics, clinical and educational psychologists, counselors, school health officers, educators, non-government representatives and UNESCO ROSA National Program Officers.

**Training of Trainers workshop:** The subsequent Training of Trainers workshop, conducted in June 2018, included 29 participants from 4 countries intending to trial the program: Zimbabwe, Tanzania, eSwatini and Zambia. Participants included Ministry of Education officers, curriculum specialists, career guidance officers, curriculum specialists, teacher trainers, Principals and teachers, UNESCO ROSA National Program Officers.

## Methods

A participatory and dialogic approach was used to provide opportunity for participants to share insights into their various country contexts, and to identify existing strengths and readiness to act. An immersive approach was taken to assist participants to become familiar with the learning design and methods used in the program and to critically appraise suitability, quality and relevance. Further focused activity provided participants with the opportunity to craft additional scenarios to meet cultural and contextual needs. Overall the methods used aimed to build program ownership through the process of curation, questioning and revision<sup>1</sup>.

Five key methods were used to elicit input within the Consultation workshop, including those focusing on:

1. **Situational analysis:** The Fish Tool was used to assist country teams to identify the existing strengths they could draw upon in prevention efforts, the anticipated barriers, and the resources needed to provide impetus or direction. The Ecological Model was used to elicit awareness of the risk and protective factors of gender-based violence operative across the domains of society, institutions, community, school and family (day 1).
2. **Suitability and quality of the learning design:** Participants actively engaged in a sampling of 19 of the 30 learning activities from the CWR program. The activities sampled were strategically chosen, providing participants with an overview of the seven topic areas in the program, and exposure to the range of the collaborative methods used in the resource. Participants sampled these activities on (days 1-3) and were provided with opportunities to provide reflective feedback on suitability and to contribute refinements or amendments.
3. **Contextual and cultural relevance of program content:** Participants were provided with time to read and review all remaining learning CWR activities and scenarios. They worked in country groups to provide written feedback about the relevance, quality and suitability of each activity. They modified and added scenarios to strengthen relevance for culture and context (day 3).
4. **Teacher capacity to model positive non-violent relationships:** Participants were provided with a half-day of learning activities designed to support teachers to use positive discipline strategies. They provided feedback on the relevance of these activities for future trainings and implementation efforts (day 4).
5. **Professional learning needed to support implementation:** At workshop completion, participants appraised the range of methods and learning activities used in the workshop and made recommendations about their use in future teacher development programs (day 4).

A second round of data collected at the Training of Trainers workshop provided the opportunity to elicit input about the suitability of the revised version of the program and to seek further recommendations to inform those providing professional learning to enable program implementation efforts.

Two key methods were used to elicit input within the Training of Trainers workshop conducted in June 2018, including those focusing on:

1. **Anticipated implementation challenges:** Throughout the workshop and again at workshop completion, participants were invited to engage in reflective discussion with their country teams to consider and advise on anticipated implementation challenges.
2. **Readiness for action:** At workshop completion, participants completed an anonymised survey to capture information about the quality and suitability of the program and the training, as well as intent and readiness to use.

<sup>1</sup> Consent was sought prior to collection of data, and all data was collected in accordance with methods and procedures approved by the University of Melbourne Ethics Committee under the project ID: 1750473.1

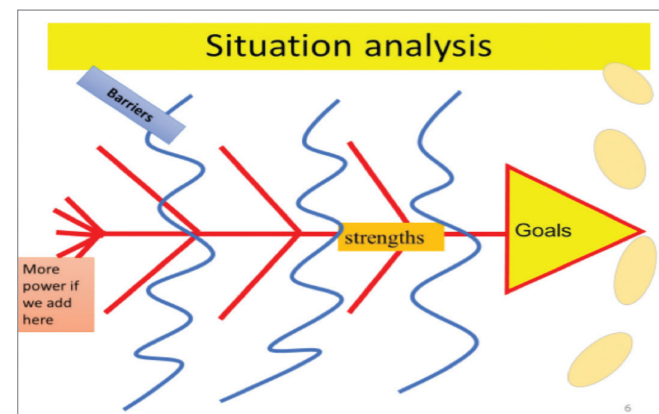
## Findings from the consultative workshop

This section provides a summary of the method, emergent data and associated recommendations arising from a selection of the consultative activities conducted within the 4-day consultation workshop. The summary provided captures the key instructive feedback which informed subsequent program revision. It also exemplifies ways in which participatory sampling can be used as a method in curriculum consultation.

### Situational analysis: Identifying goals, strengths, barriers, resources and additional needs

A participatory situational analysis tool was used on day 1 to seek input about what countries already had in place to support their approaches to the prevention of school-related gender-based violence. The 'Fish' tool was used to assist country-based teams to identify capacities, capabilities and existing commitments and resources within the context of situational challenges.

**Method:** Country goals were located at the head of the fish, to symbolise the desired direction of the initiative. Cultural strengths were identified and located onto the backbone of the fish, to symbolise the existing commitments and capabilities upon which they could build their efforts. Existing resources were identified and located on the fins of the fish, to symbolise their contribution to direction and forward movement. Barriers to success were identified, and located on the waves, representing where resistance would most likely be encountered. The strategies and resources needed to strengthen efforts were identified and added to the tail of the fish, denoting where additional support was most needed, in order to reach their goals. Use of this consultative tool early on Day 1 was designed to position the participants as the 'owners' of the SRGBV initiative, with existing initiatives and strengths already contributing within their country. It also positioned them as the consultants and experts who would comment and advise on the suitability of the proposed learning resources, and the need for modifications or major changes.



**Data:** Participants identified that each country had a range of cultural strengths and resources that could be used to address gender-based violence, including law and policies condemning gender-based violence, political 'buy in' and support from ministries of education, the presence of social welfare services and supportive NGOs, and in some countries, the existence of a 'life skills' curriculum. They identified barriers including dominant social and cultural norms relating to both acceptance of forms of violence and gender roles, the political context, lack of training for teachers and educators, lack of a dedicated space in the curriculum for teaching of life skills, lack of skilled personnel in schools, exam-centric teaching approaches, a lack of resources and trainings to model effective pedagogical approaches, and the traditional use of corporal punishment in homes and schools.

**Recommendations:** Participants advised that additional resourcing was greatly needed, including access to high quality professional learning and provision of teaching resources to model approaches that could be used within the classroom.

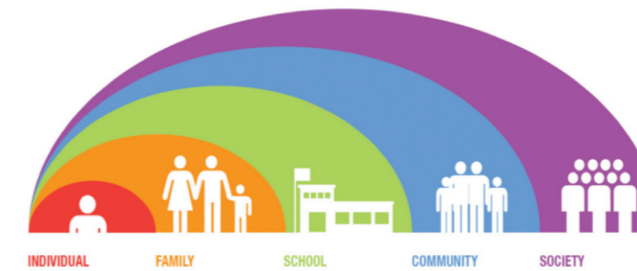


**Image 1:** Participants use the Fish Tool to map country goals, barriers, strengths and needs in efforts to prevent school-related gender-based violence.

## Using the ecological model to explore the contextual and cultural drivers of gender-based violence

An analysis of the risk and protective factors operative in their country contexts was conducted through use of the ecological model.

**Method:** The ecological model was introduced to demonstrate that the risk and protective factors for GBV can occur at multiple levels, and play out at the levels of society, community, school, family and individual levels. Participants worked in groups to brainstorm risk and protective factors that occurred in their countries. They collated these onto a floor map depicting the ecological model.



**Data:** In discussion, participants identified the complexity of the risk factors influencing the patterns and prevalence of gender-based violence and the need to work holistically in prevention efforts, to strengthen protective factors and to prevent continuity of intergenerational patterns. Participants noted the importance of creating partnerships with other institutions and communities including justice, health, welfare and business organisations as well as with religious communities and families.

*'We need to reform laws and constitutions to create consistency and support change'*

*'Sometimes traditional justice systems can do more harm than good. For example, upholding family honour can sometimes undermine a child's right to protection and can perpetrate abuse'*

Participants noted the important contribution that the school and the education system can play in strengthening protective factors and protecting against risks.

**Recommendations:** Participants later recommended this activity for inclusion in teacher training, stating that it helped to produce understanding of the big picture, along with the contribution schools could make within a wider, multi-sectoral approach. The noted that this tool located schools as a key site for action, but without positioning them to feel unduly overburdened with the impression that change efforts rested solely upon them.

### The ecological model as a tool for identifying multiple drivers of GBV

Ecological models are used to map the complexity and intersection between the drivers of gender-based violence. They depict the ways in which multiple reciprocal influences occur from macro to individual levels. They derive from Bronfenbrenner's 1979 model, cited in Douglas, Bathrick, and Perry [81] which began by showing the way in which the individual, family, culture and environment shape influence the development of the child. In this model, drivers of gender-based violence occur at all levels including the individual, family, school, community and society level. These spaces all contribute to the production of societal norms about violence including how men and women should be treated in society. In 2008, Jeffrey, Edleson and Tolman [cited by Douglas, Bathrick and Perry, 2008] proposed an extension to this model to include a focus on how historical and cultural norms shape social norms around violence.

More recently, through work analysing causal drivers, Fulu and Miedema [82] have proposed the importance of considering global drivers as amongst the domains of influence. They argue that in an increasingly globalised world, factors such as migration, access to new technologies, prevalence and availability of internet-based pornography, trafficking and employment patterns can be seen as global phenomena which act as drivers of gender-based violence.



Image 2: Using the ecological model to explore the multiple drivers of gender-based violence

### Using prevalence data to inform and motivate change efforts

**Method:** Participants were given a set of country data including that which reported on the prevalence and patterns of gender-based violence, risk and protective factors for gender-based violence, mental health statistics, and help-seeking data. Participants were asked to identify how the data might be used to inform change efforts and help to drive the prevention of gender-based violence at both a school and system level.

**Data:** Participants identified that this activity helped them to better understand the prevalence of gender-based violence and the impact of mental health, and how risk and protective factors may influence the wellbeing of young people. They recommended use of data to raise teacher awareness of the problem of gender-based violence. One participant noted that:

*'Data can help us to understand how behaviours may put young people at risk and how risk behaviours may be linked.'*

Some participants also identified that access to this data would support education systems to identify gaps in student knowledge of abuse, stating:

*'The sexual abuse reporting data is helpful to understand where gaps may be in school education about gender-based violence and abuse.'*

**Recommendations:** Participants emphasised that better understanding of data would support school systems to strengthen reporting structures and to prioritise investment in prevention education. They advised that this prevalence data should be used at a school and system level to shape and drive policy and support prevention efforts recommending its inclusion in teacher training.

### Using embodied approaches to explore gender norms

**Method:** To open conversations about gender norms, participants were asked to present themselves first as 'statues' of men and women from the past, and then as adolescents from the present. They presented their images to each other and 'read' what these images were saying about the ways in which gender norms manifest, and are passed from one generation to another.

**Data:** Participants noted the norms around strength and violence depicted in male images, and subservience in the female images. They found the activity useful to help identify the difference between 'gender' as socially constructed, and 'sex' as biologically determined.

**Recommendations:** Participants endorsed the use of simple embodied games to raise student awareness of gender norms and stereotypes and the manner in which they play out in simple ways in everyday life.

### Exploring the linguistic challenges of differentiating 'sex' and 'gender'

Despite perceiving that the statues activity readily enabled embodied recognition of gender norms and stereotypes, participants noted that it was not easy to translate the word 'gender' as distinct from 'sex' in most of their languages.

**Method:** A linguistic consultative activity was used. Participants worked with others who shared languages with them and mapped the terms and sayings that could assist them to convey the concept of 'gender' using the languages of their students.

**Data:** Participants identified a number of different phrases, sayings, parables and words that could be used to carry the construct of gender in the range of languages represented in the room. (some of these words have been shown in image 3)

**Recommendations:** Participants valued the experience of engaging in this linguistic activity and recommended that it be incorporated into the program for use with students. They found that the very act of examining language was conducive to building cultural ownership of the program, and suggested that this would be important also for many teachers who would have students from diverse linguistic and tribal backgrounds within the one class.

*'We need resources that include our own language and culture.'*

*Cristina Sánchez-Martín discusses the challenges faced by translators following the use of the English word 'gender' in United Nations documents from the mid 1990s, with many translators opting to use the English word, because they did not find close equivalents in other languages [83]. She notes along with difficulties with the word 'gender', terms like 'empowerment' and 'choice' may not translate well in relation to sexuality and gender, as the concept of 'empowerment' may be individualised, as may the word 'choice', and fail to take account of the structural conditions and communitarian nature of life in communities where what women and girls can do with their bodies is highly influenced by material and institutional context as well as relations with others [83].*

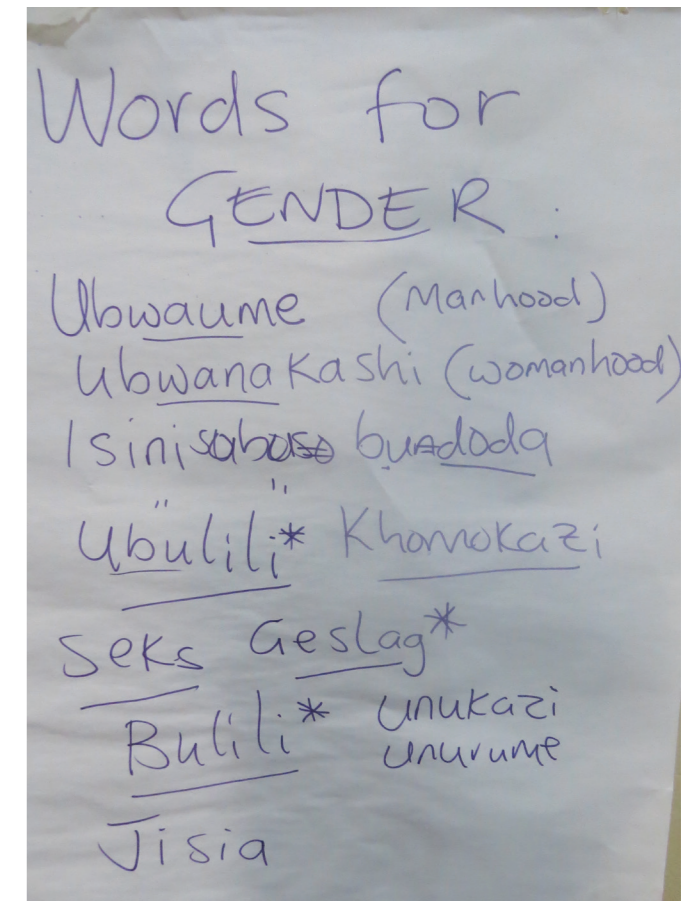


Image 3: Words for gender provided by participants

### Mapping the patterned nature of school-related gender-based violence

**Method:** During the workshop, participants sampled *Topic 4, Activity 1: School mapping of gender-based violence* from the classroom program. In this activity, participants were asked to draw a simple map of the last school they attended as a student, and sketch in where different types of violence tended to happen. They worked in groups to narrate and compare their maps, using them to identify the general trends and patterns that emerged. They then discussed the implications for a whole of school response to the prevention of GBV.

**Data:** This activity assisted participants to identify that students are vulnerable to violence both in and around the school. They commented that whilst corporal punishment is used in the school offices, staff rooms and classrooms, young people are most likely to be drawn into or affected by peer-perpetrated violence in the less supervised areas of the school: the playground, bathroom blocks, corridors, crowded places, and other unsupervised areas in and around the school grounds were the spaces of increased risk for students. Space around the school was also identified as a place where young people experience SRGBV; some participants identified that many schools lack fences and that children often need to walk long distances from the school premises to attend sporting activities, placing girls at heightened risk of violence.

**Recommendations:** Participants found the mapping activity to be a useful way to identify where and when young people may be most likely to experience violence. This helped them to locate the patterns of SRGBV, and to note that it is part of everyday experience in schools. It also helped participants to identify that violence is often silenced within the school, noting that victims of violence are often reluctant to speak out, and perpetrators rarely experience detection or punishment by adults. They identified that students need to be familiar with policy and reporting structures and trust that reporting structures will be supportive of those students who do report violence and abuse. They recommended use of this learning activity in staff rooms as well as with students as it could be used to inform school surveillance efforts.



Image 4: School mapping: locations of gender-based violence and abuse

### Developing skills for help-seeking and peer support in relation to gender-based violence

Participants worked in country groups to sample scenario-based activities from the classroom program and suggested modifications that could be made to the scenarios to increase relevance to students in the ESA region. For example, participants sampled activities in *Topic 6: Skills for People who Witness Violence* to explore how the responses of witnesses can help to reduce peer violence.

**Method:** Participants sampled *Topic 6, Activity 3: I want to do something to help!* to reflect on what a bystander could do to help someone who was experiencing SRGBV. Within this activity they formed pairs to develop and perform scripts that witnesses can use to report gender-based violence, or provide support to people experiencing gender-based violence.

**Data:** Participants found the activity relevant and positive. They worked in country groups to review and refine the scenarios, chiefly making changes to the names of characters and to the detail of the settings where different types of violence took place. They added scenarios which included examples of student reluctance to report violence due to fear of punishment from a teacher.

**Recommendations:** While participants found the activity useful and relevant and recommended its inclusion in the Training of Trainers workshop, they recommended including teacher tips on how to modify the content of the scenario to suit their locale as contexts could vary greatly - for example, between rural and urban settings and within richer and poorer areas.

### Scenario writing workshop to enrich contextual relevance

**Method:** Many of the learning activities include scenarios used as the focus for group discussions, problem-solving or role-play. To further increase the relevance of scenario-based activities in the resource, participants were asked to work in country groups to write scenarios to complement experiences that were common, but not included. During this activity, participants worked with scenarios that addressed gender-based violence and help-seeking to determine key themes that should be written into scenarios of the modified version of the *Connect with Respect* program.

**Data:** A number of additional situations were nominated for inclusion amongst the scenarios to be used as the basis for problem-solving discussions and role-plays. They included modalities of school-related gender-based violence which incorporated stealing property, body shaming, teasing about disabilities and genetic variations, and corporal punishment inflicted by a teacher.

Participants also completed this activity for the scenarios on help-seeking outlined in *Topic 7* of the resource. The other situations recommended for addition include: accidental pregnancy and child marriage manifesting as a reasons for non-attendance at school, unwanted sexual advances from peers, and pressure to silence sexual abuse in order to uphold family honor.



Image 5: Participants work in groups to develop contextually relevant scenarios

### Exploring cultural relevance of activities fostering communication skills

**Method:** Participants sampled *Topic 5, Activity 3: Introducing assertiveness*. This activity distinguishes between three different communicative styles: aggressive, submissive and assertive. Participants worked in pairs to role-play demonstration of three different variations of a scenario: one demonstrating the differences when using an assertive communicative approach, the others demonstrating aggressive and submissive approaches.

**Data:** Participants valued this activity as it helped to demonstrate how positive interpersonal communication can be part of a strategy to strengthen respectful gender relationships and prevent gender-based violence. As in previous activities, participants were also asked to identify ways in which their local languages held terms which captured the concepts of submissive, aggressive and assertive. They found that in many languages there were easily identifiable words for submissive and aggressive, however not all languages had a direct translation for the concept conjured by the term ‘assertive.’ However, participants identified phrases, sayings and metaphors that could help to express the concept of assertiveness.

“We do not have a word for assertive, instead you would have say ‘you have to use your mouth to give energy.’ (Namibia)

“We don’t have a word for assertiveness. Instead we have a sentence meaning ‘you are able to speak for yourself.’” (eSwatini)

“We don’t have a word for assertiveness. Instead we use a phrase that means that you stand for what you know is right.” (Zimbabwe)

**Recommendations:** Participants identified that the use of role-play would assist their students to distinguish between different communicative approaches and also help them to develop their skills in respectful forms of assertive communication. They recommended that role play could be used in conjunction with language work to develop understanding of key terms and concepts in the resource. Participants identified that this linguistic effort would be particularly important when working with students from a variety of language and tribal groups. They explained that exploring equivalents for terms like ‘assertive’ in local languages would encourage students to think critically about the relationship between culture and language. Participants noted that through this process of working with students to integrate their own languages and cultural sayings they would be able to strengthen cultural relevance and ownership of the resource.



Image 6: Identifying the differences between aggressive and assertive communication strategies

### Use of games to open conversations about the characteristics of positive gender relationships

**Method:** During the consultation workshop, a number of games from the CWR resource were used as a tool to explore key concepts relating to respectful gender relationships. For example, deriving from *Topic 2, Activity 3: Human rights and gender equality in everyday moments*, participants played the mirror game to explore what equality and respect looks like in a relationship. In this game, participants formed pairs and stood opposite one another. One partner began by leading the movement while the other followed, simulating a reflection in a mirror.

Immediately following this game, participants sampled a game from *Topic 2, Activity 4: Positive and negative uses of power*. In this activity, participants explored the ways in which power can be used in relationships by playing the robot and controller game. In this game, the partnerships took turns to play the ‘robot’ while the other played the ‘controller.’ The robot had to keep their nose a constant distance from the controller’s hand. Wherever the controller went, the robot had to follow. Participants were then asked to use the two games to consider the difference in the power relations that existed between the pairs.

**Data:** As participants discussed the ‘mirror’ game, they noted that it provided a metaphor for respectful and attentive relationships in which each party was sensitive to their impact on the other. It also captures the construct of positive role-modeling. In contrast, the ‘robot and controller’ game showed what could happen when one party has a high level of power over another, with a typical loss of attention to the needs and rights of the less powerful party, and a degree of dehumanisation of the non-powerful other. This game could symbolise the impact of unequal power relations between the genders.

**Recommendations:** Participants found the games to be an accessible and mood-lifting method through which to open dialogue about gender relations with students. They found the discussions following the games to be both socially and intellectually rigorous and recommended use both with students and within training workshops for teachers. However, they suggested that teachers needed additional tips about how to manage games and participatory activities within large and crowded classrooms and suggested the possibility of leading the games in the school grounds.



Image 7: Participants identify features of a whole of school response to the prevention of gender-based violence

### Consultation on prevention of gender-based violence against LGBTIQ young people

**Method:** Participants were invited to consider inclusion of specific learning activities designed to teach about diversity in sexual orientation and gender and addressing the high rates of violence against LGBTIQ people. (These learning activities were included in the version of *Connect with Respect* developed for the Asia-Pacific region).

**Data:** Participants noted that most of their countries did not have laws which protected the rights of LGBTIQ people. Participants additionally identified lack of system level support, lack of cultural sensitivity and limited teacher knowledge of these issues as factors inhibiting readiness to address this issue.

*'Most of our laws are not inclusive of LGBTIQ. Religious beliefs and cultural backgrounds make it very difficult, therefore the time may not be right'* (Namibia)

*'It's difficult to talk about. Laws protect against discrimination but they do not specifically include gender non-conforming learners'* (eSwatini)

*'Our law states that gender non-conformity is ok, however in practice is very different. Teachers need education about this, then this needs to be passed down to students'* (South Africa)

**Recommendations:** Participants advised not to include the specific teaching on sexual orientation and gender diversity that was provided in the 2016 version of the resource developed for Asia-Pacific, noting that their countries did not have the inclusive laws and policies that would be needed to protect teachers and students when discussing this issue. Nonetheless, participants believed it was important to promote inclusive and tolerant attitudes. They suggested that, at this stage, teachers could do this by using a general approach to educating students not to discriminate against those with gender-nonconforming behaviour.

### Consultation on use of positive discipline training to support approaches to prevention of school-related gender-based violence

During day 4 of the workshop, participants sampled learning activities designed to help teachers to better understand approaches to positive discipline as an alternative to corporal punishment. This focus was taken in response to data showing high rates of corporal punishment across countries in the region, and evidence highlighting the associations between corporal punishment and involvement of gender-based violence, along with commentary about the lack of provision of teacher training in positive discipline. These activities were used to elicit feedback on the training needs of teachers in relation to application of positive discipline.

**Method:** Participants worked in groups to sort a bundle of 50 positive discipline strategies according to those that can be used by teachers in prevention, during an intervention, and in follow-up after a disciplinary incident.

**Data:** Participants reported that this activity was a useful way to draw attention to the spectrum of micro actions teachers can use to promote positive student behaviour. For many of them, this was the first time they had been provided with awareness-raising about possible positive actions, rather than simple cautionary advice to avoid use of corporal punishment.

**Method:** In a subsequent activity, participants learnt about a 6-step model for positive discipline (see figure 11) which demonstrated possible teacher responses across the spectrum from low to high level misdemeanors. Participants then rehearsed and demonstrated the range of strategies in small group role-plays, demonstrating how a tiered response can help teachers to know how to positively intervene in response to the presenting situation.

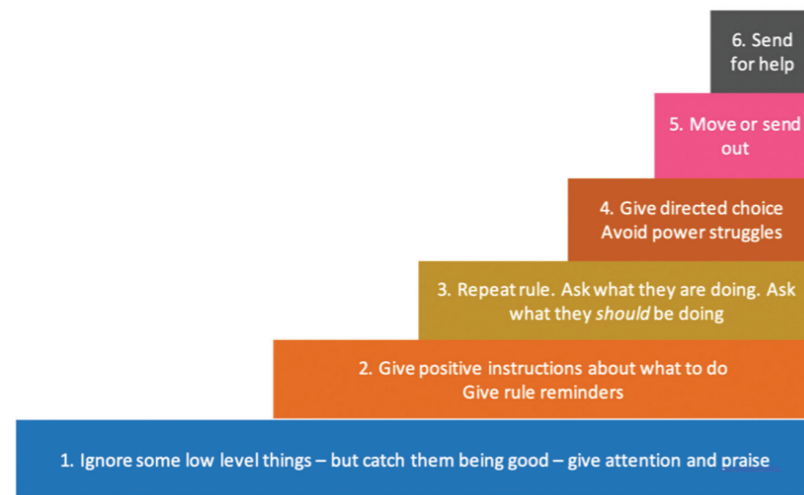
**Data:** Participants found it useful to have a guiding framework and to create examples to illustrate what various steps would look and sound like in action. They noted the importance of rehearsing key skills and the opportunity to practice them within a guiding framework.



**Image 8:** Participants categorise when to use 50 strategies for positive discipline: before, during or a disciplinary incident

**Recommendations:** Participants identified that teachers currently lacked access to practical strategies for implement in strengthening use of positive discipline. They recommended that positive discipline be included in future *Connect with Respect* teacher trainings and suggested including additional teacher tips to the CWR resource, to remind teachers to use this approach to managing student behaviour. Participants advised that to create lasting change, teachers need to be provided with sufficient training, education and resources relating to positive behaviour management. They outlined the importance of ensuring that teachers received support from education systems and school leaders, supporting school-wide implementation of this approach. They emphasised the likely challenge teachers would face in leading collaborative learning activities or teaching for the prevention of gender-based violence if they were unable to consistently use positive behavior management strategies. They noted that a dissonance between message and modeling could significantly undermine the efforts to achieve integrity with the design and intent of the CWR program.

**Figure 11: The six-step model for positive discipline**



**Image 9:** Participants role play strategies for behaviour management drawing on the 6-step model for positive discipline

## Summary of advice to program modification of the *Connect with Respect* program

The program was largely endorsed as high quality and relevant for use in schools in the East and Southern Africa context. The process of sampling key learning activities provided a strong basis for provision of advice about modifications of scenarios and some learning activities. Some changes were recommended in order to enhance contextual relevance and cultural fit, and to account for the legal and policy context of the region. A summary of the program modification advice is provided below.

- **Attune the program to ensure contextual relevance:** Participants suggested making changes to some scenarios, with a focus on settings and names, and adding more scenarios to ensure contextual relevance. They developed new scenarios to include an additional thematic focus on forms of GBV involving body shaming, corporal punishment, family honour, child marriage, early pregnancy, and unwanted sexual advances from adults and peers.
- **Expand the focus on language and cultural relevance:** To enhance the cultural relevance, participants suggested that teachers use similar activities to those used in the workshop to elicit local words, phrases, sayings and stories used to capture the constructed nature of gender. They suggested that this would help students from diverse language backgrounds to work between key topics and concepts in the program and those taught and honoured within their families and culture. They also suggested that embedding local terms into the resource would support ownership and uptake.
- **Political readiness:** Participants advised that countries were at different stages of readiness to include a focus on the vulnerabilities to GBV of LGBTIQ people. They explained that countries need to have inclusive laws and policies in place to protect students and teachers prior to engaging in work on this topic. They also identified that teachers themselves need support to better understand issues relating to gender diversity. Given the lack of readiness and lack of policy and legal support, participants recommended that the modified resource include examples of discrimination based on gender non-conformity to traditional stereotypes, but not explicitly draw attention to LGBTIQ identities.
- **Support with the teaching methods:** Participants strongly endorsed the participatory methods used in the CWR program, however they advised that teachers need training to assist them to use this approach. They noted that most teachers are unfamiliar with the types of collaborative learning methods used in CWR. In addition, teachers face challenges such as large class sizes and crowded classrooms. Participants recommended that teacher training specifically address how to implement these methods within the context of East and Southern Africa, and that the classroom program include tips for teachers delivering the learning activities within these challenging conditions.
- **Guidance on use of positive discipline:** Participants identified that to support the prevention of school-related gender-based violence, schools needed to include a focus on alternatives to corporal punishment. They identified that this would help to support non-tolerance of violence in the school and community more generally. However, participants identified that teachers lack access to practical strategies for use in positive discipline approaches and social and community norms often work to condone the use of corporal punishment. Participants suggested that tips on the use of positive discipline be included in the revised classroom program.

Each of the above recommendations was acted upon and a revised version of the *Connect with Respect* program for use in the region of East and Southern Africa was prepared for use in the subsequent Training Workshop.

## Advice to inform teacher training

The consultation workshop was also used to elicit advice about what teachers needed in trainings to advance their confidence and capability to deal with the content and methods used in the *Connect with Respect* program. In generating this advice, participants reviewed the range of activities used across the four days, discussed the approach they had experienced in their country groups, and then provided feedback.

They identified that future teacher training programs should include:

- **Evidence base and data:** Include data to raise awareness about the prevalence and impact of GBV, and provide a brief introduction to the evidence base which informs effective approaches.
- **Gender awareness:** Provide time for teachers to use the learning activities, to themselves engage with the concept of gender, and to explore the influence of gender norms in their teaching and relational practices. Overall, participants found that the learning activities designed for the students were also of benefit to them as adult learners.
- **Teaching methods:** Sample a wide range of the key learning activities in order to model effective use of the collaborative teaching methods and build teacher familiarity with the approach.
- **Strength-based approach:** Use the games and exploratory discussions to open conversations about key concepts. Participants found the games to be an effective method to simultaneously build social connectedness and to take a strengths-based approach to identifying those cultural and family values which support enactment of caring and respectful gender relationships.
- **Culturally inclusive approach:** Take time to compare the key concepts and terms used in the program with those used in local languages and held to be part of culture. Participants found the focus on local languages and concepts helped to build cultural ownership, and recommended this method be used with students.
- **Peer support:** Provide time for teachers to engage in forms of peer support as they mutually consider how best to implement the program in their school settings. Participants valued the opportunity to engage with fellow educators about the practicalities and processes that might advance implementation in their settings.

- **Positive discipline:** Provide training in the use of positive discipline. Participants emphasised the importance of providing teachers with positive discipline training to ensure they felt confident to manage behaviour during the collaborative learning activities, and to provide effective role-modelling for respectful gender relationships.

### Participant appraisal of the effectiveness of the training workshop

Following program modification, a 4-day Training of Trainers workshop was held in Zimbabwe in June, 2018. It included 23 people, with teams from four countries intending to pilot the adapted *Connect with Respect* program: eSwatini, Zimbabwe, Zambia and Tanzania.

The revised version of East and Southern Africa version of *Connect with Respect* was provided for the participants. The training agenda was informed by the feedback elicited in the consultation workshop. It incorporated use of a range of participatory methods to assist participants to engage meaningfully with the prevalence data and evidence base, to sample the types of collaborative and critical thinking activities used with the CWR program, to take a culturally inclusive and strengths-based approach to engaging critically with the ways in which gender norms play out in their settings and lives, and to foster capacity to use positive discipline strategies.

Both qualitative and quantitative data was collected to gain participant feedback on the training workshop, including reflective feedback sessions at the end of each day, and at the end of the training, and a confidential training impact survey collected on exit from the training.

Of the 23 participants who attended the training workshop, 21 people completed the anonymous survey.

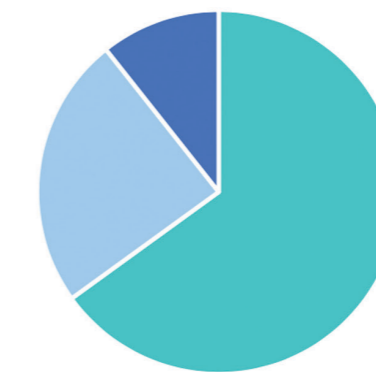
### Summary of data from the training impact survey

The training impact survey asked how effective the training was in developing knowledge, skills and confidence to teach the *Connect with Respect* program, and sought appraisal of levels of understanding and confidence to implement as part of a whole school approach to positive discipline and behaviour management.

The survey data indicates that participants found the training to be highly effective in building their confidence and intention to provide the program:

- 90% of participants reported the training was 'highly effective' or 'very effective' in promoting the importance of taking a whole school approach to the prevention of gender-based violence.
- 90% of participants found the training to be useful in promoting understanding of how to use positive discipline strategies.
- 90% of participants identified that the training was 'extremely useful' or 'very useful' in improving their confidence to teach the activities and to lead discussions about gender.
- 90% of participants considered it 'extremely likely' or 'very likely' that students would benefit from the program, and a further 10% of participants considered this to be 'likely'.
- 84% rated their confidence to lead discussions about gender with their students as 'very high' or 'high'.
- 90% rated their confidence to teach the lessons within the *Connect with Respect* program with students as 'very high' or 'high'.
- 94% of participants indicated that they were 'extremely likely' or 'very likely' to advocate for or implement the *Connect with Respect* program within their schools.

**Figure 12: Intent to use Connect with Respect**



■ Extremely likely ■ Very likely ■ Likely

**Indicator:** How likely are you to advocate for implementation of the Connect with Respect program in your school?

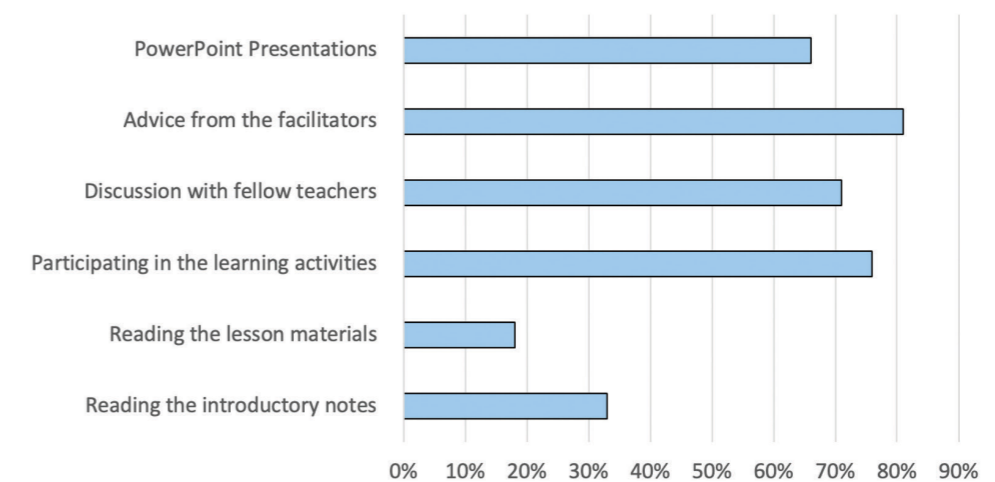
**Source:** Training evaluation survey, completed as part of the UNESCO East and Southern Africa ToT, June 2018.

The survey also elicited input on which of the training methods were found to be most useful. These questions were used to provide guidance about what kinds of learning to prioritise within future trainings. In summary:

- 81% of participants rated receiving advice from the facilitators as 'extremely effective'
- 76% reported participating in learning activities to be 'extremely effective'
- 71% found discussion with fellow teachers to be 'extremely effective'
- 33% rated reading the introductory notes as extremely effective

This data on the methods valued in training highlights the importance of drawing on methods such as expert instruction and participatory learning activities when designing training.

**Figure 13: Training activities identified as 'extremely effective' by participants**



**Indicator:** How useful were these different parts of the training: a) PowerPoint presentations; b) advice from the facilitators; c) Discussion with fellow teachers; d) Participating in the learning activities; e) Reading the lesson materials; f) Reading the introductory notes.

**Source:** Training evaluation survey, completed as part of the UNESCO East and Southern Africa ToT, June 2018. .



## Feedback on the challenges of implementation

Reflective feedback sessions were conducted at the commencement of days 2-4. During these sessions, participants discussed factors relating to program implementation and reflected on how the skills and knowledge they had acquired might enable them to deliver effective training and to implement the program in schools. These contributions provided a deeper insight into the challenges of implementation than could be gathered in the survey. A number of comments were made about the emotional labour that might ensue as part of this work.

‘Some issues touch us personally as trainers, there are emotional impacts for trainers- we need to think about how to handle our own emotions before we begin to train.’

‘As we engage with the trainers on the ground we need to understand they are both victims and perpetrators of GBV, it is important to understand and prepare how we deal with this. We are all part of society and we need to respect difference and know how to navigate this. We need to present the common message – what we can do to protect young people and focus on this.’

Other contributions foregrounded the challenge teachers may face in working to change cultural norms and presumptions amongst students, whilst also being a part of that very culture and influenced by its shaping nature.

‘Teachers can feel confronted by this work, it is our job to help them to think about these things and challenge their mindsets.’

‘We need to be mindful of gender issues that are embedded in our culture.’

Interlaced with these concerns came expressions of optimism about the cultural strengths that existed to underpin these efforts, and the techniques that could be harnessed to grow these strengths whilst also dealing with sensitive material.

‘We need to think about positive cultural norms and bring these into the conversation rather than just reflecting on the negative norms we are hoping to shift.’

‘Songs and games are useful to alleviate highly emotional topics in the training. These will be important tools for us as trainers.’



Image 10: Participants sample learning activities from the Connect with Respect program

## CONCLUSION

Taken together, the data gathered at the consultation workshop and the Training of Trainers workshop produced recommendations to support the adaptation of the *Connect with Respect* program for use in the East and Southern Africa region. It also identified the needs of teachers and education systems in relation to the training needed to support uptake. Overall the consultative process informed refinement of the *Connect with Respect* resource and the design and delivery of a teacher training program methodology that met their needs. The revised resource was rated as of high quality as well as relevant and suitable for use in the East and Southern Africa context. 90% of participants at the Training of Trainers workshop considered the revised *Connect with Respect* program highly likely to benefit learners, and 94% reported that they would be highly likely to promote its implementation.

Despite positivity about the quality and importance of the program, the consultation and training process also evinced some teacher and school capacity issues that were anticipated to affect the likelihood and quality of school implementation. Strong imperatives were given by participants around the need to provide three key types of training:

- **Pedagogical approach:** Participants recommended that teachers be provided with training to support them to understand and use the content and methods of the resource. They anticipated that teachers would find the teaching methods to be novel, and may default to more didactic methods which would greatly change the nature and likely impact of the intervention. Their concerns about encountering challenges with fidelity of method align with the evidence base which shows that program breakdown in wellbeing education typically occurs in relation to the failure to provide the collaborative and critical thinking learning activities [80].
- **Gender awareness:** Participants noted that educators need time to engage with the work on gender in order to internalise it for themselves. Many would not have had previous opportunity to do this. However, participants believed that the activities devised for the students were also suited to them as adult learners. 76% endorsed the participatory and sampling method of the training as a highly effective way of introducing teachers to both the method and the issues, and recommended this approach for future teacher trainings.
- **Positive discipline:** Teachers and schools need support in effective use of positive discipline approaches and provision of a safe and supportive relational environment. Participants identified that the lack of teacher capacity in this area presented a likely challenge to implementation. They identified that schools would need support to accomplish school-wide use of positive discipline, along with teacher role-modelling of respectful gender relationships, and reliable intervention in response to incidents or disclosures of GBV. They suggested that without attention to teacher practices, the intervention may sit at odds with what is modelled, and students may find that if they report instances of violence that some teachers are unwilling or unable to follow up effectively.

Drawing on this data and feedback about the process as well as the product of this consultation, a number of recommendations can be made about how the methods used worked to advance both capacity and ownership.

### Use of strengths-based participatory approaches to situation analysis

- Participants valued having the opportunity use dialogic and exploratory methods to map their contextual and cultural needs, strengths and challenges, and to identify how these strengths could be harnessed to address anticipated challenges within their settings. They noted that this strengths-based approach positioned them as partners rather than recipients. The mapping methods also helped to raise awareness about the impact and working of gender norms at macro, system, institutional and individual levels, and thereby increased their awareness of the ways in which schools could contribute to addressing the social problem of gender-based violence.

### Creating cultural ownership

- Along with use of a strengths-based approach, participants valued the methods used to assist them to map the concepts, content and approaches in relation to those favoured and fostered within their cultural heritage. They found the process of cultural and linguistic mapping generated robust advice, both about what was suitable without change, and where changes could or should be made to strengthen the relevance and fit of the approach. Overall, the approach built a stronger sense of cultural ownership.

### Use of participatory sampling to generate feedback on the relevance and suitability of the program also built capacity to use the resource

- Participants found that the active sampling of a range of the collaborative learning activities not only positioned them to give feedback on the design, content and methods of the classroom, but also built their capacity to lead the program. As such, the process functioned both as a research exercise and a capacity-building exercise.

## WORKS CITED

- Cahill, H., et al., *Connect with Respect: Preventing Gender Based Violence within Schools*. 2016: UNESCO, UN Women and UNESCO.
- United Nations. 'Sustainable Development Goals,' *Sustainable Development Knowledge Platform*. 2015; Available from: <https://sustainabledevelopment.un.org/>.
- Heise, L.L. and A. Kotsadam, *Cross-national and multilevel correlates of partner violence: an analysis of data from population-based surveys*. *The Lancet Global Health*, 2015. 3(6): p. 332-340.
- Fulu, E., et al., *Why do some men use violence against women and how can we prevent it? Quantitative Findings from the United Nations Multi-country Study on Men and Violence in Asia and the Pacific*. 2013, Bangkok: UNDP, UNFPA, UN Women and UNV.
- Muhanguzi, F.K., *Gender and sexual vulnerability of young women in Africa: experiences of young girls in secondary schools in Uganda*. *Culture, Health & Sexuality*, 2011. 13(06): p. 713-725.
- Fulu, E. and X. Warner, *Literature Review: Ending Violence Against Women and Girls*. 2019, Office of Development Effectiveness (ODE), Department of Foreign Affairs and Trade and the Equality Institute.
- Fulu, E., et al., *Pathways between childhood trauma, intimate partner violence, and harsh parenting: findings from the UN Multi-country Study on Men and Violence in Asia and the Pacific*. *The Lancet Global Health*, 2017. 5(5): p. 512-522.
- Namy, S., et al., *Towards a feminist understanding of intersecting violence against women and children in the family*. *Social Science & Medicine*, 2017. 184: p. 40-48.
- Research Triangle Institute (RTI), *Literature Review on School-Related Gender-Based Violence: How it is Defined and Studied*. 2016, Washington, DC: U.S. Agency for International Development.
- Ministry of Gender, C., Disability and Social Welfare of the Republic of Malawi, et al., *Violence against Children and Young Women in Malawi: Findings from a National Survey, in VACS Series*. 2013: Lilongwe, Malawi.
- Division of Violence Prevention, et al., *Violence Against Children in Tanzania Findings from a National Survey 2009, Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioural Consequences of Violence Experienced in Childhood*. VACS Series 2009, Dar es Salaam: UNICEF.
- United Nations Children's Fund Kenya Country Office, D.o.V.P., et al., *Violence against Children in Kenya: Findings from a 2010 National Survey. Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioral Consequences of Violence Experienced in Childhood, in VACS series*. 2012, United Nations Children's Fund Kenya Country Office: Nairobi, Kenya.
- Division of Violence Prevention, et al., *Violence Against Children in Tanzania Findings from a National Survey 2009, Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioural Consequences of Violence Experienced in Childhood, in VACS Series 2009*, UNICEF: Dar es Salaam.
- Swaziland United Nations Children's Fund and the Centers for Disease Control and Prevention, *A National Study on Violence Against Children and Young Women in Swaziland*. VACS Series. 2007: Swaziland UNICEF, the Centers for Disease Control and Prevention.
- Zimbabwe National Statistics Agency, United Nations Children's Fund, and Collaborating Centre for Operational Research and Evaluation, *National Baseline Survey on Life Experiences of Adolescents, 2011, in VACS Series*. 2013, ZIMSTAT: Harare.
- United Nations, *United Nation Secretary-General's Study: World Report on Violence Against Children*. 2016, Geneva, Switzerland: United Nations
- Zimbabwe National Statistics Agency (ZIMSTAT), United Nations Children's Fund (UNICEF), and Collaborating Centre for Operational Research and Evaluation (CCORE), *National Baseline Survey on Life Experiences of Adolescents, 2011, in VACS Series 2013*, ZIMSTAT: Harare.
- UNICEF, *The State of the World's Children: A Fair Chance for Every Child*. 2016, New York United Nations Children's Fund, Division of Communication
- Lansford, J.E., et al., *Attitudes justifying domestic violence predict endorsement of corporal punishment and physical and psychological aggression towards children: a study in 25 low-and middle-income countries*. *The Journal of pediatrics*, 2014. **164**(5): p. 1208-1213.
- UNESCO and UN Women, 'Global guidance on addressing school-related gender-based violence.' 2016, Paris, France United Nations Education Science and Cultural Organisation (UNESCO) Publishing.
- UNESCO, *Let's decide how to measure school violence.* *Global Education Monitoring Report*. Policy Paper 29. 2017, Paris, France: United Nations Education Science and Cultural Organisation (UNESCO) Publishing.
- Fry, D., *Understanding Determinates of Violence in Childhood: A Secondary analysis of the National Baseline Survey of the Life Experiences of Adolescents in Zimbabwe VACS*. VACS Understanding Violence in Zimbabwe Series, . Vol. 3. 2016, Mbabane: The Swaziland Deputy Prime Ministers Office, The University of Edinburgh, United Nations Children's Fund Swaziland.
- Mandal, M. and M. Hindin, *Keeping it in the family: intergenerational transmission of violence in Cebu, Philippines*. *Maternal Child Health Journal*, 2015. 19(3): p. 598-605.
- Gershoff, E.T., *Corporal punishment by parents and associated child behaviors and experiences: a meta-analytic and theoretical review*. *Psychological bulletin*, 2002. 128(4): p. 539.
- Ameli, V., et al., *Associations between adolescent experiences of violence in Malawi and gender-based attitudes, internalizing, and externalizing behaviors*. *Child Abuse & Neglect*, 2017. 67: p. 305-314.
- UNESCO and United Nations Girls' Education Initiative (UNGEI), *School-related gender-based violence is preventing the achievement of quality education for all: Education for All Global Monitoring Report (GMR)*. 2015, New York City: UNESCO.
- Leach, F., *Researching gender violence in schools: Methodological and ethical considerations*. *World Development* 2006. **20**(5): p. 527-540.
- Center for Disease Control and Prevention (CDC) and World Health Organisation (WHO), *Global School-based Student Health Survey: Kenya*. 2003.
- Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Malawi* 2009.
- Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Mozambique* 2015.
- Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Namibia* 2013.
- UNESCO. *Behind the numbers: Ending school violence and bullying*. Paris, France: United Nations Education Science and Cultural Organisation (UNESCO) Publishing.
- Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Swaziland*. 2013.
- Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Tanzania* 2014.
- Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Uganda* 2003.
- Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Zambia* 2004.
- Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO), *Global School-Based Student Health Survey: Zimbabwe (Harare)*. 2003.
- Moma, A.K., *Informing school-led intervention and prevention of sexual violence against girls at school: Voices from the school playground*. *Agenda*, 2015. **29**(3): p. 42-52.
- Porter, G., et al., *Ghild Porterage and Africa's Transport Gap: Evidence from Ghana, Malawi and South Africa*. *World Development*, 2012. **40**(10): p. 2136-2154.
- Msibi, T., 'I'm used to it now': *experiences of homophobia among queer youth in South African township schools*. *Gender and Education*, 2012. **24**(5): p. 515-533.
- UNESCO, *Regional Study on Gender, Diversity and Violence in Schools in Southern Africa: Botswana, Lesotho, Namibia, South Africa and Swaziland*. 2018, UNESCO.
- Smith, E., et al., *From Blues to Rainbows: Mental health and wellbeing of gender diverse and transgender young people in Australia* 2014, La Trobe University and University of New England: Melbourne.
- CASEL. *What Is Social and Emotional Learning?* 2013 [cited 2014 31 January]; Available from: <http://www.casel.org/social-and-emotional-learning/>.
- Hromek, R. and S. Roffey, *Promoting Social and Emotional Learning With Games: "It's Fun and We Learn Things"*. *Simulation & Gaming*, 2009. **40**: p. 626-644.
- Newman, R.S., *Social influences on the development of children's adaptive help seeking: The role of parents, teachers, and peers*. *Developmental review*, 2000. **20**(3): p. 350-404.
- Ashdown, D. and M. Bernard, *Can Explicit Instruction in Social and Emotional Learning Skills Benefit the Social-Emotional Development, Well-being, and Academic Achievement of Young Children?* *Early Childhood Education Journal* 2012. **39**: p. 397-405.
- Durlak, J.A., R.P. Weissberg, and M. Pachan, *A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents*. *American journal of community psychology*, 2010. **45**(3-4): p. 294-309.
- Frydenberg, E., *Think positively! A course for developing coping skills in adolescents*. 2010, London: Continuum International Publishing Group.
- Payton, J.W., et al., *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. 2008, Collaborative for Academic, Social, and Emotional Learning: Chicago.
- Espelage, D.L., C.A. Rose, and J.R. Polanin, *Social-Emotional Learning Program to Reduce Bullying, Fighting, and Victimization among Middle School Students with Disabilities*. *Remedial and Special Education*, 2015. **36**(5): p. 299-311.
- Domitrovich, C.E., et al., *How do school-based prevention programs impact teachers? Findings from a randomized trial of an integrated classroom management and social-emotional program*. 2016. **17**(3): p. 325-337.
- Domitrovich, C.E., et al., *Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children*. *Child development*, 2017. **88**(2): p. 408-416.
- Dymnicki, A.B., R.P. Weissberg, and D.B. Henry, *Understanding how programs work to prevent overt aggressive behaviors: A meta-analysis of mediators of elementary school-based programs*. *Journal of School Violence*, 2011. **10**(4): p. 315-337.
- Ngwe, J.E., et al., *Violence prevention among African American adolescent males*. *American Journal of Health Behavior*, 2004. **28**(1): p. S24-S37.
- Askill-Williams, H., et al., *Quality of implementation of a school mental health initiative and changes over time in students' social and emotional competencies*. *School effectiveness and school development* 2013. **29**(3): p. 357-381.

56. Castro-Olivo, S., et al., *A Comprehensive Model for Promoting Resiliency and Preventing Violence in Schools*. Contemporary School Psychology, 2013. **17**: p. 23-34.
57. Foshee, V., et al., *Assessing the long-term effects of the Safe Dates program and a booster in preventing and reducing adolescent dating violence victimisation and perpetration*. American Journal of Public Health, 2004. **94**(4): p. 619-624.
58. Cahill, H., et al., *The challenge of addressing continuity in gendered patterns in Asia and the Pacific*. Youth of Applied Youth Studies, 2015. **1**(1): p. 42-57.
59. Cornelius, T.L. and N. Resseguie, *Primary and Secondary Prevention Programs for Dating Violence: A Review of the Literature*. Aggression and Violent Behavior, 2007. **12**(3): p. 364-375.
60. Flood, M., *Changing men: Best practice in sexual violence education*. Women against violence: an Australian feminist journal, 2006. (18): p. 26-36.
61. Whitaker, D.J., et al., *A critical review of interventions for the primary prevention of perpetration of partner violence*. Aggression and Violent Behavior, 2006. **11**(2): p. 151-166.
62. Ellsberg, M., et al., *Prevention of violence against women and girls: what does the evidence say?* The Lancet, 2015. **385**(9977): p. 1555-1566.
63. De La Rue, L., et al., *School-based interventions to reduce dating and sexual violence: A systematic review*. 2014, Campbell Systematic Reviews.
64. Kearney, S., et al., *Applying systems theory to the evaluation of a whole school approach to violence prevention*. Health Promotion Journal of Australia, 2016. **27**(3): p. 230-235.
65. Ollis, D., *A 'Respectful Relationships' approach: Could it be the answer to gender-based violence?*, in *White Ribbon Everyday Conference*. 2011: Brisbane, QLD.
66. Whitaker, D., et al., *A critical review of interventions for the primary prevention of perpetration of partner violence*. Aggression and Violent Behavior, 2006. **11**: p. 151-166.
67. Gleeson, C., et al., *Respectful relationships education in schools: Evidence paper*. 2015, Our Watch: Melbourne, Victoria.
68. Ball, J., *Effectiveness of relationship education programmes in schools for Years 7-13*, Q.a.W. Ltd, Editor. 2013, Families Commission | Kōmihana ā Whānau: Wellington, NZ.
69. DeGue, S., et al., *A systematic review of primary prevention strategies for sexual violence perpetration*. Aggression and Violent Behavior, 2014. **19**: p. 346-362.
70. Zins, J., et al., *The Scientific Base Linking Social and Emotional Learning to School Success*. Journal of Educational & Psychological Consultation, 2007. **17**(2/3): p. 191-210.
71. Zins, J. and M.J. Elias, *Social and emotional learning, in Children's needs III: development, prevention, and intervention*, G. Bear and K. Minke, Editors. 2006, National Association of School Psychologists, 2006.: Washington DC. p. 1-13.
72. Cahill, H., *Drama for Health and Human Relationships Education: aligning purpose and design, in How Drama Activates Learning: Contemporary Research and Practice*, M. Anderson and J. Dunn, Editors. 2013, Bloomsbury: London. p. 176-190.
73. Cahill, H. and J. Coffey, *Young people and the Learning Partnerships program: shifting negative attitudes to help-seeking*. Youth Studies Australia [online], , 2013. **32**(4): p. 4.
74. Cahill, H., *Playing at being another we: using drama as a pedagogical tool within a gender rights and sexuality education program., in Drama and Social Justice: Theory, Research and Practice in International Contexts*, M. Finneran and K. Freebody, Editors. 2016, Routledge: New York. p. 155-167.
75. Natvig, G.K., G. Albrektsen, and U. Qvarnstrom, *Methods of Teaching and Class Participation in Relation to Perceived Social Support and Stress: Modifiable Factors for Improving Health and Wellbeing among Students*. Educational Psychology: An International Journal of Experimental Educational Psychology, 2003. **23**(3): p. 261-74.
76. Cahill, H., et al., *Influences on teachers' use of participatory learning strategies within health education classes*. Health Education Journal, 2013.
77. Reyes, J.A., et al., *Promoting Educational Equity in Disadvantaged Youth: The Role of Resilience and Social-Emotional Learning*. Handbook of Resilience in Children, ed. S. Goldstein and R. Brooks. 2013, Boston, MA: Springer 349.
78. James, S., et al., *The Impact of an HIV and Life Skills Program on Secondary School Students in Kwazulu-Natal, South Africa*. AIDS Education and Prevention, 2006. **18**(4): p. 281-294.
79. Kirby, D., B.A. Laris, and L. Roller, *Sex and HIV Education Programs: Their Impact on Sexual Behaviors of Young People Throughout the World*. Journal of Adolescent Health, 2007. **40**: p. 206-217.
80. Herbert, P.C. and D.K. Lohrmann, *It's All in the Delivery! An Analysis of Instructional Strategies From Effective Health Education Curricula*. Journal of School Health, 2011. **81**(5): p. 258-264.
81. Douglas, U., D. Bathrick, and P. Perry, *Deconstructing male violence against women: The men stopping violence community-accountability model*. Violence against women, 2008. **14**(2): p. 247-261.
82. Fulu, E. and S. Miedema, *Violence against women: globalizing the integrated ecological model*. Violence against women, 2015. **21**(12): p. 1431-1455.
83. Sánchez-Martín, C., *The Transcoding of "Women's Empowerment" as "Empoderamiento de la Mujer": A Post-Colonial Translation Theory for Transnational Feminist Rhetorics*. Poroi, 2017. **13**(1): p. 1-16.

## APPENDICES

### Appendix 1: Prevalence studies: A list of citations by country

UNICEF Violence Against Children Survey	
Country Name	Citation
eSwatini	Swaziland United Nations Children's Fund and the Centers for Disease Control and Prevention (CDC) (2007). A National Study on Violence Against Children and Young Women in Swaziland, Swaziland UNICEF, the Centres for Disease Control and Prevention.
Kenya	United Nations Children's Fund Kenya Country Office, Division of Violence Prevention., et al. (2012). Violence against Children in Kenya: Findings from a 2010 National Survey. Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioral Consequences of Violence Experienced in Childhood. Nairobi, Kenya, United Nations Children's Fund Kenya Country Office.
Malawi	Ministry of Gender, Children, Disability and Social Welfare of the Republic of Malawi, et al. (2013). Violence against Children and Young Women in Malawi: Findings from a National Survey. Lilongwe, Malawi.
Tanzania	Division of Violence Prevention, et al. (2009). Violence Against Children in Tanzania Findings from a National Survey 2009, Summary Report on the Prevalence of Sexual, Physical and Emotional Violence, Context of Sexual Violence, and Health and Behavioural Consequences of Violence Experienced in Childhood. Dar es Salaam, UNICEF.
Zimbabwe	Zimbabwe National Statistics Agency (ZIMSTAT), et al. (2013). National Baseline Survey on Life Experiences of Adolescents, 2011. Harare, ZIMSTAT.
World Health Organisation (WHO) Global School-based Student Health Survey	
Country Name	Citation
<b>Kenya</b>	Center for Disease Control and Prevention (CDC) and World Health Organisation (WHO) (2003). Global School-based Student Health Survey: Kenya.
<b>Malawi</b>	Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO) (2009). Global School-Based Student Health Survey: Malawi
<b>Mozambique</b>	Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO) (2015). Global School-Based Student Health Survey: Mozambique
<b>Namibia</b>	Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO) (2013). Global School-Based Student Health Survey: Namibia
<b>eSwatini</b>	Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO) (2013). Global School-Based Student Health Survey: Swaziland.
<b>Tanzania</b>	Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO) (2014). Global School-Based Student Health Survey: Tanzania
<b>Uganda</b>	Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO) (2003). Global School-Based Student Health Survey: Uganda
<b>Zambia</b>	Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO) (2004). Global School-Based Student Health Survey: Zambia
<b>Zimbabwe</b>	Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO) (2003). Global School-Based Student Health Survey: Zimbabwe (Harare).



Be on time  
Phones on Silent mode  
- Listening to each other  
- Active participation  
- Stick to stipulated time  
- Be guided by chair person  
- Respect others views



THE UNIVERSITY OF  
MELBOURNE

education.unimelb.edu.au

---

## Contact us

For information on our courses and entry requirements, contact Stop 1

Submit an enquiry online at [ask.unimelb.edu.au](http://ask.unimelb.edu.au)

Call 13 MELB (13 6352)  
+ 61 3 9035 5511

Visit us at Stop 1 (Parkville):  
757 Swanston Street  
The University of Melbourne  
Victoria 3010 Australia

## Connect with us

[education.unimelb.edu.au](http://education.unimelb.edu.au)

[facebook.com/mgseunimelb](https://facebook.com/mgseunimelb)

[twitter.com/EduMelb](https://twitter.com/EduMelb)

[youtube.com/user/  
EducationMelbourne](https://youtube.com/user/EducationMelbourne)

To enquire about this publication or others in the series, please contact:  
[education-arc-info@unimelb.edu.au](mailto:education-arc-info@unimelb.edu.au)

---

### Melbourne Graduate School of Education

#### Intellectual property

Copyright in this publication is owned by the University and no part of it may be reproduced without the permission of the University.

For further information, refer to:  
[unimelb.edu.au/governance/statutes](http://unimelb.edu.au/governance/statutes)

#### Statement on Privacy Policy

When dealing with personal or health information about individuals, the University of Melbourne is obliged to comply with the *Information Privacy Act 2000* and the *Health Records Act 2001*.

For further information, refer to:  
[unimelb.edu.au/governance/compliance/privacy](http://unimelb.edu.au/governance/compliance/privacy)

#### Disclaimer

The University endeavours to ensure that information contained in this publication is current and correct at the time of printing. However, the University may change details relating to its courses from time to time (such as subjects offered, fees or academic staff). You should not rely on this publication to make any decision about making or accepting any application to study at the University. Before doing so, you should contact the School or Faculty directly to ensure that the relevant information is current and correct. This does not affect any rights you may have under the Australian Consumer Law.

CRICOS Provider Code: 00116K

ISSN: 2652 0958

ISBN: 978 0 7340 5534 7

Printed on paper from responsible sources.