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# SAFE SCHOOLS PROGRAM FINAL REPORT



**November 2008**

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Front Page Caption: School Children in the Machinga District (Malawi)  
Source: Staff member of DevTech Systems, Inc.

# **SAFE SCHOOLS PROGRAM FINAL REPORT**

November 2008

## **DISCLAIMER**

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.



School Girl Walking in Malawi

# Final Report

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## Contents

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<b>Executive Summary .....</b>	<b>1</b>
<b>1. Program Design and Implementation.....</b>	<b>7</b>
Program Goal .....	7
Defining the Problem .....	7
Country Assessments .....	8
SRGBV Assessment in Ghana .....	9
SRGBV Assessment in Malawi.....	10
Description of Program Interventions .....	12
Implementation of Country Programs .....	15
Site Selection and Evaluation Design .....	15
Participatory Learning and Action Assessment .....	15
Safe Schools/Ghana .....	17
Safe Schools/Malawi .....	21
<b>2. Program Impact .....</b>	<b>27</b>
Student Endline and Baseline Surveys .....	27
Teacher Endline and Baseline Surveys .....	32
<b>3. Lessons Learned and Recommendations .....</b>	<b>39</b>
<b>Appendix 1: Resources.....</b>	<b>47</b>
<b>Appendix 2: School-Related Gender-Based Violence: Definition and Types</b>	<b>49</b>
<b>Appendix 3: Map of Ghana .....</b>	<b>51</b>
<b>Appendix 4: Map of Malawi.....</b>	<b>53</b>
<b>Appendix 5: Information Dissemination Activities.....</b>	<b>55</b>

## LIST OF FIGURES, TABLES AND BOXES

### Figures

Figure 1: Integrated Model for Addressing SRGBV .....	8
Figure 2: Safe Schools Interventions within the Integrated Model .....	12

### Tables

Table 1.1: Characteristics of Ghana Pilot Schools .....	17
Table 1.2: Implementing Partners in Ghana .....	17
Table 1.3: Characteristics of Malawi Pilot Schools .....	21
Table 1.4: Implementing Partners in Malawi .....	22

### Boxes

Box 1.1. Participatory Learning and Action Assessment Tools .....	15
Box 1.2. Student Testimony .....	19
Box 1.3. Themes of Behavior Change Communication (BCC) Materials-Malawi .....	23
Box 2.1: Physical Violence .....	29
Box 2.2: Reduction in Acceptance of Physical Labor as a Punishment in Malawi .....	30
Box 2.3: Girls and Boys Who Disagree With the Statement: <i>It is okay for a teacher to impregnate a girl as long as he marries her.</i> .....	31
Box 2.4: Who should help the family the most with housework? .....	33
Box 2.5: Increased Recognition of Sexual Harrassment in Ghana .....	34
Box 2.6: Teachers Who Disagree With the Statement: <i>It is okay for you to whip boys to maintain discipline in class.</i> .....	35
Box 2.7: Findings from endline survey – Teacher’s Attitudes and Practices in the Classroom .....	36
Box 2.8: Fairness of the Teachers’ Code of Conduct .....	36

## ABBREVIATION LIST

AIDS	Acquired immune deficiency syndrome
BCC	Behavior change communication
CAP	Community action plan
CAPC	Community action planning committee (Malawi)
CEDEM	Centre for Educational Development, Management & Evaluation (Ghana)
CIP	Cluster incentive package
DEC	District Executive Committee (Malawi)
EFA	Education for All
GBV	Gender-based violence
GES	Ghana Education Service
GNAT	Ghana National Association of Teachers
HIV	Human immunodeficiency virus
KAP	Knowledge, attitudes and practices
MOESS	Ministry of Education, Youth and Sports (Ghana)
NGO	Non-governmental organization
NRC	National Review Committee (Ghana)
PLA	Participatory learning and action
PRA	Participatory rural appraisal
PTA	Parent-teacher association
SMC	School Management Committee
SRGBV	School-related gender-based violence
SSSC	Safe Schools Sub Committee
USAID	U.S. Agency for International Development
WLSA	Women and Law in Southern Africa



Children Walking Through Fields to School in Malawi



## EXECUTIVE SUMMARY

The World Health Organization estimated 150 million girls and 73 million boys were victims of sexual violence in 2002, many of these acts occurring on the way to or at school.<sup>1</sup> The Global School-based Health Survey found that between 20 and 65 percent of children aged 13-15 said that they had been verbally abused or bullied in the past 30 days.<sup>2</sup> Only 50 percent of countries have policies banning corporal punishment in school and despite these policies, corporal punishment is still practiced in many school settings.<sup>3</sup>

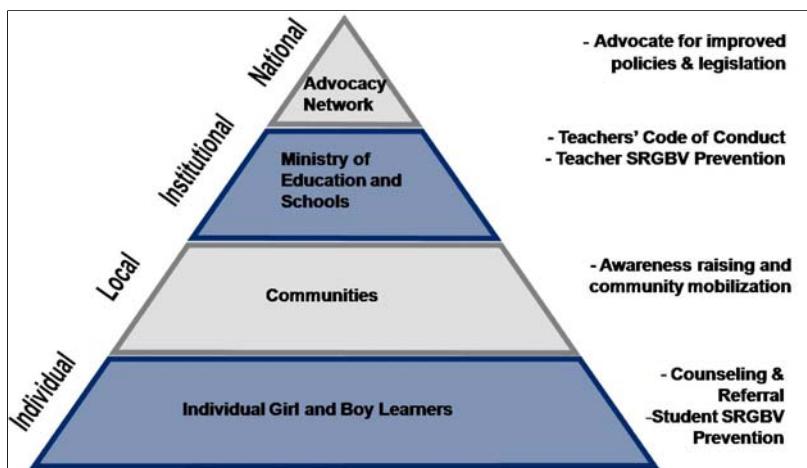
The Safe Schools Program (Safe Schools) was a five-year initiative (2003-2008) funded by the U.S. Agency for International Development (USAID), Office of Women in Development and implemented by DevTech Systems, Inc. (DevTech). The goal of Safe Schools was to reduce school-related gender-based violence in selected schools in Ghana and Malawi to support the longer-term goal of improving educational outcomes and reducing negative health outcomes for schoolchildren. Changes in student and teacher knowledge, attitudes and practices toward school-related gender-based violence were used to measure progress toward reducing gender violence.

Safe Schools was one of the first programs to systematically use a gender approach to identify the relationship between the traditional definition of gender roles and the types of abuse and violence that both girls and boys suffer from and perpetrate in schools. **School-related gender-based violence (SRGBV)** was defined as any form of violence or abuse in and around schools that is based on gender stereotypes or that targets students on the basis of their sex. It results in sexual, physical or psychological harm to girls and boys.

Safe Schools used an integrated model as a tool to address SRGBV (see **Figure A**) and frame activities in pilot countries.

The program conducted assessments of the status of SRGBV in four countries and based on the information gathered, established Safe

**FIGURE A: SAFE SCHOOLS INTEGRATED MODEL**



<sup>1</sup> World Health Organization (2006). Global Estimates of Health Consequences due to Violence Against Children. Background Paper to the UN Secretary-General's Study on Violence against Children. Available at <http://www.unviolencestudy.org/>

<sup>2</sup> Hediger, Mary (2004). Health Behaviors in School-Aged Children (HBSC) Study: International report from the 2001/2002 study survey. National Institutes of Health.

<sup>3</sup> Human Rights Watch (2005). Failing Our Children: Barriers to the Right to Education. Retrieved September 5, 2007, from <http://hrw.org/reports/2005/education0905/education0905.pdf> p.36.

Schools offices in Ghana and Malawi to manage the implementation of country programs. Activities at the local and individual level were implemented in 60 schools, focusing on male and female students in upper primary and lower secondary school.

In each country, a Participatory Learning and Action (PLA) assessment was conducted to identify critical information in target communities. A community school mapping exercise documented that violence occurred not only in the school, but also on the way to and from school, as well as in teachers' homes and the community writ-large.

Interventions were designed and implemented to address the root causes of SRGBV at each level of the framework. These interventions were implemented in a comprehensive manner in partnership with stakeholders at all levels of the education system in each country. They balanced positive and constructive lessons so as to build teacher acceptance and community ownership, while stressing children's rights and responsibilities. A critical part of these interventions was the development of the *Doorways* training program, a set of three innovative manuals that served as a resource for students, teachers and community counselors in efforts to break the cycle of violence in and around schools.

At the **National Level**, advocacy networks were formed in each country to raise awareness and promote advocacy at all levels for prevention and response to SRGBV. This involved representatives from the government, media, health and education sectors, social welfare, security, and gender and youth organizations with the aim to develop policy and ensure application, enforcement and sustainability.

At the **Institutional Level**, teachers and supervisors (185 in Ghana and 221 in Malawi) were sensitized to recognize, prevent and respond to SRGBV through the *Doorways* teacher program. In each country, Safe Schools staff worked with the respective ministries of education and teachers' unions to consolidate existing versions of the Teachers' Code of Conduct into one Code of Conduct that addressed SRGBV and would be accepted by all stakeholders.

At the **Local Level**, Safe Schools worked with traditional leaders, village elders, Parent Teacher Associations, Community Action Planning Committees and School Management Committees to raise awareness, identify issues and to develop mobilization capacity to prevent SRGBV. Through these processes, groups and individuals emerged as role models that had success in overcoming SRGBV or changing attitudes and behaviors.

At the **Individual Level**, 359 teachers and 80 peer leaders were trained to deliver the *Doorways I* program to students. The result was that students developed an understanding of their rights and responsibilities and changed their attitudes about gender-based violence in and around school.

Also at this level, through a *Doorways* community counselor program, 240 community counselors and teachers were trained in basic listening skills, children’s rights and responsibilities and methods to prevent, respond to and report SRGBV incidents. The network of community counselors reached 30,000 students in the two countries.

Changes in knowledge, attitudes and practices of teachers and students were achieved as measured through a baseline/endline survey of 800 students and 400 teachers. Among some of the most significant impacts were the following:

- Teachers became more aware of how to report a violation related to school-related gender-based violence: prior to the Safe Schools Program, 45 percent knew how to report. After the intervention more than 75 percent knew how to report a violation.
- Teachers’ attitudes towards acceptability of physical violence changed: in Malawi, prior to the intervention, 76 percent of teachers thought whipping boys was unacceptable; afterwards approximately 96 percent of teachers thought it was unacceptable.
- Teachers’ awareness of sexual harassment of girls and boys at school increased: in Ghana, prior to project involvement, roughly 30 percent of teachers agreed that girls could experience sexual harassment at school, after the program that number increased to nearly 80 percent. Teachers’ belief that boys could experience sexual harassment increased by 38 percent—from 26 percent to 64 percent.
- Students became more confident that they had the right not to be hurt or mistreated: in Ghana, the percentage of students agreeing with the statement “You have the right not to be hurt or mistreated” increased from 57 percent to 70 percent.
- Students’ attitudes towards teen pregnancy changed: in Malawi, the baseline study showed that just 70 percent of girls disagreed with the statement that it was okay for a teacher to get a girl pregnant as long as he married her. After the Safe Schools Program’s involvement, nearly 90 percent of girls disagreed.

There are important lessons that were learned about the program design at each level of the Safe Schools framework. In many cases the lessons reaffirm existing best practices, while in other cases they provide new findings.

### **Encouraging Sustainable, Long-Term Behavior Change**

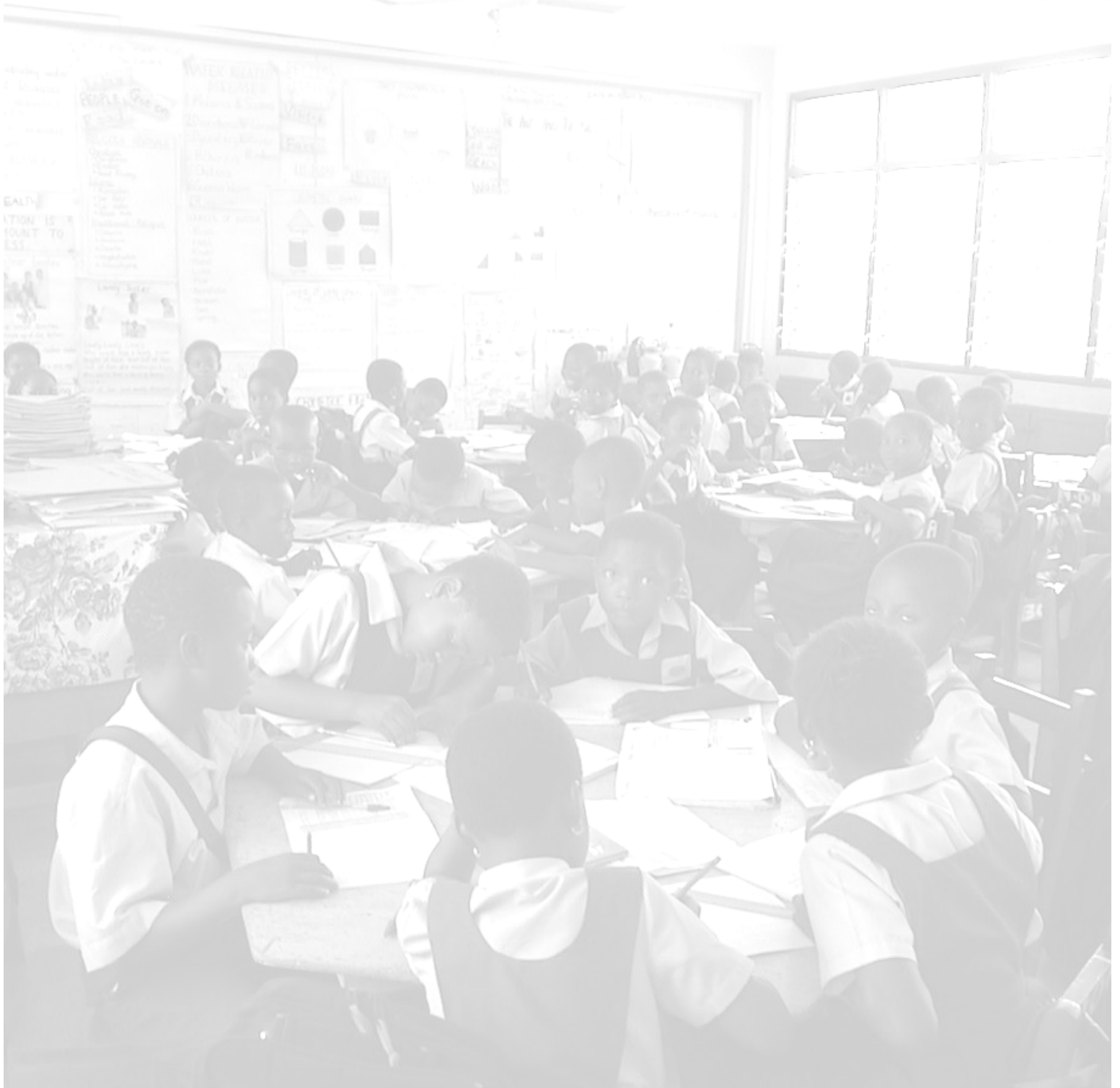
- 1. A Gender Approach Expands Understanding of Violence in Schools.** The focus on both boys and girls was a strategy for long-term transformation of gender relations. This was reflected in the individual success stories and the data that measured impact.
- 2. A Whole-School Training Approach Is More Effective for Changing the School Environment.** Interventions were most effective when a “whole-school” approach, namely one that includes all members of the school community and anyone who comes in contact with students, was utilized. As teachers moved between schools and/or grade levels, it was critical to involve circuit supervisors, district training officers, head teachers and community members in program efforts.

3. **Redefining Classroom Discipline Requires Sensitizing Both Teachers and Parents.** Safe Schools reinforced the importance of transitioning from practices of corporal punishment to measures of positive, non-violent discipline. Eliminating corporal punishment—a harmful traditional practice—required changing the teacher-student power dynamic, as well as parents’ beliefs that such practices build character.
4. **Training Materials That Stress Both Children’s Rights and Responsibilities Build Stronger Support Among Teachers and Parents.** This emphasis on both rights and responsibilities helped students appreciate and value the distinction, and also redefined the traditional teacher-student relationship to be based on mutual respect.
5. **Use of Role Models Is an Effective Tool to Overcome Fear of Reporting SRGBV.** Discussion of gender issues was often controversial and grounded in a power dynamic that was predicated on male dominance and female subservience. These traditional values often made it extremely difficult for victims of SRGBV to feel comfortable reporting their experience. The use of role models was one such powerful strategy for sensitizing and mobilizing people to reduce GBV and SRGBV.
6. **Active Involvement of District and Ministry Officials Supports Grassroots Efforts.** Success working at the local level through non-governmental organizations meant including local government structures to enable implementation and influence changes. Open Days and other advocacy network events at the grassroots level (including participation of national or regional officials) were supportive of efforts at the village level.
7. **Communication Materials Should Balance Negative Images with Positive and Constructive Ones.** The emphasis placed on the beneficial aspects of behavioral change, and avoiding depicting only teachers and boys as perpetrators of violence was essential to the success of the program.
8. **Student-Led Groups Are Effective at Changing Behavior and Attitudes.** The components of the program that utilized young people were effective in developing leadership capabilities and generating valuable discussion about the status of SRGBV in communities. School-based clubs were popular and helped expose students to topics of the *Doormays* curriculum.

#### **More Effective Monitoring and Evaluation**

9. **Stronger Community-Based Monitoring and Evaluation Systems Are Needed to Report Change and Ensure Confidentiality.** A strong system for monitoring and evaluation should be supported at the community level with training in record-keeping, data collection and confidentiality procedures.
10. **Impact Monitoring Systems Should Be Streamlined.** The Safe Schools design incorporated two methodologies for measuring the impact. The first collected baseline and endline data on knowledge, attitudes and practices. The second approach used control groups as a tool of quasi-experimental design. While appropriate for some settings, establishing control groups did not add significant value in terms of measuring impact when considering the resources required. Limited monitoring resources may be better utilized at the community level.

**The Synergy of Safe Schools Interventions Was Key to Success.** Changing cultural attitudes is a slow process, and the *Doorways* training program is an effective starting point. Numerous examples exist to demonstrate that the linkages between the various Safe Schools interventions increased awareness of SRGBV and showed the first steps of change. The synergistic effects of the multiple Safe Schools interventions are what made the program successful and well-received in Ghana and Malawi. School-related gender-based violence is a complex issue that is influenced by a wide variety of factors across multiple levels of a society. There is no single solution to reducing SRGBV, no ‘silver bullet’ to eliminate it entirely. However, as the development community strives to address this issue and provide support for victims, it is clear that a multi-faceted approach across a number of institutional levels can increase knowledge, change attitudes and alter practices in a way that improves learning environments for students.



School Children in a Classroom in Ghana

# 1. PROGRAM DESIGN AND IMPLEMENTATION

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The Safe Schools Program (Safe Schools) was a five-year initiative (2003-2008) funded by the U.S. Agency for International Development (USAID), Office of Women in Development and implemented by DevTech Systems, Inc. (DevTech). This program was at the forefront of defining, understanding and addressing school-related gender-based violence (SRGBV).<sup>4</sup>

In 2003, gender-based violence in schools was considered a significant obstacle both to achieving the Education for All (EFA) goals, and to reducing the spread of HIV/AIDS. It was apparent, however, that additional research and new tools were required to better understand the issue and how to approach it. In response, the Office of Women in Development dedicated resources to the Safe Schools Program to address this issue through a series of ground-breaking interventions. This report details the design of the program, describes its interventions, and documents key impacts and lessons learned from implementation.

## PROGRAM GOAL

The goal of Safe Schools was to reduce school-related gender-based violence in selected schools in Ghana and Malawi to support the longer-term goal of improving educational outcomes and reducing negative health outcomes for school children. Changes in student and teacher knowledge, attitudes and practices toward school-related gender-based violence were used to measure progress toward reducing gender violence.

## DEFINING THE PROBLEM

### DEFINITION OF SCHOOL-RELATED GENDER-BASED VIOLENCE

*School-related gender-based violence results in sexual, physical or psychological harm to girls and boys. It includes any form of violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex. The underlying intent of gender-based violence is to reinforce gender roles and perpetuate gender inequalities. It includes, but is not limited to: rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying and verbal harassment. Unequal power relations between adults and children and males and females contribute to gender violence. Violence can take place in the school, on school grounds, going to and from school or in school dormitories and may be perpetrated by teachers, students or community members. Both girls and boys can be victims as well as perpetrators (see Appendix 2 for a more detailed definition).*

When the program was designed in 2003, the major focus of donors and non-governmental organizations was on sexual and physical abuse committed against female students. In the Safe Schools design, the concept of gender-based violence was broadened to include violence

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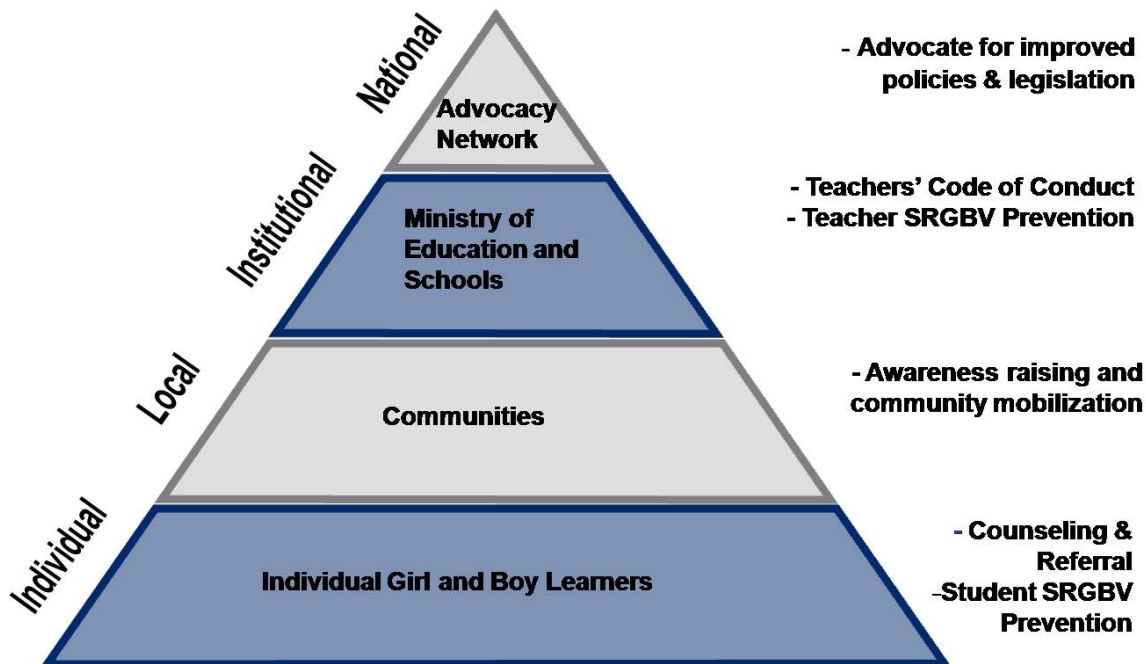
<sup>4</sup> The terms “gender-based violence,” “school-related gender-based violence” and “gender violence” are used interchangeably throughout the report.

against boys, as well as the more invisible forms of psychological abuse. Violence such as corporal punishment and bullying were also included since such activities reinforce an unsafe and hostile school culture.

## COUNTRY ASSESSMENTS

The Safe Schools staff conducted secondary and field research in four countries: Ghana, Ethiopia, Jamaica and Malawi (see Appendix 1 for links to all assessment reports) as the first step in establishing country programs.<sup>5</sup> In each country, interviews with key informants and focus groups allowed researchers to collect data on: (a) scope and types (psychological, physical and sexual) of gender-based violence in schools; (b) issues and gaps at the national, institutional, local and individual level; and (c) potential partners. These data were to further refine the country program design. A key tool used in the assessments to identify issues and gaps was the Safe Schools Program Integrated Model for Addressing SRGBV (see **Figure 1**).

**FIGURE 1: INTEGRATED MODEL FOR ADDRESSING SRGBV**



The model is based on the premise that addressing a complex issue such as SRGBV requires an equally complex and comprehensive response involving all stakeholders. The model was adapted from the Pan-American Health Organization's work in gender-based violence. The appropriateness of the model for the education sector was validated by a global literature review on school-related gender-based violence.<sup>6</sup>

<sup>5</sup> These four countries were chosen based on USAID Mission interest in participating in the project. For a number of reasons that arose post-assessment, country programs could not be started in Ethiopia and Jamaica.

<sup>6</sup> See Wellesley Centers for Research on Women. 2003. *Unsafe Schools: A Literature Review of School-related Gender-based Violence in Developing Countries*. Washington, D.C.: USAID.



## **SRGBV Assessment in Ghana**

In early 2004, a five-person, multi-disciplinary team conducted an assessment of the extent of SRGBV in Ghana and ways in which the problem was being addressed. The team examined existing programs and structures at multiple levels per the Safe Schools Integrated Model for Addressing SRGBV. The assessment identified predominate types of psychological, physical and sexual violence in and around schools.

A wide range of examples of **psychological abuse** of students emerged from the interviews and focus groups, many of which were related to the onset of puberty. For example, girls were often victims of verbal abuse related to menstruation. It was reported that girls at times would soil their uniforms when menstruating due to a lack of sanitary napkins. Since students must stand when asked to respond to the teacher in class, girls who were menstruating were afraid to answer for fear of being humiliated by their male classmates. When girls developed physically, they were teased by boys and called names like ‘class mama.’ Boys would peek at girls in the latrine and then tease them and draw pictures of what they saw on the blackboard.

**Sexual abuse** was found often to be related to low economic status. A commonly mentioned form of abuse of female students was coerced sex, namely in exchange for school fees or other needs associated with schooling. Older men would at times provide school fees for a girl to attend school, but this relationship often led to unwanted pregnancy and the girl’s abandonment of school. In some cases, it was reported that the girl’s parents would push their daughter towards older men, including teachers, as a source of financial support.

Corporal punishment was a common form of **physical abuse** mentioned by the participants in interviews and focus group discussions. Participants explained that when children behaved badly in class, the teacher often punished them by caning, making children kneel in the corner of the classroom, or making them pull weeds. At a school in Cape Coast, excessive caning was cited as a common cause of student dropout. At the same time, other participants recommended caning and other types of corporal punishment as acceptable forms of punishment for disobedient or poorly performing students.

During the assessment it became evident that there was a significant gap in organizations with the capacity to provide support services to victims. Most of the organizations interviewed only implemented prevention activities such as training and/or the provision of curricula for stakeholders at the national, institutional and local levels.

The assessment concluded that there were seven gaps:

- Lack of visibility of school-related gender-based violence on the national agenda.
- Lack of systems and procedures for implementing the Teachers’ Code of Conduct.
- Insufficient support services for victims of SRGBV.
- Lack of curricula and teaching regarding SRGBV.

- Lack of awareness, involvement and accountability of the community.
- Lack of awareness, involvement and accountability of parents.
- Lack of opportunities and support for children to build healthy, equitable relationships.

### **SRGBV Assessment in Malawi**

The assessment in Malawi was conducted by a four-person team in late 2004. The assessment found that many of the same types of psychological, sexual and physical abuse identified in the Ghana assessment were also found to be prevalent in Malawi.

In Malawi, early marriage cuts short girls' education and exposes them to dangerous reproductive health consequences. In some areas, girls are married at birth and sent off to join their husband's family when they are quite young. Girls as young as eleven are married off. There were even reports of pregnancies in girls as young as nine. Although the legal age of marriage is fifteen, the law can be easily circumvented by parental consent. In fact, the parental consent loophole essentially negates the law, since most nine to twelve year-old girls enter marriages that have been arranged by their parents.

In Malawi, **psychological abuse** was found to particularly impact girls by causing them to feel like they were “less than”. Much of the reported psychological abuse was linked to issues of poverty, and while few in Malawi were untouched by poverty and its effects, girls appeared to suffer disproportionately both inside and outside the classroom.

Some communities in Malawi, in addition to sanctioning early marriage, reported having two types of **sexual abuse** of girls unique among the countries assessed. The first was practiced during initiation ceremonies for young boys and girls. As part of this initiation, parents would arrange for a man in the community (who was often specifically designated for this duty) to have unprotected sex with their daughter. Girls as young as seven had been sexually initiated into what one interviewee called a “false adulthood.” In one instance it was reported that a girl of nine refused the initiation, so her parents held her down while she was raped by the community member. Interviewees reported that as part of initiation, children as young as seven are taught “bedroom things” and then told to practice what they have learned, otherwise they would die. As part of this initiation, girls are raped while boys are pressured to have sex. There were reports of male children asking for help because they did not feel ready for sex and did not feel comfortable with what they were being told to do.

The main type of **physical abuse** in Malawi was corporal punishment in school. Corporal punishment, although officially banned in Malawi, was found to be common. In one school, corporal punishment was “institutionalized” with teachers beating children regularly and threatening them with expulsion if they reported the beating. While teachers used corporal punishment as a form of punishing both boys and girls, interviewees reported that boys were whipped more often and were given harsher physical punishments than girls.

As in Ghana, the Teachers' Code of Conduct appeared to be an ineffective tool for protecting children from violence and abuse. The assessment team heard several anecdotal references to

incidents of teacher-student sexual relations and other types of sexual and physical abuse of students, yet appropriate disciplinary measures against the teachers were rarely taken. There appeared to be little adherence to a reporting system for violations of the Code with teachers not being held accountable for offenses.

Such issues were representative of the gap between the existence of the Code of Conduct and its implementation within the overall education system. The Ministry appeared to lack both the institutional capacity to enforce the existing Code of Conduct and the political will to take action. Lack of coordination and institutional linkages among the School Management Committees (SMCs), the District Education Office and the Ministry created limited accountability and, often, violations never reached the national level. It was reported that the District Education Office had little political will to enforce the Code since it did not have the authority to hire or fire teachers. Parent Teacher Associations (PTAs), SMCs and other school authorities lacked awareness of their own roles and responsibilities, leaving cases to be resolved through informal agreements that did not necessarily bring justice to the victim.

The assessment concluded that many of the same gaps or problems identified in Ghana were also relevant for Malawi, such as gaps in support services as well as the curricula, lack of awareness and involvement at the community level, and barriers limiting children from building healthy, equitable relationships. Those especially significant in Malawi were the following:

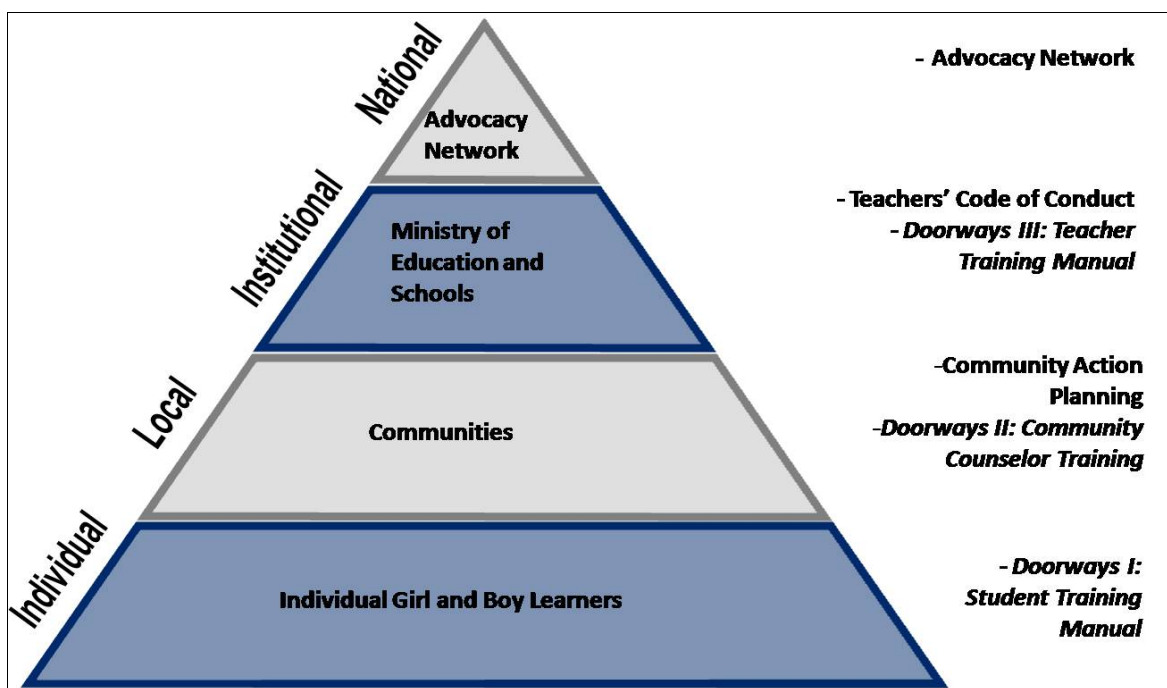
- Lack of institutional response to SRGBV at the ministerial level.
- Lack of awareness and enforcement of the Teachers' Code of Conduct.
- Inadequate teacher development, deployment and supply.

## DESCRIPTION OF PROGRAM INTERVENTIONS

The findings of the country assessments confirmed the need for an integrated response to gender violence in and around schools. To most effectively address SRGBV and its root causes, a comprehensive approach was needed involving teachers, parents, students, community members and local non-profit organizations on the one hand, and government officials from education, health, social welfare and justice ministries on the other. It was necessary to target the attitudes, practices and misconceptions regarding human rights and children's rights that perpetuate SRGBV within each of these stakeholder groups. Based on the gaps and needs identified in the country assessments, the following comprehensive package of interventions was developed for each pilot country (see **Figure 2** for their relationship to the Safe Schools Integrated Model, interventions are listed to the right of the figure):

- Advocacy
- Revision of Teachers' Code of Conduct
- Community action planning
- Training program for students, community counselors and teachers.

**FIGURE 2: SAFE SCHOOLS INTERVENTIONS WITHIN THE INTEGRATED MODEL**



### Advocacy Network

At the national level, advocacy networks were formed to raise awareness and promote advocacy at all levels for prevention and response to SRGBV. This network involved representatives from the government, media, health and education sectors, social welfare,

security, and gender and youth organizations with the aim to develop policy and ensure application, enforcement and sustainability.

### **Teachers' Code of Conduct**

Unprofessional teacher behavior was addressed through a revision of the Teachers' Code of Conduct in both Ghana and Malawi. The goal of revising the Code was to establish guidelines for teacher interaction with students, prohibit all forms of gender-based violence, develop standards for ethical behavior, clarify roles and responsibility toward students and create reporting systems for Code violations.

### **Community Action Planning**

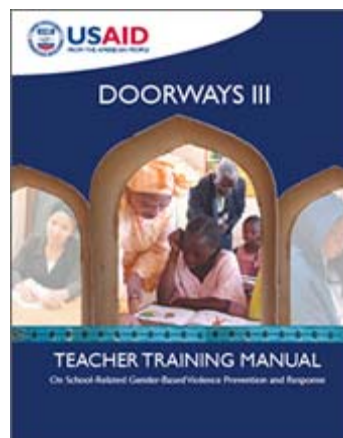
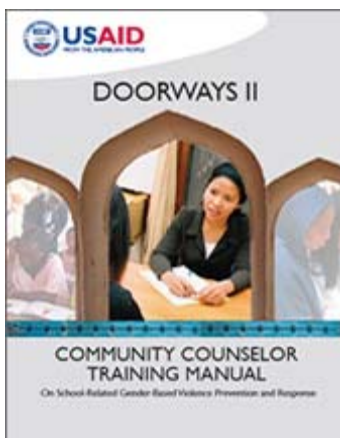
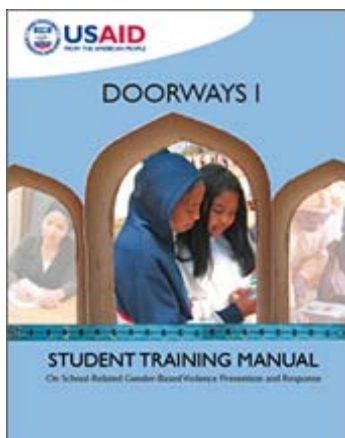
The full participation of the community in recognizing, addressing and monitoring gender violence is essential for the success of any project that is designed to change culturally ingrained social attitudes. Accordingly, a key intervention in Safe Schools was mobilizing the intervention communities, which began with a Participatory Learning and Action assessment, the results of which led to the development of local action plans to address gender violence in their schools.

### **Training Program for Students, Community Counselors and Teachers**

The development of the innovative *Doorways* training program was designed to break the cycle of violence in and around schools by working directly with teachers and students to develop healthier attitudes and with community members to build support for students who have experienced violence or abuse.

There are three manuals (see Appendix 1 for links to the complete manuals):

- *Doorways I: Student Training Manual on School-Related Gender-Based Violence Prevention and Response*
- *Doorways II: Community Counselor Training Manual on School-Related Gender-Based Violence Prevention and Response* (with accompanying reference manual for trainees)
- *Doorways III: Teacher Training Manual on School-Related Gender-Based Violence Prevention and Response* (with accompanying reference manual for trainees)



The program is named “*Doorways*” to symbolize the many options or doors available to young people. The program was designed to empower young people to move beyond the limitations of gender stereotypes and the trauma and pain of violence and abuse, to being resilient and active in pursuing a successful future. In addition, the program trains adults to help young people find and open those doors through their support and resources.

The development of the three manuals progressed through a process of research, writing, review, adaptation, feedback and revision. Through this piloting process, versions of the manual were developed for each country. Lessons from these pilots were used to develop a set of *Doorways* manuals that can be applied worldwide with translation and adaptation as necessary.

***Doorways I (Student Program)*** was designed to help students in upper primary and junior secondary school to improve their resiliency and self-efficacy to help them prevent and respond to SRGBV. The program provided the opportunity for students to learn about and discuss gender-based violence, health issues and gender stereotypes that impact their lives. The training programs consisted of activities and sessions for teachers to train students in communication and negotiation skills, children’s rights and responsibilities, gender equality, healthy peer relationships and how to prevent and report SRGBV incidents. The program was designed to be used in class or in after-school programs.

***Doorways II (Community Counselor Program)*** was developed to train trusted community members to serve as a contact person and support for students who had experienced SRGBV. The program trained community counselors in listening and counseling skills, children’s rights and responsibilities, gender-based violence and developing a response network<sup>7</sup> for violations of SRGBV. These counselors were volunteers from the school staff, village leadership, parent teacher associations or community committees.

***Doorways III (Teacher Program)*** focused on changing the knowledge, attitudes and practices of teachers. Teachers hold a powerful position of influence in the lives of students. The training program educated teachers on basic counseling and listening skills, children’s rights and responsibilities, teaching practices and attitudes that promote a safe learning environment, and how to prevent and respond to SRGBV incidents. In addition, the training underscored the importance of educators understanding and following the Teachers’ Code of Conduct.

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<sup>7</sup> A response network is made up of individuals or organizations that can help victims report incidents of violence or abuse; make referrals to services for emotional support and counseling, medical treatment, and legal aid for victims and their families; and/or provide direct support to the student through active listening and informal counseling.

## IMPLEMENTATION OF COUNTRY PROGRAMS

### Site Selection and Evaluation Design

In each country, the Safe Schools staff selected a district, or districts, where USAID had previously implemented education projects to pilot the interventions. As part of the overall quasi-experimental design, a total of 40 schools were selected in each country. Of these, 10 schools in each country were designated as control schools<sup>8</sup>. The target population was male and female students in upper primary and lower secondary school ranging in age from approximately 10 to 14 years old.

### Participatory Learning and Action Assessment

In each country, consultants conducted a Participatory Learning and Action (PLA) assessment. The purpose of the assessment was to inform community action plans and guide the development of instruments for the teacher and student baseline survey. A variety of tools (see **Box 1.1**) was used to identify types of gender violence committed, where it was committed, when and by whom. The information gleaned from the PLAs also enriched the content of the *Doormays* manuals.

The results of the PLA assessments clearly demonstrated that there were a number of areas in and around school grounds in which students, both boys and girls, did not feel safe. The results also highlighted the differences in perceptions of safety between boys and girls for many of the different locations. On the next page is an example of a map created by boys and girls in Malawi that indicated various “hot spots” or unsafe areas in the village (see Appendix 1 for a link to the complete Malawi PLA report).

Each PLA assessment identified critical information on the target communities. Among those results common across Ghana and Malawi was the finding that the definition of school-related gender-based

#### BOX 1.1. PARTICIPATORY LEARNING AND ACTION ASSESSMENT TOOLS

*Transect Walk:* Method of community observation.

*Community/School Mapping:* People in the community and students draw their community and school as they see it, identifying unsafe places.

*Seasonal Calendars:* Identify months of greatest difficulty or vulnerability.

*Ranking:* Analytical tool to identify problems and explore solutions.

*Trend Analysis:* Trace a history of SRGBV events.

*Focus Group Discussions:* Form like groups of children or adults interested in the topic.

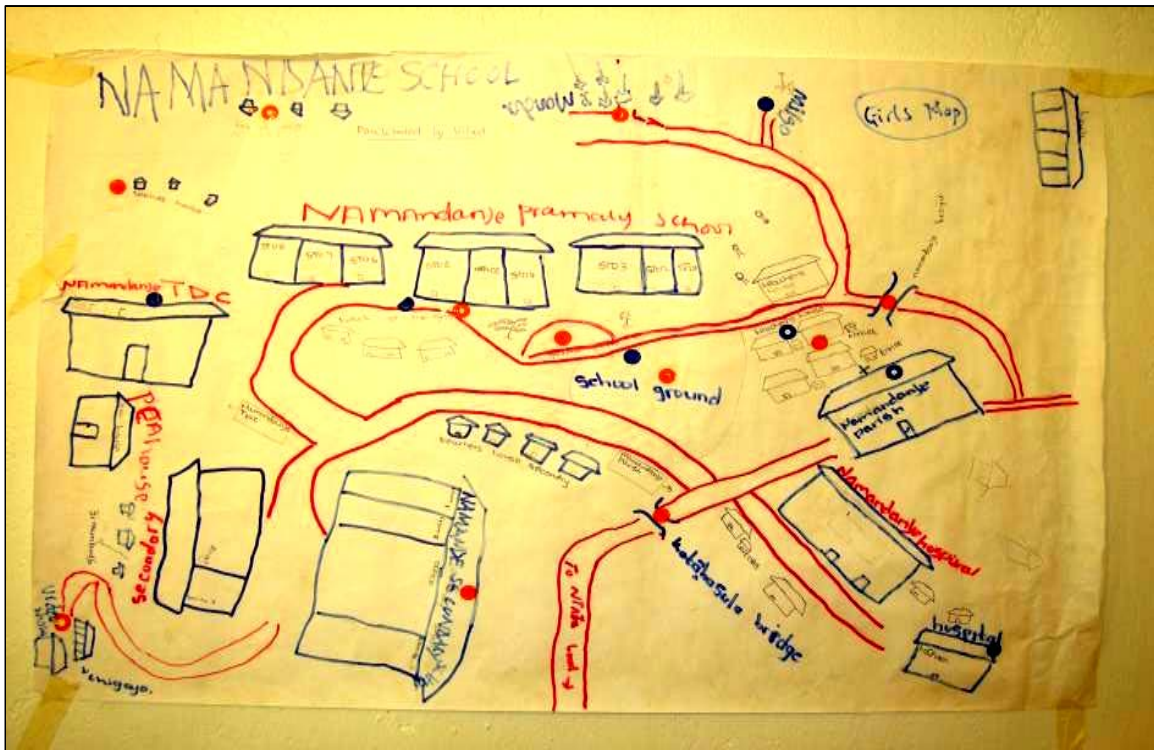
*Semi-Structured Interviews:* Gather information from stakeholders on pre-determined topics.

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<sup>8</sup> Despite best efforts to control for external variables, in both Ghana and Malawi, teachers were regularly transferred among schools (between intervention and non-intervention schools) so, in the end, data from the original control sites were not used since they had been contaminated by teachers who had received training at the intervention sites.



violence had to include not only what happened in the school, but also what happened on the way to and from school, as well as the teacher's home and the community writ large.



*Community Mapping of "Hot Spots" in Malawian Community*



## Safe Schools/Ghana

The Safe Schools country office opened in Ghana in September 2004. The central region of Ghana was selected as the target area since USAID had a long history of educational improvement programs focused on girls' education in this region. Forty schools were selected in three districts—Assin North, Assin South and Ajumako-Enyan-Essiam (see Appendix 3 for a map of program locations). The schools were selected based on their year-round accessibility and were chosen where there were no chieftaincy disputes that could disrupt progress. Table 1.1 highlights the key characteristics of the pilot schools.

**TABLE 1.1: CHARATERISTICS OF GHANA PILOT SCHOOLS**

<b>CHARACTERISTIC</b>	<b>DESCRIPTION</b>
Community population	Range from 950-6000.
Main occupation	All the communities (except Abandze, Otum and Ekumpano) are farming communities.
School population (2005) in 40 intervention schools	12,417 (53 percent male/47 percent female).
Average teacher/student ratio	24:1 (63 percent of the teachers are male).
Affiliation	Public and private religious schools.
Language	Twi or Fante.

## Program Implementation

The Safe Schools Ghana office developed partnerships with several organizations to carry out project interventions (see **Table 1.2**).

**TABLE 1.2: IMPLEMENTING PARTNERS IN GHANA**

<b>INTERVENTION</b>	<b>IMPLEMENTER</b>
Advocacy for improved policy, legislation and funding	Ghana Office/DevTech
Teachers' Code of Conduct	Centre for Educational Development, Management & Evaluation(CEDEM)
Community Mobilization, Action Planning and Implementation	Ghana Office/DevTech
<i>Doorways I</i> (Student Program)	Family Health Foundation
<i>Doorways II</i> (Community Counselor Program)	Gender Centre
<i>Doorways III</i> (Teacher Program)	CEDEM

The major activities and successes achieved in Ghana are summarized by intervention below.

## Advocacy

An advocacy network was created that included representatives from organizations, institutions and groups that worked in the area of gender-based violence. These members

included the Ministry of Education, Youth and Sports (MOESS), Ghana Education Service (GES), the Girls' Education Unit, the Counseling Unit, the School Health Education Program, the media and NGOs working in the areas related to gender violence and schools. Radio programs, newspaper articles and TV headlines of Safe School activities were produced to raise awareness of the issue.

### **Teachers' Code of Conduct**

Staff from the Safe Schools Ghana office and the Centre for Educational Development, Management & Evaluation (CEDEM) worked with the MOESS/GES to revise the Teachers' Code of Conduct to address SRGBV issues. A National Review Committee (NRC) was created to work with key stakeholders in education at the national level to understand the need to review and revise the existing Teachers' Code of Conduct to include SRGBV. The objective of this committee was to study the code and determine whether SRGBV issues had been adequately addressed in the existing Code of Conduct, to identify areas that needed to be revised and strengthened and finally, to finalize the draft of the revised Teachers' Code of Conduct.



*Teachers in Ghana Reviewing Code of Conduct*

Workshops were conducted to elicit input in the revision of the Code of Conduct from representatives from regional education offices, head teachers/teachers, administrators and government officials. Since there were two discrete versions of the Teachers' Code of Conduct, one developed by the Ghana Education Service and the second by the Ghana National Association of Teachers (GNAT), it was necessary to include these constituents in creating a revised version of the Code of Conduct that would include SRGBV. Both constituents had strong opinions about the strengths of their respective codes and were quick to point out perceived weaknesses in the other's code. Numerous sensitization meetings were held to discuss the positive aspects of a unified code that included SRGBV concerns. Safe Schools/Ghana staff also developed behavior change communication (BCC) materials to improve the efficacy of teachers, administrators, students, parents and community members in understanding the revised Code of Conduct and in utilizing the administrative review and referral and reporting system. Some of these materials included posters on sexual and psychological violence. These posters were developed to raise awareness of SRGBV and to promote the revised Teachers' Code of Conduct.

Community input was also important for the revision of the Code of Conduct. Community level workshops were conducted to elicit inputs from representatives of the PTAs, School

## BOX 1.2. STUDENT TESTIMONY

“The Safe Schools Program has helped us a lot. Before...issues like teasing, bullying, caning, and name calling were going on in the school. We girls were getting pregnant. Now this year nobody got pregnant.

We now know the differences between boy and girl friendship and sexual friendship through the teaching of life skills. Life skills has also built our self-esteem. I can now talk in public.”

*Girl, 14 years old*

Management Committees (SMCs), Safe Schools Sub Committees (SSSCs), Safe Schools Peer Leaders, health officers, religious leaders, community leaders, traditional leaders and parents.

This public campaign was complemented by in-school meetings during which all head teachers and teachers (428 in total) in 30 schools were introduced to the revised Code of Conduct during teacher staff meetings.

As a result of the Safe Schools activities, both the GES and the Teacher’s Union accepted the revised Code in September 2008. Teachers in 30 schools were trained in the new Code of Conduct. One of the important successes of Safe Schools in Ghana was the adoption of the revised Teachers’ Code of Conduct, which now addresses issues of SRGBV. This was significant in that it was achieved with input and collaboration from the Ghana Education Service (GES) and Teachers’ Union. Incorporating standards and policies against SRGBV at the institutional level affirmed a concerted commitment to ensure that schools would be safe for students and that efforts to provide a safe environment for students would continue beyond the life of the pilot.

### Community Action Planning

Community action plans were used to monitor progress and activities throughout the life of the project in the participating communities. On average, each of the communities chose three main targets to work on to either eliminate or reduce SRGBV within specified time frames. Some examples were “reduction in child labor and sexual harassment” and “ensuring safe routes to and from schools”. Monitoring of action plans was conducted by select community members and by the Safe Schools office to ensure that implementation was taking place. This monitoring helped reveal areas that needed attention.

District Training Officers and District Monitoring Assistants visited the schools to collect data from teachers, students, head teachers and circuit supervisors on SRGBV activities. For example, in some communities it was discovered that SMCs and PTAs did not exist or were not functional or effective. This revealed the need for SMCs and PTAs to be reorganized and members trained in leadership skills for them to be able to carry out their expected roles in the communities. As a result, community leaders were trained to be more active and to be more effective leaders.

### ***Doorways Program***

The *Doorways I* program provided upper primary and lower secondary schoolchildren with information and skills building on goal setting, gender, children's rights and responsibilities, violence prevention, healthy friendships, puberty and HIV/AIDS prevention. In 20 schools, 16 teachers were trained to be trainers, 187 teachers were trained in the student program and a total of 40 peer leaders were trained in leadership, SRGBV and healthy peer relationships. Role models and peer education were found to have a positive influence in educating students about SRGBV. Twenty gender clubs (one per school) were established to be safe forums for students to learn about SRGBV and how to stand up against it.

The *Doorways II* program was integral in training community members to take active roles in supporting students and working to end SRGBV. Workshops and trainings were conducted to train community counselors in concepts of gender, SRGBV, the UN Convention on the Rights of the Child, listening skills and reporting procedures. One of the key strategies in combating SRGBV was appropriate response. The *Doorways II* program was used to train community counselors to provide student-friendly, confidential support and to properly report and refer students to service providers. In 30 schools, a total of 120 community counselors were trained over the life of the project. In addition, on-going technical support was provided by district counseling coordinators and the program officer to train and monitor the progress of the counseling program. Community counselors also collaborated with *Doorways I* peer leaders and gender clubs.



*Community counselor training session in Ghana*

A total of 172 teachers and 13 circuit supervisors representing 20 schools completed the *Doorways III* program. The facilitators used participatory learning approaches as well as adult learning principles and facilitation techniques throughout the workshops to educate teachers on gender equality, children's rights and responsibilities, non-violent discipline, listening skills and how to respond to SRGBV incidents.

As a result of the Safe Schools Program's efforts in Ghana, approximately 15,000 students now have access to counseling and referral services. At least 112 cases of violence and abuse were reported by 78 girls and 34 boys.

## Safe Schools/Malawi

The Malawi country office opened in February 2005, and thereafter began the process of surveying and visiting potential intervention schools. The overall design of the program was the same as in Ghana.

## Intervention Schools

The Safe Schools team selected the Machinga District in Malawi for the pilot interventions, based in large part on the fact that this district had received technical assistance from USAID for many years. Like Ghana, a total of 40 schools were selected to participate (see Appendix 4 for a map of Safe Schools sites). The final list of schools was presented to the District Commissioner and other government departments, chiefs and members of Parliament prior to final introductions in the schools. The 40 primary (co-educational) schools were from 10 education zones in the Machinga District (see Table 1.3 for characteristics).

**TABLE 1.3: CHARATERISTICS OF MALAWI PILOT SCHOOLS**

<b>CHARACTERISTIC</b>	<b>DESCRIPTION</b>
Community population	About 400,000
Main occupation	70 percent rural; 22 percent peri-urban (a trading center); and 8 percent were urban
School population (2007) in 40 intervention schools	37,937 (48.7 percent male/51.3 percent female)
Average teacher/student ratio	1:90
Affiliation	30 percent were Local Education Authority schools and 70 percent were affiliated with religious groups
Language	Chichewa

## Program Implementation

The launching of the program in Machinga district focused on building strong partnerships to reducing SRGBV. Safe Schools/Malawi staff were asked to be a member of the District Executive Committee (DEC), a technical arm of the District Assembly. Attending district-level meetings allowed the Safe Schools team to hear from all of the NGOs and government departments working in the district. These partnerships extended up to the Ministry level, with Safe Schools gaining the support of the Permanent Secretary of the Ministry of Education. Table 1.4 illustrates the NGO implementing partners and the interventions for which they were responsible.

**TABLE 1.4: IMPLEMENTING PARTNERS IN MALAWI**

<b>INTERVENTION</b>	<b>IMPLEMENTER</b>
Advocacy for improved policy, legislation and funding	Malawi Office/DevTech
Code of Conduct	Women and Law in Southern Africa Research and Educational Trust (WLSA)
Community Mobilization, Action Planning and Implementation	Creative Centre for Community Mobilisation (CRECCOM)
<i>Doorways I</i> (Student Program)	Youth Net and Counselling (YONECO)
<i>Doorways II</i> (Community Counselor Program)	YONECO
<i>Doorways III</i> (Teacher Program)	Malawi Institute of Education (MIE)

### **Advocacy**

An advocacy network was formed to raise awareness and promote advocacy at all levels for prevention and response to SRGBV. This involved representatives from the government, media, health and education sectors, social welfare, security, and gender and youth organizations with the aim to develop policy and ensure application, enforcement and sustainability.

One highlight of this national advocacy work was the development of a radio jingle on reducing gender-based violence in schools for *Zodiac Radio Broadcasting*. The jingle was broadcast during the reading of the National Examination results for the Malawi School Certificate Examinations in order to maximize listenership since many young people are tuned into the radio at this time. The jingle highlighted the existence of GBV in Malawian schools and its negative effects on students. It also incorporated the message that it was every Malawian’s responsibility to take action to eliminate GBV in schools and ensure a safe environment for all children.

Safe Schools leveraged national activities to raise awareness about violence in schools. As part of the Sixteen Days of Activism on Gender Violence, Safe Schools Malawi worked with *Zodiac Radio Broadcasting* and had a group of students from Chinkwenzule Primary School record and broadcast a skit about SRGBV. The skit was broadcast twice and reached many thousands of listeners throughout the country.

*“School children are suffering...  
Teachers and parents...  
Let us work together...so that our  
children may grow up peacefully, healthy  
and intelligent children”*

*-Safe Schools Radio Jingle*



In addition to the advocacy networks efforts in the capital city, the national advocacy network held local *Open Days* in communities. For example, at an *Open Day* at Chikweo Primary School in September 2007, one of the honored guests was a member of parliament. A highlight of the day was a presentation by chiefs, village headmen and the traditional authority representative of the area. These distinguished community leaders mesmerized the audience as they danced (a rare occurrence) celebrating the role of Safe Schools in their area in reducing SRGBV and creating peaceful and friendly climates in schools.

The community leaders called upon all of the community members to continue supporting the efforts of Safe Schools. There were several scenarios

*The community leaders called upon all of the community members to continue supporting the efforts of Safe Schools.*

### BOX 1.3. THEMES OF BEHAVIOR CHANGE COMMUNICATION (BCC) MATERIALS-MALAWI

- Forms of gender-based violence against both boys and girls.
- Illegality of SRGBV, a crime punishable by law.
- Illegality of teacher/student relationship, including those that seem or appear as though the student is consenting.
- Role of head teachers in creating an environment conducive for reporting gender-based violence, not one of protecting perpetrators.
- Role of School Management Committees in tackling and discussing issues of gender-based violence.
- Role of a head teacher in confronting SRGBV.
- Importance of the Teachers' Code of Conduct.

depicting various incidents of SRGBV, including a "before Safe Schools" scene and an "after Safe Schools" scene. These events were repeated in other communities with similar effect as part of the broader national advocacy network.

### Teachers' Code of Conduct

The Teacher's Code of Conduct was reviewed and approved by the National Review Committee.<sup>9</sup> To get to this point, the Women and Law in Southern Africa Research and Educational Trust (WLSA) held Code of Conduct awareness workshops for key stakeholders including Primary Education Advisors, mentor leaders and Community Action Planning Committees. These workshops prepared the participants to lead informational sessions with teachers, students, counselors and parents on the revised Code of Conduct and its impact on the community. Safe Schools developed BCC materials to improve the efficacy of teachers, administrators, students, parents and community members to understand the revised Code (see **Box 1.3**). These materials



<sup>9</sup> The National Review Committee was comprised of key government and private sector organizations including the Malawi Government Teaching Service Commission, Malawi Ministry of Education, Private Schools Association of Malawi, Malawi Law Commission and Teachers' Union of Malawi.

complemented the awareness-raising about SRGBV by the national advocacy network (see above). In all, 4200 posters were produced and distributed.

### **Community Action Planning**

CRECCOM, a community-based non-governmental organization, implemented the Community Action Plan, working with traditional leaders, village elders, Parent Teacher Associations, Community Action Planning Committees (CAPCs) and School Management



Committees (SMCs) to raise awareness, identify issues and to develop mobilization capacity to prevent SRGBV. As part of the Community Action Plan (CAP) activities, CRECCOM used Theatre for Development and Cluster Incentive Packages to build an understanding in the communities of the problem of SRGBV and provide incentives to change behavior.

*Theater for Development Performance in Malawi*

Cluster Incentive Packages were first used during the last quarter of 2007. These packages were used as motivational tools to get communities involved in collaboration to combat SRGBV by having community members donate goods to a communal “package” that would be provided to support victims of violence. New packages distributed in 2008 were opened for communal contributions and emphasis was put on in-kind donations. Donations included chickens, guinea fowls, sugar cane, maize and cash totaling approximately \$2,500.

### ***Doorways Program***

Students were educated through the *Doorways I* Student Program in 20 schools. With their teachers, students formed ‘life skills clubs.’ Another example of student action was a mock parliamentary session in which students passionately addressed the issues of SRGBV and children’s rights. A peer leaders manual was developed in Chichewa, the local language to provide additional guidance for the utilization of the *Doorways I* student manual. Participation in the student program sparked local action. In certain communities, trading centers through which students passed when walking to and from school remained particular trouble spots. Students, particularly girls, cited incidents of boys at trading centers who shouted abusive words to them. The students reported these incidents to teachers and local authorities. As a response, individuals from the Mgodhi School marched with placards through the trading center and community to raise awareness about SRGBV.

A total of 120 community members completed the *Doorways II* community counselor program in 30 schools. YONECO staff found that refresher training was necessary due to the



complexity of the SRGBV concepts. The additional trainings addressed challenges that included gathering adequate data and making referrals, among others. In addition, Safe Schools/Malawi and YONECO staff held annual assessment meetings with students, counselors, primary education advisors (PEAs) and head teachers. During the final assessment meeting, the following were discussed:

- Students (especially girls) expressed that the services had helped them, many of whom were overwhelmed with fear and confusion about SRGBV.
- Students said that following the Safe Schools interventions (not limited to counseling) they enjoyed learning more because the SRGBV incidents (especially corporal punishment) had been keeping them from learning.
- Counselors stated that the community counseling training had improved their personal development, attitudes and behavior and raised self-awareness about individual responsibilities in perpetrating violence.
- Counselors said their families had benefited from their increased capacity, as they were more capable of resolving some of the challenges encountered at home in relation to child management and other family matters, including gender-based violence.
- PEAs expressed appreciation of the work of the counselors, who helped victimized children, especially those who had left, returned or remained in school.
- Head teachers confirmed that they felt counselors were doing a commendable job, as evidenced by their own need to address fewer disciplinary issues, especially fighting and corporal punishment.

A total of 221 teachers, advisors and head teachers participated in the *Doorways III* teacher training program in 20 schools. To complement *Doorways III*, the Safe Schools office hosted half-day workshops at various teacher development centers throughout the Machinga District. The workshops were attended by the 200 trained teachers from intervention schools and led by the seven trained Primary Education Advisors. The half-day workshops were held for head teachers and teachers to discuss SRGBV challenges they faced at school. Head teachers reported on incidents of SRGBV, their new action plans, their successes, challenges and the way forward.



Drawing from Malawi to Show How Students Will Drive Out SRGBV

## 2. PROGRAM IMPACT

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As a pilot program, Safe Schools was designed to effect change in knowledge, attitudes and practices (KAP) of students and teachers. To measure change, KAP surveys of both students and teachers were conducted in each country. Random samples of student and teacher populations were drawn from the 40 participating schools in both Ghana and Malawi (sample size of approximately 800 students in each country, 375 teachers in Ghana, and 250 teachers in Malawi). Of the 40 schools, 30 schools in each country received Safe School interventions and 10 schools in each country were designated as part of the control group. As previously explained, the control sites were contaminated by teachers in intervention schools who were transferred to control schools. Therefore, only data for the 30 intervention schools in each country were analyzed and included in this report.

The purpose of this section is to highlight the major and significant changes in the KAP of students and teachers as indicated by data from the baseline and endline surveys<sup>10</sup>. Select findings are reported by survey.<sup>11</sup>

### STUDENT ENDLINE AND BASELINE SURVEYS

The student surveys were designed to document knowledge, attitudes and practices in four areas: Gender Norms and School Participation, Basic Child Rights, School-related Gender-Based Violence and HIV/AIDS. The baseline survey played a vital role in documenting the KAP of students as the project began implementation. An important finding from the baseline was that there were already relatively high levels of appreciation for some aspects of gender equality in education in Ghana and Malawi. This is not surprising, however, given that one of the selection criterion was exposure to previous USAID projects that had focused on girls' education. In addition, when disaggregated by sex, there was not a significant difference between the responses of girls and boys.

#### Gender Norms

##### Ghana-Baseline

- 95 percent of students believed girls and boys should have equal opportunities to go to school.
- 100 percent of students believed girls and boys should have access to all the same school subjects.
- 95 percent of girl students felt comfortable answering a question in class.
- 90 percent of students did not believe older girls should leave school and get married.

##### Malawi-Baseline

- 92 percent of students believed girls and boys should have equal opportunities to go to school.
- 93 percent of students believed girls and boys should have access to all the same school subjects.
- 96 percent of girls felt comfortable answering questions in class.
- 93 percent of students did not believe older girls should leave school and get married.

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<sup>10</sup> Complete survey results, disaggregated by sex, can be found as an annex to this report.

<sup>11</sup> Due to a number of factors, which include language and other local context considerations, the survey instruments used in the baseline and endline surveys were somewhat different in each country. Notwithstanding, the basic questions on school-related gender-based violence were essentially identical.

Likewise, on certain questions related to student rights and responsibilities, both boys and girls had a good understanding of their rights. There was a modest difference between the two countries related to the right to not be shouted at and the responsibility to work hard.

### Student Rights and Responsibilities

#### Ghana

- 92 percent of students believed they had the right to express ideas and opinions in the classroom.
- 91 percent of students believed teachers did not have the right to demand sex from school children.

#### Malawi

- 95 percent of students believed they had the right to express ideas and opinions in the classroom.
- 97 percent of students believed teachers did not have the right to demand sex from school children.

Consequently, in both countries there was a solid foundation to build on for the Safe Schools interventions. Nevertheless, in both countries there were relatively low levels of appreciation of students' rights as related to physical labor in the school as a form of punishment. The acceptance of corporal punishment was likewise high, particularly by boys. For example, in Ghana fewer boys than girls believed they had the right to not be hurt or mistreated. In Malawi, half of the students believed it was okay to whip boys to maintain discipline.

### Impact in Changing Students' Knowledge, Attitudes and Practices

**G**ender Norms and School Participation. The first set of questions in the surveys asked about gender roles and explored differences in educational expectations for girls and boys. There are several findings from the comparison of the baseline to the endline.

*Intelligence.* The survey asked: "between girls and boys, who is more intelligent?" The response could be girls, boys or both. In Ghana, there was relatively no difference between what girls and boys thought. In the baseline 22 percent of the boys and girls responded that both boys and girls are intelligent. In contrast, in Malawi the baseline study revealed that there was a significant difference in attitudes between boys and girls. In the baseline only 18 percent of the girls responded 'both boys and girls', compared to 34 percent of the boys.

In Ghana, the endline survey showed a significant increase in number of boys and girls (from 22 percent to 39 percent), who responded "both boys and girls." In Malawi, this gender-based belief in intelligence did not change. In the endline still more than 50 percent of the girls and boys believed that boys were more intelligent.

*Gender Roles.* In Ghana and Malawi, beliefs about who should do chores were defined by traditional gender roles with more than 60 percent of girls and boys responding that girls should do housework and boys farm work. There was no change in this attitude in the endline.

*Equality in Education.* On the importance of boys and girls going to school, the number responding “both” in Ghana increased by one-fifth while those in Malawi decreased. The number of students who thought that girls should return to school after giving birth increased in both countries. The number of students who thought that boys who impregnate girls should also leave school decreased in both countries; the larger decrease was in Ghana.

**B**asic Child Rights. The survey questions examined students’ perception of their rights to not be hurt or mistreated in any way (including physical, psychological and sexual abuse).

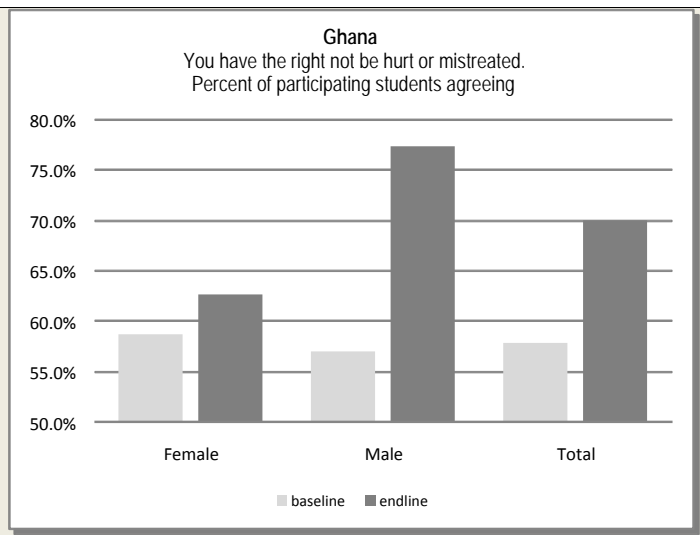
*Physical Violence.* After the Safe Schools interventions, in Ghana, the endline survey revealed significant changes (see **Box 2.1**).

*Psychological Violence.* In the baseline for both Ghana and Malawi large majorities (88 percent and 77 percent respectively) disagreed with the statement that teachers have the right to shout at and insult students. In Malawi, the percentage that disagreed increased by 16 points in the endline survey. Student responses to the same question about whether school children have the right to shout at and insult other students were similar in both countries. Of note, in Malawi at the time of the baseline, students were more accepting of teachers having the right (23 percent) than of other school children (only 9 percent).

**BOX 2.1: PHYSICAL VIOLENCE**

The students’ view that they have the right not to be hurt or mistreated increased by a significant percent in Ghana schools.

There was not a change in Malawi where it was already a near unanimous view.



*Sexual Violence.* There were some differences between Ghana and Malawi in terms of the students’ responses to questions about the right to say ‘no’ to sex (in general). In Ghana, only half the children agreed with this statement. By contrast in Malawi, almost all (95 percent) agreed. Similar levels were reported in Malawi related to the right to say ‘no’ to teachers who wanted to touch their thighs, buttocks or private parts. Again, Ghana had lower levels of agreement with the question about touching, only 67 percent in the baseline (69 percent in the

endline). In both Ghana and Malawi, more than 90 percent of students disagreed with the statement that either female or male teachers have the right to demand sex. In Ghana there was a modest change (from 91 to 97 percent for female teachers and 91 to 95 for male teachers).

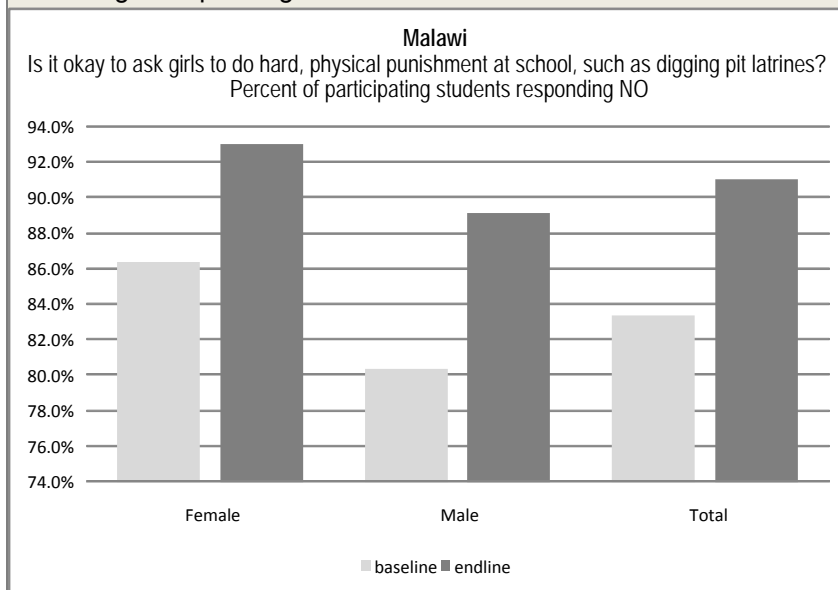
**S**chool-Related Gender-Based Violence. This series of questions explored the students' attitudes on teachers' rights to punish children in a variety of ways, ranging from sexual harassment to being asked to perform manual labor for teachers.

In Ghana there was greater acceptance in the baseline of whipping as a method to maintain discipline (three-quarters) in the classroom than in Malawi. This did not change in the endline. In contrast, in Malawi the percentage of students who said no increased from 57 percent to 74 percent for boys being whipped and 62 percent to 76 percent for girls.

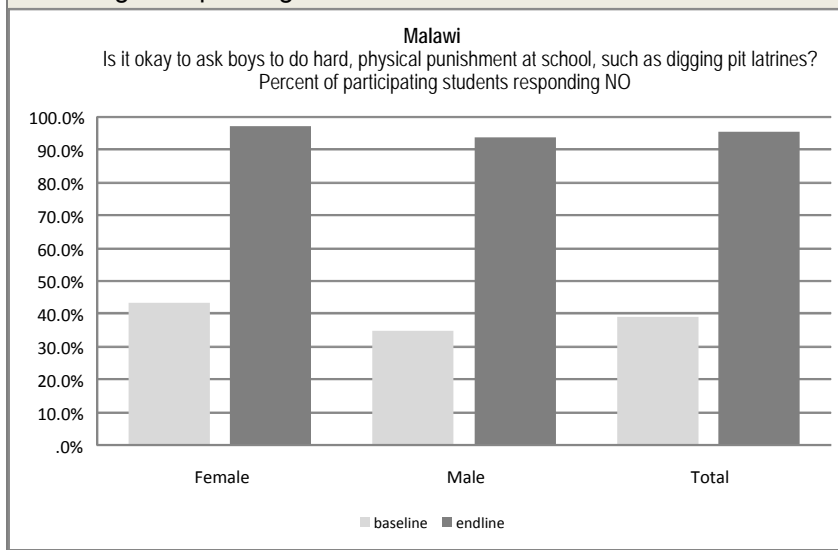
There was progress in changing attitudes related to physical labor as a form of punishment in both Ghana and Malawi (see **Box 2.2**).

**BOX 2.2: REDUCTION IN ACCEPTANCE OF PHYSICAL LABOR AS A PUNISHMENT IN MALAWI**

Is it Okay to Ask Boys to Do Hard, Physical Punishment in School?  
Percentage Responding NO



Is it Okay to Ask **Girls** to Do Hard, Physical Punishment in School?  
Percentage Responding NO



There was also modest progress in changing attitudes towards teasing and sexual harassment:

- In the baseline in both countries there were relatively high percentage of students (78 percent in Ghana and 91 percent in Malawi) who disagreed with statements related to teasing by either teachers or other students (‘calling students names doesn’t hurt them’). In the endline survey, the gap between Ghana and Malawi was reduced to 85 percent in Ghana (compared to 94 percent in Malawi) disagreeing.
- More than a majority (58 percent in Malawi and 68 percent in Ghana) of students disagreed with the statement that it was the girl’s fault if a male student or teacher sexually harassed her. In Malawi, fewer disagreed (51 percent) when the endline was conducted. There was no statistical change in Ghana.
- In Ghana, when asked if girls liked it when boys touched or grabbed them, there was an increase in the percentage of boys who disagreed from 80 to 90 percent. There was no similar change in Malawi where there was already a high percentage of students disagreeing (88 percent).

As discussed in Section 1, in Malawi there were relatively high levels of acceptance of child marriage in the Machinga district. Consequently, the results related to the question about whether it was okay for a teacher to impregnate a girl as long as he married her were important. The data from the endline survey suggest that there was some progress in changing attitudes (see **Box 2.3**). There were equally important results in Ghana, although the initial levels of disagreement were higher.

**BOX 2.3: GIRLS AND BOYS WHO DISAGREE WITH THE STATEMENT: *It is okay for a teacher to impregnate a girl as long as he marries her.***

	Malawi		Ghana	
	Girls	Boys	Girls	Boys
Baseline	73	82	86	83
Endline	85	87	94	92
Change	12	5	8	9

*Figures are percentages of total respondents in each group.*

**H**IV/AIDS. Several questions were asked to ascertain the students’ awareness of HIV/AIDS. Virtually all of the students interviewed said they had heard of AIDS, and in Ghana there was an increase in the percent who said there were things people could do to avoid getting AIDS.

## TEACHER ENDLINE AND BASELINE SURVEYS

The questions to the teachers in the baseline and endline surveys covered topics similar to those in the student surveys. Like the student survey, an important finding from the baseline was that teachers already had relatively high levels of appreciation for gender equality in education in Ghana and Malawi. Similarly, this could be due to the fact that the sites chosen had been exposed to USAID-funded girls' education projects in the past.

### Gender Norms

#### Ghana-Baseline

- 88 percent of teachers believed girls and boys should have equal opportunities to go to school.
- 96 percent of teachers believed girls and boys should have access to the same school subjects.

#### Malawi-Baseline

- 92 percent of teachers believed girls and boys should have equal opportunities to go to school.
- 100 percent of teachers believed girls and boys should have access to the same school subjects.

Likewise, on certain questions related to children's rights and responsibilities, teachers recognized these rights.

### Student Rights and Responsibilities

#### Ghana-Baseline

- 99 percent of teachers believed students have the right to express ideas and opinions in the classroom.
- 92 percent of teachers believed children have the right not to be hurt or mistreated.
- 98 percent of teachers believed they had a responsibility to act as a protector of children's rights.

#### Malawi-Baseline

- 99 percent of teachers believed students have the right to express ideas and opinions in the classroom.
- 97 percent of teachers believed children have the right not to be hurt or mistreated.
- 99 percent of teachers believed they had a responsibility to act as a protector of children's rights.

Teachers were also asked questions about the country's Teachers' Code of Conduct. In Ghana 84 percent had heard of the Teachers' Code of Conduct, compared to 95 percent in Malawi. Consequently, in both countries there was a solid foundation on which to build the Safe Schools interventions with teachers regarding professional standards.

Nevertheless, there were some areas where one would hope that the rates of response were 100 percent. For example, in Ghana only 90 percent of the teachers said no to the question of whether it was okay for teachers to have sexual relationships with students (the response rate was 99 percent in Malawi).

In both countries, there were relatively low levels of recognition by teachers that boys and girls can experience sexual harassment in schools. In Ghana only 32 percent recognized that girls and 26 percent recognized that boys could experience sexual harassment in schools.



The baseline survey confirmed that although most teachers had heard of the Teachers’ Code of Conduct, they had not received training. Only 37 percent had received training in Ghana and 52 percent in Malawi. Moreover, only 64 percent of teachers in Ghana and 56 percent in Malawi believed the Code was fair to teachers. These responses were important because in Ghana 15 percent of teachers had seen a teacher commit a violation and 25 percent in Malawi in the last 12 months.

### Impact in Changing Teachers’ Knowledge, Attitudes and Practices

**G**ender Norms and School Participation. Teachers were asked 13 questions about their attitudes and expectations regarding the role of gender in education and in the school.

There are several findings from the comparison of the baseline and endline surveys.

*Intelligence.* The survey of teachers produced similar results as that of students on the question of intelligence of boys and girls. The percentage of teachers who thought that boys and girls were equally intelligent was surprisingly low—about one-third of the Ghana teachers and a little over half in Malawi; more importantly, there were no significant changes from the baseline to the endline.

*Gender Roles.* Beliefs about who should do housework and farm work were less defined by gender roles among teachers. When asked about who should help with housework, in the baseline more than one-half of the teachers in Ghana and 70 percent in Malawi said both girls and boys should help with house work (See **Box 2.4**). These levels did not change significantly in Malawi, but there was a 15 percentage point increase in Ghana. The baseline data for farm work were similar, and again in Ghana there was a 15 percentage point increase.

*Equality in Education.* In the baseline there were already high levels of recognition of equal rights for girls and boys to an education. An exception was that in

Malawi only 64 percent of teachers believed that a boy should not have to leave school if he impregnates a girl while 91 percent believed a girl did not have to leave school if she got pregnant. In Ghana there was little variation.

**BOX 2.4: WHO SHOULD HELP THE FAMILY THE MOST WITH HOUSEWORK?**

**Teachers Who Respond “Both Boys and Girls”:**

	Malawi		Ghana	
	Female	Male	Female	Male
Baseline	70	69	50	56
Endline	75	74	70	69
Change	5	5	20	13

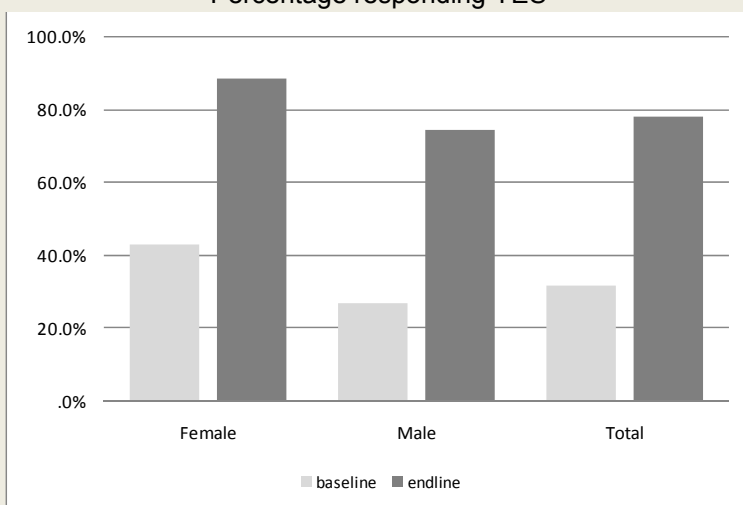
*Figures are percentages of total respondents in each group.*

Another exception was also in Malawi. On the question of it being the girl’s fault if a teacher harasses her, although more than a majority, only 76 percent said no. In the endline survey this increased 10 percentage points to 86 percent.

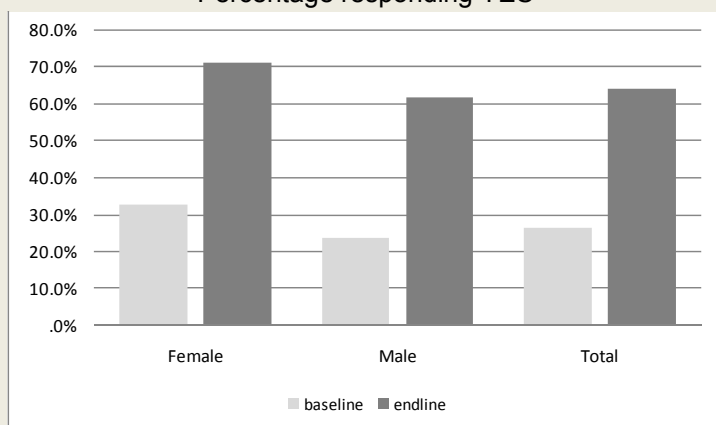
**B**asic Child Rights. These questions examined the teachers’ perception of students’ rights not to be hurt or mistreated in any way (including physical, psychological and sexual abuse). There was significant recognition in the baseline of children’s rights not to be hurt or mistreated and the right to express ideas and opinions in the classroom in both countries.

**BOX 2.5: INCREASED RECOGNITION OF SEXUAL HARRASSMENT IN GHANA**

**Girls Can Experience Sexual Harassment in School**  
Percentage responding YES



**Boys Can Experience Sexual Harassment in School**  
Percentage responding YES



On the questions of whether or not boys or girls can experience sexual harassment in school, some very clear trends emerged. In Ghana there was a nearly 50 percentage point increase in teachers who thought girls could be harassed; there were similar increases when the question was asked for boys (see **Box 2.5**).

In the baseline survey, more than 90 percent of teachers in Ghana and Malawi already believed that students had the right to say ‘no’ to teachers and other children who want to touch their thighs and private parts. In the endline, the percentage that believed in the right to say ‘no’ increased to 100 percent in both countries.

The results on the attitudes on the statement ‘children can be sent out of class

during lessons as a form of punishment’ were not significant. There were no baseline data for Ghana, and the endline data confirm that only 10 percent of teachers said yes when read the

statement. In Malawi, there are similar results with less than 20 percent agreeing with the statement.

Nearly all the teachers in both countries disagreed with the statement that it was okay for teachers to have sexual relationships with students (all percentages exceeded 90 percent), although the rate in the Ghana baseline was only 90 percent. In the Ghana endline survey, the percentage increase by eight points to 98 percent (a statistically significant increase).

**S**chool-Related Gender-Based Violence. This set of questions dealt with teachers’ attitudes and practices in the classroom.

There are some interesting results related to the variation in attitudes and practices between students and teachers on corporal punishment. For example, fewer students than teachers said that it is okay for teachers to whip boys to maintain discipline. In the Ghana endline survey, 22 percent of students compared to 58 percent of teachers thought whipping boys was okay (See **Box 2.6**). There was a similar variation in Malawi (74 percent for students and 98 percent for teachers).

**BOX 2.6: TEACHERS WHO DISAGREE WITH THE STATEMENT: *It is okay for you to whip boys to maintain discipline in class.***

	Malawi		Ghana	
	Female	Male	Female	Male
Baseline	73	77	29	28
Endline	100	97	62	57
Change	27	20	33	29

*Figures are percentages of total respondents in each group.*

Consequently, there appeared to be an important change in attitudes of teachers. On the separate questions of whipping boys or girls in order to maintain discipline in school or class, there were large increases in the percentage of teachers who said that it was not permissible. The trend was the same in both countries.<sup>12</sup>

There remains a need for continued work with teachers, as reflected in the reporting by teachers of their attitudes and practices during the endline survey for each country (see **Box 2.7**).

<sup>12</sup> There were no endline data from Malawi where the question pertained to girls.

**BOX 2.7: FINDINGS FROM ENDLINE SURVEY – TEACHER’S ATTITUDES AND PRACTICES IN THE CLASSROOM**

**Ghana**

- When asked if they had beaten or grabbed a student in the past 12 months, only two of the 360 teachers said yes.
- When asked if they had whipped or caned a student in the last 12 months almost two-thirds of the Ghana teachers said yes; the percentages were highest for the male teachers.

**Malawi**

- Almost 10 percent of teachers said they beat or punched both boys and girls in the last 12 months, and a little over 5 percent said they had grabbed both boys and girls.
- About 14 percent of teachers said they had whipped or caned a both a boy or girl in the past 12 months.
- About two-thirds of teachers said they had assigned physical labor to both boys and girls.
- Some 14 percent of teachers had insulted both boys and girls over the past 12 months; and one-third of teachers said they had threatened or intimidated either a boy or a girl.

With two-thirds of teachers in Ghana and 14 percent in Malawi having whipped or caned a student in the last 12 months a change in attitudes moving forward is an important first step.

**C**ode of Conduct. Teachers were asked nine questions regarding their exposure to, awareness of, and compliance with the Teachers’ Code of Conduct. Of those surveyed, 75 percent in Ghana and 88 percent in Malawi had received some training from Safe Schools. The percentage of teachers surveyed who had received training specifically in the Code was 71 percent in Ghana and 67 percent in Malawi (the source of this training was not identified). These were significant increases from the baseline—34 percentage points and 15 percentage points in Ghana and Malawi, respectively.

**BOX 2.8: FAIRNESS OF THE TEACHERS’ CODE OF CONDUCT**

*Do you believe the Teachers’ Code of Conduct is fair to teachers?*

	Ghana		Malawi	
	Female	Male	Female	Male
Baseline	55	68	64	53
Endline	81	79	75	73
Change	26	11	11	20

*Figures are percentages of total respondents in each group.*

The most significant findings related to the teachers’ Code of Conduct<sup>13</sup> are as follows:

- A majority of teachers had heard of the Code during the baseline survey. This became 99 percent in the Ghana endline. When asked about having seen the Code, about

<sup>13</sup> Given that the Safe Schools Program had not yet worked to revise the respective Codes of Conduct at the time of the baseline survey, these questions relate to the code that governed teachers at the time of the survey.

three-quarters of the Ghana and Malawi teachers said ‘yes’ in the baseline survey. By the time of the endline survey, 97 percent in each country had seen the Code.

- About three quarters of teachers in both countries think the Code is fair to teachers, which is a significant and large increase over the baseline values (see **Box 2.8**).
- When asked if the Code adequately protected children, most Malawi teachers (94 percent) said ‘yes’ in the endline, representing a large increase from the baseline (from 77 percent); there were no data on this from Ghana.
- The number of teachers who said they knew how to report a violation of the Code increased by over one-third, and virtually all of those said they had a responsibility to report Code violations.
- Relatively few teachers in either country said they had seen a violation in the past 12 months, but there was an increase in Ghana. Of these seeing a violation, half of the Malawi teachers said they reported the violation that they had seen. There were no endline data from Ghana.

As summarized in this section of the report, the baseline and endline surveys confirm some notable and significant changes in knowledge and attitudes among students and teachers. It is reasonable to posit that the intervention in the schools in Malawi and Ghana changed knowledge, attitudes and practices in ways that will encourage students and teachers to reject SRGBV.



Community Meeting in Ghana

### **3. LESSONS LEARNED AND RECOMMENDATIONS**

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As reported in the previous section, the Safe Schools interventions had an impact on knowledge and attitudes of students and teachers over the course of the project. This section of the report offers 10 key lessons learned that should be considered when replicating the Safe Schools Program in other countries to reduce school-related gender-based violence. The first eight lessons focus on ways to encourage sustainable, long-term behavior change, whereas the last two lessons highlight recommendations for more effective monitoring and evaluation.

#### **Lesson Learned 1: A Gender Approach Expands Understanding of Violence in Schools**

Safe Schools was one of the first programs to systematically use a gender approach to understand and then develop interventions to reduce gender violence. This approach addresses the needs of both boys and girls and included identifying the relationship between traditional definitions of gender roles and the types of abuse and violence that young people experience – not only the sexual teasing, harassment and abuse usually directed at girls, but also the bullying and corporal punishment primarily suffered by boys. This approach resulted in program activities that helped teachers and students understand and question the restrictions that traditional gender roles and male/female power dynamics place on students' behavior and aspirations.

By having boys participate as equally as girls, the program was able to change attitudes among both boys and girls. The focus on boys and girls was a strategy for long-term transformation of gender relations in which the positive healthy attitudes formed between the ages of 10 to 14 would continue into adulthood. This is reflected in the data that measured impact, as presented in Section 2.

#### **Lesson Learned 2: A Whole-School Training Approach Is More Effective for Changing the School Environment**

As previously noted, the Safe Schools Program focused on girls and boys in upper primary and lower secondary school. As a result, only teachers in those grades were targeted to participate in project interventions. Although a common practice is to focus resources solely on direct beneficiaries, this proved not to be effective and course corrections were taken over the life of the project.

During the project there was significant movement of teachers in and out of the intervention classrooms—teachers often were reassigned and moved between grade levels. Thus, an untrained teacher might be assigned to a grade level where he or she was the only one without training. In addition, there was sometimes tension in a school due to teachers whose grade level was outside the scope of the project and, therefore, had not received training. Those teachers were at times uncooperative or their actions did not reinforce key Safe Schools messages, thereby making change in the overall school culture impossible.



To address this gap, Circuit Supervisors and District Training Officers in Ghana organized in-service training for teachers who had not been trained by Safe Schools. While Safe Schools was unable to reach the entire school due to limited resources, the schools themselves responded by creating their own mechanisms for delivering additional training.

This lesson reinforces the “whole-school” approach, which has been identified as a good practice in the global literature on school-related gender-based violence. A whole-school approach involves all members of the school community and anyone who comes in contact with students. It means creating a shared vision and common language and practices. Although the Safe Schools Program design was grounded in a “whole-community” approach through mobilizing parents and community leaders and specifically training teachers, students and volunteer community counselors, this comprehensive approach was not mirrored within the school itself. It is, therefore, strongly recommended that at a minimum, **all** teachers, administrators and support staff be trained in a given school regardless of the specific age groups or grades targeted in the project. Ideally supervisors and other district-level Ministry staff should be trained as well.

### **Lesson Learned 3: Redefining Classroom Discipline Requires Sensitizing Both Teachers and Parents**

Safe Schools promoted the transition from corporal punishment and other degrading forms of punishment to positive, non-violent discipline. This shift proved to entail more than just introducing new classroom management techniques. Corporal punishment was viewed by some adults as a valued traditional practice that they themselves had experienced as children. Believing corporal punishment to be part of their cultural identity, some teachers were reluctant to give it up. Similarly, parents did not always understand the reason for eliminating corporal punishment in the classroom and wanted their children punished as they viewed corporal punishment as a rite of passage or a normal aspect of schooling.

It became clear that additional work was needed to first change teacher and parental attitudes toward corporal punishment before sustained behavior change could take place. So, the approach to convincing teachers and parents to end corporal punishment drew from the same strategies used to end other harmful traditional practices such as female genital cutting. Such strategies include: determine why the practice has social value (the “demand”); focus on reducing social demand for the practice; and identify what non-harmful practice can be introduced to take its place. Additional sensitization of parents was achieved through community action planning. Gradually parents began to support the elimination of corporal punishment and other actions that were introduced to reduce SRGBV.

In Ghana and Malawi, as teachers eliminated caning as a mode of punishment, maintaining a disciplined classroom environment proved to be a challenge for some. Although the *Doorways III* teacher program did provide tips and exercises for non-violent classroom management, implementation experience showed that more practice and post-training follow-up were

needed to reinforce these new methods in the classroom. As the *Doorways III* teacher program is implemented in other countries, more information on non-violent classroom management methods should be added, along with time for teachers to practice the new techniques in addition to providing more time for teachers to talk about any personal feelings concerning corporal punishment.

#### **Lesson Learned 4: Training Materials that Stress Both Children’s Rights and Responsibilities Build Stronger Support Among Teachers and Parents**

The Safe Schools interventions provided adults with the tools to teach children their rights and responsibilities. This was an important element of the design since being treated with respect and dignity and being free from abuse are human rights. Going into project implementation, it was well understood that both children and adults must understand the intertwined concepts of rights and responsibilities and must appreciate the importance of the two. The experience of the Safe Schools Program strongly reinforced this belief. Despite the awareness of and preparation for the potential backlash against student rights, instilling the two concepts proved challenging at times during implementation. According to adults, students were quick to appreciate their rights, but sometimes slower to understand (or want to accept) their responsibilities.

A lesson learned was that improving the school environment required significant changes to the teacher-student relationship, which was based primarily on the authority of the teacher. The respective roles and responsibilities of teachers and students in the classroom had to be redefined. The *Doorways* teacher and student programs, the community action plan and awareness raising activities for parents and community elders all contributed to transforming that dynamic. These interventions shifted the traditional teacher-student relationship to one based on the rights and responsibilities of each. An example of this was observed in Malawi, where students felt empowered to respectfully address a teacher who was consistently late for class. The students felt that it was their right to receive a quality education and that it was their responsibility to discuss this with the teacher. When they spoke with the teacher using language of ‘rights’ and ‘responsibilities,’ the teacher in turn recognized his responsibility to teach, and began to start class on time. Prior to the intervention of Safe Schools, such an exchange would not have been possible.

#### **Lesson Learned 5: Use of Role Models Is an Effective Tool to Overcome Fear of Reporting SRGBV**

Discussion of gender issues was often controversial and grounded in a power dynamic that was predicated on male dominance and female subservience. These traditional values often made it extremely difficult for victims of SRGBV to feel comfortable reporting their experience. This fear of reporting was difficult to change during project implementation.

As such, tactical and innovative approaches were used to impact change. The use of role models was one such powerful strategy for sensitizing and mobilizing people to reduce SRGBV. Role models were a group of people or individuals who had made strides in

overcoming SRGBV or changing their own attitudes and behaviors. Some were outspoken advocates for reducing SRGBV, while others were respected individuals who led by example. By using role models (who were peers), students were inspired and motivated to see that change was possible and that they could overcome their obstacles. Role models provided the necessary motivation and encouragement, often simply through their presence, that allowed many victims to feel comfortable enough to come forward and report their case of SRGBV. This finding also was connected to the importance of peer-to-peer learning (see Lesson Learned 8).

One example of the success of role models comes from the story of Sharifa in Malawi. Sharifa was, by his own admission, a bully who picked on girls and boys at Likwenu Primary School. Following interventions from the *Doorways* program and community mobilization activities, Sharifa grew to appreciate the impact his behavior had on the learning environment. Based on his changing behavior, he was elected to serve on a student committee that coordinated anti-violence activities in his schools. As he took on this leadership role, he helped change the behavior of others who also had harassed their fellow students.

#### **Lesson Learned 6: Active Involvement of District and Ministry Officials Supports Grassroots Efforts**

Success working at the local level through non-governmental organizations meant including local government structures to enable implementation and influence changes. While grassroots-level field workers were actively involved, the support and involvement of the district and ministry level officials were still critical. Collaborating with them in implementation ensured support from important government constituents.

An example of this collaboration was, where appropriate, the establishment of SRGBV committees at the village level. These committees were able to monitor SRGBV cases, enforce bylaws and generally implement activities. The village level committees worked with the Community Action Planning Committee (CAPC) on a regular basis and planned the way forward.

#### **Lesson Learned 7: Communication Materials Should Balance Negative Images With Positive and Constructive Ones**

The participatory rural appraisals and baseline data provided information on the role of teachers as perpetrators of abuse against children. As a result of this finding, interventions such as awareness-raising posters, the Teachers' Codes of Conduct and the *Doorways III* teacher program tended to focus on highlighting improper conduct on the part of teachers. For example, in Ghana, the BCC materials (posters) portrayed teachers in a negative light. None of the posters showed a teacher giving support to a victim. Such materials often immediately put teachers and teachers' groups on the defensive, and at times it proved challenging to reengage teachers in a less threatening manner. It is critical to keep in mind that the vast majority of teachers do not want to harm their students, which needs to be reflected in the program messages as well.

### **Lesson Learned 8: Student-Led Groups are Effective at Changing Behavior and Attitudes**

The components of the program that allowed young people to act as organizers and facilitators were effective in developing leadership capabilities and generating valuable discussion about the status of SRGBV in the communities. These included the peer leaders program and the clubs (Life Skills in Malawi and Gender Clubs in Ghana).

Peer leaders were identified in each class, the number and sex-distribution of which were chosen to be representative of the class demographics. Such distribution ensured that there were a sufficient number of students recognizing SRGBV as an issue in their community and supporting other students who may need advice or other guidance. Activities also heightened self-awareness among students that they themselves could be part of an environment that perpetrated incidents of SRGBV.



*Student Leader in Malawi*

An essential element of these activities was the involvement of patrons. Patrons were teachers or community members (adults), who served as guides in organizing the meetings and discussions, but ultimately stepped back to allow students to run their own meetings and have their own discussions.

### **Lesson Learned 9: Stronger Community-Based Monitoring and Evaluation Systems are Needed to Report Change and Ensure Confidentiality**

Reliable monitoring and evaluation of SRGBV that ensures victims' confidentiality is essential at the community level. Safe Schools was effective at building enthusiasm and the feeling of progress in the communities. The baseline and endline surveys provided data to measure the knowledge, attitudes and practices of teachers and students. The gap in project monitoring, however, was in data related to incidents of violence and cases of SRGBV. The task of collecting this data at the community level was assigned to the Community Action Plan Committees. Although effective from a sustainability standpoint, the weakness of this approach was that the capacity to collect reliable data was not consistent across communities. Consequently, there were not sufficient data to report on changes in the community.

The lesson learned is that a strong system for monitoring and evaluation that ensures confidentiality should be introduced at the community level. Sustainability depends on more fully integrating data collection methods into the program. In order to accurately monitor SRGBV incidents, record keeping and trend analysis should be reinforced beginning with the

PRA/PLA. External facilitators should work with the communities more closely to conduct this analysis.

### **Lesson Learned 10: Impact Evaluation Systems Should be Streamlined**

Safe Schools incorporated two techniques for measuring the impact of the pilot interventions. The first was to establish a baseline of knowledge, attitudes and practices and then measure the change at a standard interval by applying an endline survey of the same questions. The second approach was to incorporate the use of control groups in a quasi-experimental design, whereby 10 schools would not receive any direct intervention and another 30 schools would receive different combinations of interventions.

The first approach proved successful as there were reliable data to measure impact across time. However, the second approach failed to measure the effectiveness of the intervention relative to no direct intervention. Despite best efforts to control for external variables, in both Ghana and Malawi, teachers were regularly transferred among schools (between intervention and non-intervention schools). There were recorded instances of trained teachers being transferred to a control group school where they would apply what they had learned. So, in effect, the control group sites became contaminated and the data could not be used for comparison.

For the purpose of this pilot, it may have been more beneficial to have used the resources for data collection to enhance other monitoring and evaluation efforts (see Lesson Learned 9).

### **Conclusion: The Synergy of Safe Schools Interventions Was Key to Success**

The Safe Schools Program's integrated model represented a package of interventions, each with discrete targets and goals. Together, these interventions addressed the complex issue of school-related gender-based violence. This was clearly demonstrated by the interconnectivity at the community level between the *Doorways* manuals and other innovative behavioral change mechanisms such as Community Action Plan. These action plans served as a point of entry and sensitized, motivated and mobilized communities as activities were initiated in schools. A case in point is how child marriage was addressed in some communities in Malawi. The *Doorways I* student program prompted discussions on early marriage, which were then reinforced by the Community Action Planning Committee and the messages of the importance of staying in school emphasized through the *Doorways II* community counselor program. The momentum brought about by the *Doorways I* student program, *Doorways II* community counselor program and Community Action Plan interventions working together led to reported cases in Malawi where the community counseling services led to child brides re-enrolling in the school.

Ultimately, the synergistic effects of the multiple Safe Schools interventions are what made the program successful and accepted in Ghana and Malawi. School-related gender-based violence is a complex issue that is influenced by a wide variety of factors across multiple levels of a

society. There is no single solution to reducing SRGBV, no ‘silver bullet’ to eliminate it entirely. However, as the development community strives to address this issue and provide support for victims, it is clear that a multi-faceted approach across a number of institutional levels can increase knowledge, change attitudes and alter practices in a way that improves learning environments for students.



*Teachers, students, NGO and Ministry representatives and Safe Schools staff at End of Project Conference in Malawi*

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# APPENDIX 1: RESOURCES

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## Doorways Training Program

Doorways I: Student Training Manual

[http://pdf.usaid.gov/pdf\\_docs/pnado240.pdf](http://pdf.usaid.gov/pdf_docs/pnado240.pdf)

Doorways II: Community Counselor Training Manual

[http://pdf.usaid.gov/pdf\\_docs/pnado241.pdf](http://pdf.usaid.gov/pdf_docs/pnado241.pdf)

Doorways II: Community Counselor Reference Materials

[http://pdf.usaid.gov/pdf\\_docs/pnado242.pdf](http://pdf.usaid.gov/pdf_docs/pnado242.pdf)

Doorways III: Teacher Training Manual

[http://pdf.usaid.gov/pdf\\_docs/pnado243.pdf](http://pdf.usaid.gov/pdf_docs/pnado243.pdf)

Doorways III: Teacher Reference Materials

[http://pdf.usaid.gov/pdf\\_docs/pnado244.pdf](http://pdf.usaid.gov/pdf_docs/pnado244.pdf)

## Country-Specific Assessments

Safe Schools Program: Ethiopia Assessment Report, 2004.

[http://pdf.usaid.gov/pdf\\_docs/PNACY692.pdf](http://pdf.usaid.gov/pdf_docs/PNACY692.pdf)

Safe Schools Program: Ghana Assessment Report, 2004.

[http://pdf.usaid.gov/pdf\\_docs/PNACY693.pdf](http://pdf.usaid.gov/pdf_docs/PNACY693.pdf)

Safe Schools Program: Jamaica Assessment Report, 2005.

[http://pdf.usaid.gov/pdf\\_docs/PNADD898.pdf](http://pdf.usaid.gov/pdf_docs/PNADD898.pdf)

Safe Schools Program: Malawi Assessment Report, 2004.

[http://pdf.usaid.gov/pdf\\_docs/PNADB478.pdf](http://pdf.usaid.gov/pdf_docs/PNADB478.pdf)

## Safe Schools Studies

The Safe Schools Program: A Qualitative Study to Examine School-Related Gender-Based Violence in Malawi, 2008.

[http://pdf.usaid.gov/pdf\\_docs/PNADK759.pdf](http://pdf.usaid.gov/pdf_docs/PNADK759.pdf)

The Safe Schools Program: Quantitative Research Instruments to Measure School-Related Gender-Based Violence, 2006.

[http://pdf.usaid.gov/pdf\\_docs/PNADK402.pdf](http://pdf.usaid.gov/pdf_docs/PNADK402.pdf)

The Safe Schools Program: Student and Teacher Baseline Report on School-Related Gender-

[http://pdf.usaid.gov/pdf\\_docs/PNADK758.pdf](http://pdf.usaid.gov/pdf_docs/PNADK758.pdf)

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## **APPENDIX 2: SCHOOL-RELATED GENDER-BASED VIOLENCE: DEFINITION AND TYPES<sup>14</sup>**

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### **Definition of School-Related Gender-Based Violence**

School-related gender-based violence results in sexual, physical or psychological harm to girls and boys. It includes any form of violence or abuse that is based on gender stereotypes or that targets students on the basis of their sex. It includes, but is not limited to, rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying and verbal harassment. Unequal power relations between adults and children and males and females contribute to gender violence. Violence can take place in the school, on the school grounds, going to and from school or in school dormitories and may be perpetrated by teachers, students or community members. Both girls and boys can be victims as well as perpetrators. Such violence can affect the well-being of students, putting them at greater risk of educational failure through absenteeism, dropping out and lack of motivation for academic achievement. It also impacts their mental and physical health, resulting in physical injury, pregnancy, sexually transmitted infections (including HIV/AIDS) or emotional/psychological ill health.

The three types of school-related gender-based violence—sexual, physical and psychological—overlap, and at times distinctions among them are imperceptible. For example, bullying may be either verbal or physical. Girls and boys who step out of their traditional gender roles can experience all three forms of violence. Girls can be humiliated by teachers in relation to their physical appearance (sexual violence or harassment) as well as their intellectual ability (psychological abuse).

### **Sexual Violence**

Girls and boys experience sexual violence or abuse by an adult or another child through any form of forced or unwanted sexual activity where there is no consent, consent is not possible or power or intimidation is used to coerce a sexual act. Sexual violence and abuse include direct physical contact, such as unwanted touching of any kind, or rape, which is also known as “defilement” for young people under the legal age of consent. Regardless of the legal age of consent, sexual activity between a teacher and student is considered abuse because of the age and power differentials between the two. Activities such as making a child watch sexual acts or pornography, using a child to make pornography, or making a child look at an adult's genitals is also abuse. Sexual violence can be perpetrated verbally. For example, sexually explicit language aimed at children or any repetitive, unwanted and uninvited sexual attention through teasing or taunting about dress or personal appearance is also sexual abuse. Sexual violence or abuse can have devastating, long-lasting effects on students, including increased risk of social, emotional and psychological damage, increased risk of substance abuse, health and social problems such as unwanted pregnancy, sexually transmitted infections including HIV/AIDS,

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<sup>14</sup> This definition of school-related gender-based violence is based on the Safe Schools Program conceptual framework and includes a synthesis of internationally recognized UN and UN Specialized Agency (such as WHO) definitions from the fields of education, health and child protection.

depressive disorders, memory disturbances, and aggressive behavior, and can negatively affect educational attainment.

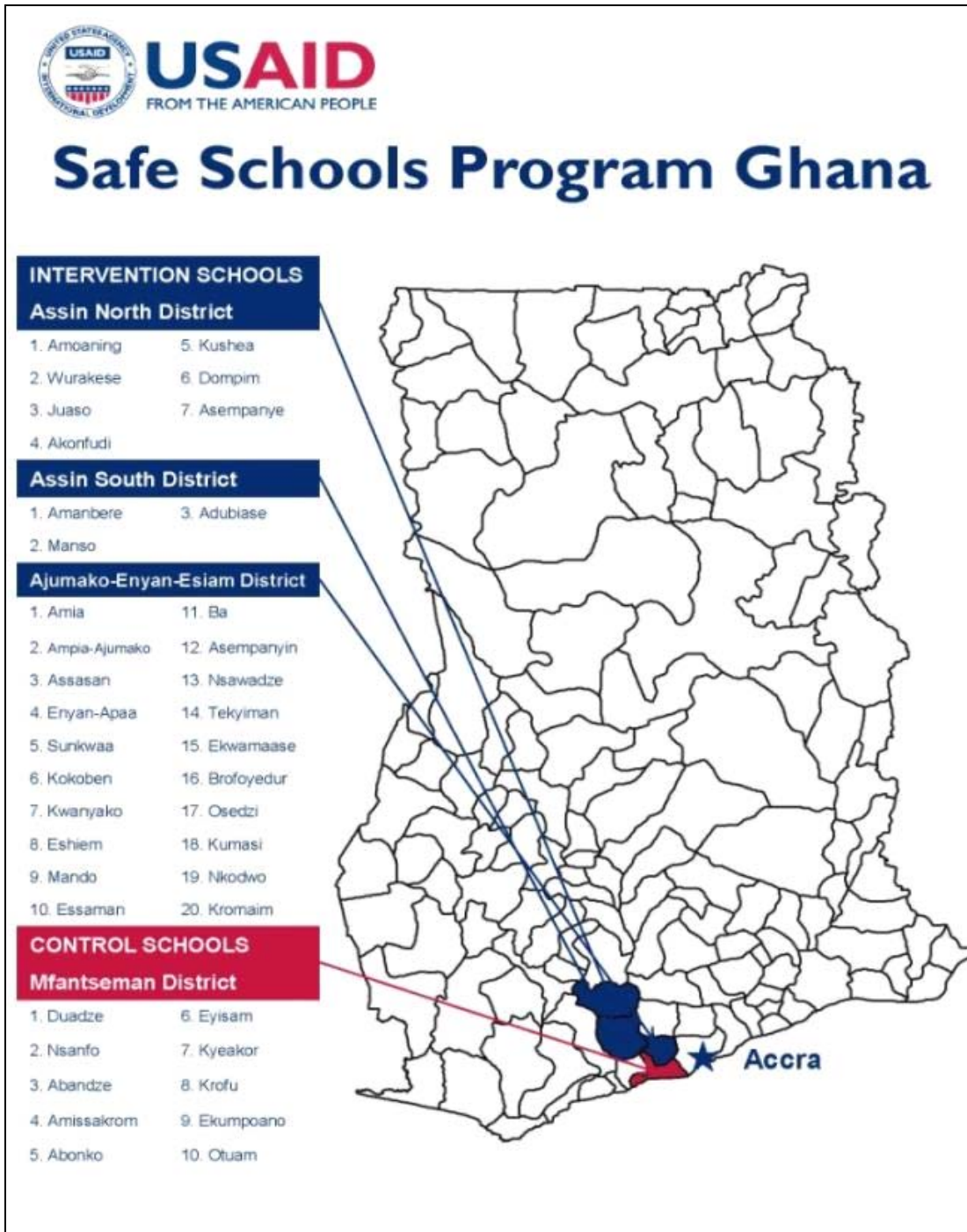
### **Physical Violence**

Girls and boys experience physical violence or abuse by an adult or another child through corporal punishment, forced labor, fighting and bullying. Corporal punishment is any punishment in which physical force is used to cause some degree of pain or discomfort, however minimal. This type of violence involves hitting children with the hand or an implement (e.g., whip, stick, belt, shoe, wooden spoon). It can also involve kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (e.g., washing children's mouths out with soap or forcing them to swallow hot spices). In general, teachers apply corporal punishment differently to girls than they do to boys. In most cases, boys experience more frequent and severe physical punishment than girls as a way to "make them men." Corporal punishment has negative physical and psychological effects on students, which include pain, injury, humiliation, guilt, helplessness, anxiety and low self-esteem. Teachers can physically abuse children through forced labor during and outside school hours. Teachers may force students either to fetch water or work in their fields, with children running the risk of physical injury from heavy manual labor and educational failure from missing class time. Physical violence and abuse among students takes the form of bullying, beating and fighting. Physical violence can have devastating, long-lasting effects on students, including increased risk of social, emotional and psychological damage, increased risk of substance abuse, physical, mental health and social problems, memory disturbances and aggressive behavior, and can negatively affect educational attainment.

### **Psychological Violence**

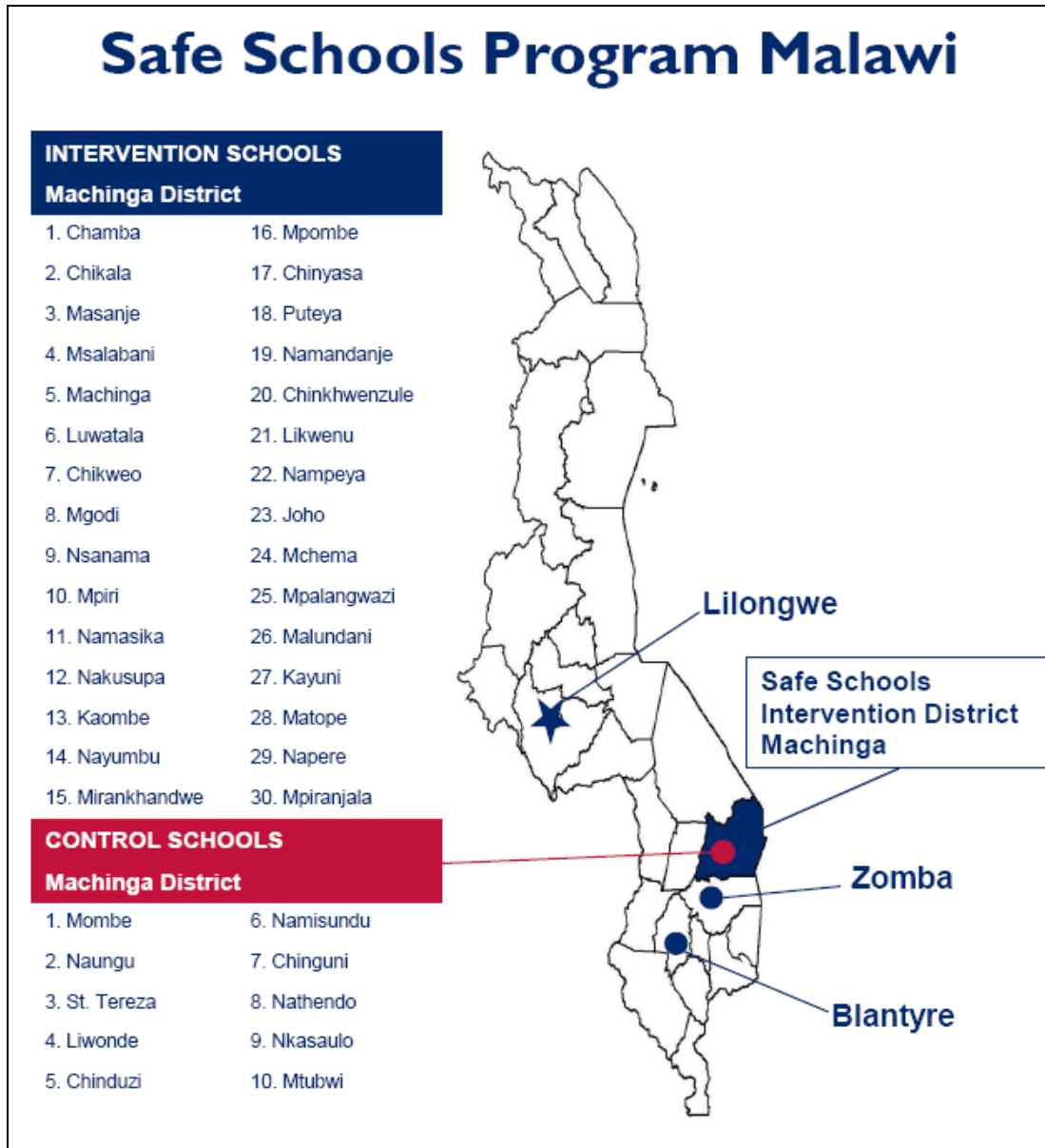
Girls and boys experience psychological violence and abuse from both peers and teachers through verbal harassment, bullying, teasing or degrading and cruel punishment. Teachers may use nonphysical punishment that belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules children. Constant criticisms of an unjustified nature, refusal to praise, unclear boundaries and unpredictable behavior eventually take their toll on young people. Psychological violence and abuse among students takes the form of verbal taunting used toward boys and girls whose behavior does not fit into society's image of what is "masculine" or "feminine" as a way to make them conform. Bullying can range from teasing to physical violence perpetrated by both students and teachers. Other forms of bullying include threats, name calling, sarcasm, spreading rumors, exclusion from a group, humiliation and abusive remarks. Bullying is also a pattern of behavior rather than an isolated incident. Psychological abuse can have devastating, long-lasting effects on students, including increased risk of social, emotional and psychological damage and mental health and social problems such as anxiety and depression, and can negatively affect educational attainment.

# APPENDIX 3: MAP OF GHANA



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# APPENDIX 4: MAP OF MALAWI





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## APPENDIX 5: INFORMATION DISSEMINATION ACTIVITIES

Event	Summary of Involvement
<p>MALAWI: Kang'oma Secondary School Girls Conference (organized by Peace Corps)</p> <p>April 2006</p>	<p>Dr. Chrissie Mwiyeriwa (Malawi Country Coordinator) presented on GBV and SRGBV and the Safe Schools Program. The PRA/PLA results were also disseminated. The conference was aimed at giving these secondary school girls a forum to discuss issues that cause girls to drop out of schools and to expose them to encouragement and positive role models.</p>
<p>ADDIS ABABA, ETHIOPIA: African Child Policy Forum's Second International Policy Conference on the African Child: Violence Against Girls in Africa</p> <p>May 2006</p>	<p>Ms. Maryce Ramsey (Program Director) presented the Safe Schools Program in a panel discussion and PowerPoint. Other presenters included: the Former Head of State of Mozambique, the Secretary-General's Independent Expert on Violence against Children, UN Special Rapporteur on Violence against Women, Chairperson of the African Committee of Experts on the Rights and Welfare of the Child, and the Chair of the UN Committee on the Rights of the Child.</p>
<p>WASHINGTON, D.C.: Inter-Agency Gender Working Group</p> <p>October 2006</p>	<p>Ms. Jill Meeks (Education Specialist) gave an overview presentation of SRGBV focusing on the Teacher Training manual intervention and Safe Schools' work with men and boys.</p>
<p>WASHINGTON, D.C.: USAID's Education Sector Council</p> <p>December 2006</p>	<p>Dr. Richard Columbia (Program Director) and Ms. Sarah Banashek (Activities Manager) delivered an overview presentation of SRGBV, the Safe Schools' research design and the results of the baseline survey in Malawi.</p>
<p>BALTIMORE, MD: Comparative International Education Society (CIES) 51st Annual Conference</p> <p>February 2007</p>	<p>Dr. Columbia (Program Director) and Ms. Meeks (Senior Education Advisor) conducted an overview presentation of the Safe Schools Program at the 51<sup>st</sup> Annual CIES Conference.</p>
<p>MALAWI: Ministry of Education, Science and Technology</p> <p>May 2007</p>	<p>The Safe Schools Malawi Team presented an overview of the project to the Principal Secretary at the Ministry of Education, Science and Technology, the Education Team Leader from USAID/Malawi, senior staff members from the Ministry of Education and the Activities Manager from the Safe Schools Rosslyn office.</p>
<p>WASHINGTON, D.C.: EQUATE/MSI Sharing Best Practices discussion</p> <p>June 2007</p>	<p>Ms. Meeks presented on best practices and the three global manuals: Life Skills, Counseling and Teacher Training.</p>
<p>KIGALI, RWANDA: HIV/AIDS Implementer's Conference</p> <p>June 2007</p>	<p>Ms. Julie Hanson Swanson (COTR) presented a detailed PowerPoint, CD and a two-page brief on the Safe Schools Program in Ghana and Malawi as part of the HIV/AIDS Implementers Conference.</p>

<b>Event</b>	<b>Summary of Involvement</b>
<p>PARIS, FRANCE: UNESCO "Stopping Violence in Schools: What Works?"</p> <p>June 2007</p>	<p>Three briefs on the Safe Schools Program were prepared and distributed: one overview, one on the latest activities in Ghana and one on the latest activities in Malawi.</p>
<p>WASHINGTON, D.C.: Capitol Hill - "School Safety and Security in the Developing World: Stopping violence Against School Children"</p> <p>July 2007</p>	<p>Ms. Meeks presented in a panel discussion on best practices on school safety and security - sponsored by Senators Russ Feingold (D-WI) and Sam Brownback (R-KS).</p>
<p>WASHINGTON, D.C.: EQUATE/MSI Brown-Bag Series</p> <p>August 2007</p>	<p>Dr. Columbia presented best practices in SRGBV Monitoring and Evaluation.</p>
<p>WASHINGTON, D.C.: World Bank Global Symposium on Gender, Education and Development</p> <p>October 2007</p>	<p>The Safe Schools Team submitted a paper with an overview of the Safe Schools Program, the program design, key outcomes and impact, lessons learned and future plans.</p> <p>Authors included the Ms. Hanson Swanson, Dr. Columbia, and Ms. Maxwell Banashek</p>
<p>Journal of Education for International Development</p> <p>November 2007</p>	<p>Submitted an article entitled "The Safe Schools Program: Preventing School-Related Gender-Based Violence and Abuse" for a journal issue on education and fragility.</p>
<p>NEW YORK, NY: United Nations Commission on the Status of Women</p> <p>February 2008</p>	<p>Ms. Banashek participated in a panel on the subject of the subject of Child Marriage, giving a presentation entitled "Gender-Based Violence In Schools: An Entry Point for Addressing Child Marriage" to over 150 attendees.</p>
<p>NEW YORK, NY: Comparative International Education Society (CIES) Annual Conference</p> <p>March 2008</p>	<p>Ms. Banashek presented "The Education/Health Nexus: Combating Violence and Promoting Health in Schools," the Safe Schools approach and the results of the endline survey.</p>
<p>KAMPALA, UGANDA: HIV/AIDS Implementer's Meeting</p> <p>June 2008</p>	<p>Dr. Mwiyeriwa presented a PowerPoint entitled "School-Related Gender-Based Violence and HIV/AIDS" during the "GBV, HIV and Schools" breakout session.</p>
<p>ACCRA, GHANA: Final Conference</p> <p>September 2008</p>	<p>The Safe Schools/Ghana office organized a national conference to present project findings and recommendations.</p>

<b>Event</b>	<b>Summary of Involvement</b>
LIWONDE, MALAWI: Final Conference  September 2008	The Safe Schools/Malawi office organized a national conference to present project findings and recommendations.
WASHINGTON, DC: Symposium on School-Related Gender-Based Violence  September 2008	DevTech organized a one-day symposium to present project results to over 140 attendees.
HAMBURG, GERMANY: International Conference 'Learn Without Fear - Looking at Violence from the Gender Perspective'  November 2008	Dr. Beatrice Okyere (Ghana Country Coordinator) and Ms. Hanson Swanson participated in the Plan International-sponsored conference with a poster presentation and overview of the Safe Schools Program.

For additional information:

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