Final Report

Review of Save the Children Norway's support to prevent and respond to violence in and around schools

April 4, 2018

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List of acronyms

CA	Common Approach
CBO	Community Based Organization
CSO	Civil Society Organization
OD	Operasjon Dagsverk
MTR	Mid Term Review
SC	Save the Children
SCN	Save the Children Norway
VFS	Violence Free Schools
QLE	Quality Learning Environment
QoS	Quality of Child Protection Services
WASH	Water, Sanitation and Hygiene

Executive Summary

SCN addresses violence in and around schools through a) projects specifically aimed at addressing violence in schools, and b) as part of programs implemented by Save the Children (SC) offices in selected countries. The theory of change behind SCN's work to prevent and address violence in schools is that by implementing interventions, attitudes and behavior is changed which creates a safe and violence free school-atmosphere. This, in turn, helps children learn better. SCN has, with the funding from Norad and Operasjon Dagsverk, designed and supported the implementation of projects and interventions to address violence in schools in 17 countries. Against this backdrop, SCN has seen the need to get a better overview of these interventions and to increase its knowledge of the effects of and lessons learned from this work. This review is based on a desk review of documentation on the programs implemented in 17 SC offices supported by Operasjon Dagsverk and Norad, first-hand information from Skype interviews with 10 of these SC offices and three in-depth studies where the Team made observations and interviewed beneficiaries and SC staff in Guatemala, Malawi and Uganda.

Results of the Mapping

The mapping of interventions shows a substantial amount of work having gone into activities to address violence in schools. 57 different interventions/activities have been carried out in the 13 countries addressing teacher violence, parental violence, violence between children (bullying, verbal or physical violence) and discrimination. The successful methods used to address these have been establishing and supporting peer networks (also called Child-led clubs); teacher and parental training in Positive Discipline, child rights and other important subjects; establishing Codes of Conduct and; engaging governments to strengthen prevention and responses to violence in schools. Important partners in almost every project have been the local government authorities (education authorities, training colleges, supervisors, and social welfare).

Results of interventions addressing violence in schools

The Team's analysis has shown that the interventions are relevant to the target group, to governments/state institutions in the countries and to SCN, SCI and the donors. Local and regional government authorities are often direct partners and in six of the 13 countries analyzed local or district government authorities approached SC requesting additional support, sharing of tools or expertise to be shared.

The Team's findings from the in-depth case studies indicate that all stakeholders have experienced a reduction violence in and around schools as a result of SC' interventions. Children/youth are more self-confident, teachers have tools to use to when interacting with children and violence has been decreased. The cooperation between government actors and SC has also resulted in the establishment of new and important structures for communicating and of referring cases of abuse. Psychosocial support to help children, teachers and school staff who are traumatized or with conflict management is one component that has not been

implemented widely, but appears never-the-less to have been very important to the school atmosphere as well as to individuals.

There is, however, a strong dependence on SC to plan, arrange and manage projects which affects the sustainability of the projects. Stakeholders rely on SC and thus do not own the process of strengthening the local child protection system.

Few interventions are planned with the intention to address violence in schools but form part of education or child protection programs. There is thus limited measurement of progress against specific indicators to reduce violence in schools, instead the QLE is used by most of the countries interviewed.

Lessons Learned

The Team has identified the following lessons to consider going forward when designing and implementing interventions to address violence in schools.

- Successful projects have attempted to address violence by many stakeholders; teachers, children/youth, community and parents.
- Interventions to address violence in schools need specific indicators to measure effectiveness; using the QLE or other aggregated tools do now allow for measuring changes in behavior or incidences in violence.
- Lack of sharing of expertize between education and child protection may result in important concepts being misunderstood or teachers not trained properly.
- Education and child protection programs being designed and implemented in parallel may put a strain on teachers, and may result in inefficient utilization of expertize within the SC office.
- Attempting to reach a large number of children/schools may not allow for the intended change in behavior. To achieve changes in behavior, it may be more useful to develop a smaller scale project with specific interventions aimed at changing behavior rather than spreading a training too thinly in order to reach more schools.
- Dependence on SC to manage, organize and fund interventions disempowers both local authority structures and local CSOs/CBOs. A stronger capacity-building-of-partners (both CSOs and local/national authorities) component is necessary to improve the sustainability.

1. Background and description

1.1 Background
Save the Children's vision is a world in which every child attains the right to survival, protection, development and participation. Save the Children Norway's (SCN) priorities are set out in the *2014-2018 Strategy*, where its work focuses on, and is organized into, the following themes:
- Education,
- Child Rights Governance (CRG),
- Health and Nutrition,
- Humanitarian Relief, and
- Child Protection.

SCN addresses violence in and around schools through a) projects specifically aimed at preventing violence in schools, and b) as part of programs implemented by Save the Children (SC) offices in selected countries. These latter programs fall either within the national SC office's education work, child protection work, or are integrated programs.

The theory of change behind SCN's work to prevent and address violence in schools is that by implementing one or several interventions, attitudes and behavior is changed which creates a safe and violence free school-atmosphere which, in turn helps children learn. This work also includes addressing unsafe routes to school and other factors that may hinder children from attending school. The violence may be perpetrated by teachers and other school staff or by fellow students, and therefore the work to prevent and respond to violence in the schools involves a number of stakeholders such as school management, teachers, children, parents, and government authorities.

SCN has, with the funding from Norad and Operasjon Dagsverk (OD), designed and supported the implementation of projects and interventions aimed at responding to and preventing violence in schools in 17 countries. Against this backdrop, SCN sees the need to get a better overview of the totality of the interventions in this area and increase its knowledge of the effects of and lessons learned from this work.

1.2 Rationale, scope and purpose of the review
The main purpose of the review is internal learning for SC. The insights gained from this review will be used to inform the development of SCN's new *Strategy 2019-22* and the new Norad Framework Agreement from 2019. Moreover, it will be used to adjust the current programmatic approach as necessary. Secondly, the review will be feeding into the ongoing SC global work to develop a Common Approach (CA) to addressing all violence in and around schools.

The main objectives of the review are to:
- Get an overview of what SCN is doing: Conduct a mapping of all interventions intended to prevent and respond to violence in and around schools within SCN's protection and education portfolios. The mapping should include a description of the interventions and how they have been implemented.
- Find out what works and why: Assess and document achievements/results and identify good practices of interventions to prevent and respond to violence in and around schools across the protection and education portfolios. Considerations of sustainability and local ownership should be included in the assessment.
- Look forward: Highlight lessons learned, identify success criteria and provide recommendations on how to improve SCN's future programming in this area.

The scope of the study has include:
- Interventions responding to and preventing violence in school implemented beginning 2015 (and in 2014 for the OD program).
- Interventions addressing violence in school funded by OD in Guatemala, Honduras and Mexico.
- To focus on interventions addressing violence in school carried out by or funded through SCN with funding from Norad. This has meant a focus on the following countries

Table 1 Norad funded countries where VSF interventions have been implemented

Asia	Africa	MENA region	Latin America and the Caribbean
Cambodia Myanmar Nepal	Ethiopia Malawi Mozambique Niger Somalia South Sudan Uganda Zimbabwe	Lebanon Palestine	Guatemala Nicaragua

The consultant team (hereinafter referred to as the Team) carrying out this study included Ms. Åsa Königson (Team Leader), Ms. Gabriella Olofsson (Child Protection Expert) and Mr. Stephen Katende (Child Protection Consultant).

1.3 Methodology
The consultants' *Inception Report*[1] establishes the methodology that has been used to gather information and analyze the data. In summary, the methodology has included the following steps:
1. A desk review of documentation provided by SCN on each relevant country program funded by Norad and OD. This resulted in initial conclusions as to type of programs,

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[1] 2017-12-05.

target groups and violence being addressed and helped define the methodology more closely. The results of the desk review were presented in the *Inception Report* in December 2017.

2. Face to face interviews with nine SCN staff and with two OD staff members. These took place in December 2017 at SCN's offices in Norway.
3. Telephone and Skype interviews with 20 SC staff of 10 SC country offices using a question list developed as part of the desk review (annex to the *Inception Report*). The Team has interviewed staff in 10[2] of the 17 countries where SCN have supported and/or funded initiatives to prevent violence in schools. The SC offices of Lebanon, Mexico, Palestine and South Sudan were contacted but did not respond to requests for interviews.
4. Field visits to Guatemala (between Jan 22 and Feb 1, 2010), Malawi (between Jan 28 and Feb 2) and to Uganda (between Feb 25 and Mar 3, 2018).
5. Drafting of three Country Reports for Guatemala, Malawi and Uganda, respectively.
6. Analysis of information gathered and drafting of the report.

A list of persons interviewed as part of this study can be found in Appendix 1.

The mapping of interventions aimed at addressing violence in and around schools is based on the desk review, on skype interviews with 10 SC offices and complemented with data gathered as part of a separate consultancy project aimed at developing a Common Approach (CA) to Violence Free Schools (VFS). In this project an electronic survey was carried out and the data was shared with the Team. An analysis of the data from the electronic survey showed that it coincided substantially with the findings from the desk review carried out by the Team thus the additional information that was needed was not available in the survey. It was therefore decided to carry out telephone interviews to obtain more qualitative data on interventions implemented by the Norad and OD-supported SC offices.

Three in-depth studies have been carried out; Guatemala, Malawi and Uganda were selected during the inception period (see *Inception Report* for the selection criteria). During the visits the Team visited national SC members and SC country offices, interviewed SC staff, held focus groups with teachers, children/youth, school management, community support groups and parents. The Team has also met with national authorities relevant to the work carried out at local, district and/or national level. The findings are summarized in the Country Reports (see Appendix 2, 3 and 4). The in-depth case studies are the basis for the analysis of results achieved, relevance, sustainability and cost-effectiveness.

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[2] The following SC offices were intereviewed: Cambodia, Ethiopia, Honduras, Mozambique, Myanmar, Nepal, Nicaragua, Niger, Somalia and Zimbabwe. Field visits to Guatemala, Malawi and Uganda.

2. Findings

This section begins by presenting the mapping of the type of interventions that have been implemented in the 13 countries[3] where the Team has interviewed SC staff or visited SC offices/members. The Team analyzed Norad proposals, annual reports and Mid-Term Reviews (MTR) and responses to questions in interviews and focus group discussions. Different types of interventions have been identified as well as target groups, methods used to address violence, how the interventions were designed, partners and if the interventions were part of education or child protection programs implemented by the respective SC office.

2.1 Mapping of interventions addressing violence in schools
The mapping of interventions resulted in the following types of violence that the interventions aim to address.

Table 2 List of types of violence interventions address

Types of violence addressed in schools	Desk study: Programs addressing which type of violence	Interviews with 13 SC offices: Programs addressing which type of violence
Physical and humiliating punishment from teachers or school staff	10	11
Other: Parental violence	8	11
Bullying, verbal, physical or emotional peer violence	3	9
Discrimination (based on sex, disability, HIV status, race, etc.)		7
Sexual violence and sexual harassment from teachers and other adults	5	6
Peer sexual violence, teasing or harassment at school		6
Cyber/phone bullying		2
Gang violence in or around schools	2	2
Assault with weapons		1
Other: Human trafficking and early marriage		2

The difference that can be observed between the two columns is due to more information given in the interviews as to different interventions. The documentation (MTRs, Annual Reports from the SC offices) are focused on presenting QLE data or present results related to education, child protection and/or child rights governance programs. Specific interventions addressing violence in schools are often part of larger programs. The documentation does not capture all interventions.

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[3] The following SC offices were intereviewed: Cambodia, Ethiopia, Honduras, Mozambique, Myanmar, Nepal, Nicaragua, Niger, Somalia and Zimbabwe. Field visits to Guatemala, Malawi and Uganda.

A majority of the interventions implemented aim to address violence by teachers and between children/youth that is either physical or verbal. The data above also shows that many interventions target not only <u>one</u> type of violence but several (parental, teacher and peer-to-peer violence) which is corroborated in interviews with SC staff. The persons interviewed emphasized the need to work with all the stakeholders; training and workshops aimed at parents and teachers, respectively, on child rights and Positive Discipline and trainings for children on good conduct are some of the initiatives that have been implemented in parallel. Parents is one target group that can be very difficult to reach, however, as discussed during the in-depth field visits. Parent involvement is voluntary and dependent on distance, logistics (timing of meetings), money for transport and interest. Involving parents appears to have been more difficult than training and engaging teachers and school staff in, for example, the ECPaz program (funded by OD). In Uganda, suggestion boxes (letter boxes) are hanging on the walls of every school. Not only teachers and children but also parents and community members are welcome to put notes in the suggestions box on concerns that relate to children's education. This contributes to greater engagement among parents.

2.1.1 Target groups
The main target groups of the interventions have, according to both the interviews and the desk review been the following:

Table 3 Target groups

Target group	# of programs aiming to work with a target group
Teachers	12
School committees and management staff	11
Parents and/or guardians	11
Girls and boys in primary education	10
Government	10
Community	7
Girls and boys in secondary education	4
Police	4
Justice workers	4
Girls and boys and youth who do not attend school	3
Extremely vulnerable children who do not receive basic care	3
Other	Teachers (monks) in monastic schools

All the interventions and/or programs analyzed attempt to work with several target groups. Noticeable is also the work aimed at government which includes local authorities, regional

and national government institutions such as for example national ministries, parliament, government. SC works together with Teacher training Institutions and School Inspection Authorities in several countries (for instance Ethiopia, Uganda, Malawi and Nepal). Programs that are integrated with Child Rights Governance often also work with Police Authorities (for instance in Mozambique). Good examples of working with government at the local level includes developing Codes of Conduct that the regional education-authorities asked for in order to introduce these also in schools not supported by SC (case of Ethiopia). Another is the road show of a movie produced by youth about youth that the Judiciary Branch of Government in Guatemala is planning to carry out in the country to educate judges and court staff about youth. A third important example is the orientation provided to teachers and education officers at district level on violence, exploitation and abuse in Ethiopia.

In Myanmar, the SC office is implementing a specific child protection project with the Association of Monks in a number of monastic schools (separate from the education program) that targets kindergartens within the formal education sector. One third of all children in Myanmar attend monastic schools and the purpose is to introduce Positive Discipline to the monks (who teach children). There are also interventions aimed at awareness raising among the parents through Positive Parenting in other geographical areas.

2.1.2 Methods for addressing violence in school

The desk study and interviews have shown that the following types of interventions have been implemented with the aim of preventing violence in schools:

Table 4 Methods to address violence implemented

Type of interventions addressing violence in schools	Desk review: programs where intervention has been implemented	Interviews with 13 SC offices: programs where intervention has been implemented
Bully prevention	8	(implemented as part of training of teachers and children in relevant topics through peer networks)
Positive peer networks between girls and boys (child-led clubs)	10	11
Non-violent teaching methods or Positive discipline	9	11
Parents and community engaged in school management to support development of non-violent school environments	6	10
Establishing a code of conduct	9	9
Engaging government to strengthen violence prevention programs and improved child protection and gender equality legislation	6	8
Reporting and referral to child protection services	10	7

Type of interventions addressing violence in schools	Desk review: programs where intervention has been implemented	Interviews with 13 SC offices: programs where intervention has been implemented
Child led advocacy against violence in schools	2	6
Psychosocial support to children and teachers	Not mentioned specifically in documentation (other than for ECPaz project)	6
Safe routes to school	1	4
Creation of safe spaces or gender sensitive water, sanitation and hygiene (WASH) facilities to prevent gender based violence	4	1
Other		• Education of teachers (monks) in monastery schools • Including Positive Discipline and other topics in teacher training curriculum

The table above shows that most SC offices have implemented the following types of interventions:

- Creation of peer networks among children/youth appear to be part of a majority of the projects addressing violence in schools. These are called Child-led clubs, Child Rights Clubs, Girl Clubs or peer networks and exist in many countries (for instance Guatemala, Honduras, Ethiopia, Somalia, Uganda, Malawi, Nepal, and Cambodia). Common to these is that they are children's clubs, managed by and for children and that SC has provided training in topics such as child rights, bully prevention, gender equality, conflict resolution etc. In some cases, the idea is that children are to train other children thus reaching more children/youth.
- Training to introduce teachers and school management to topics relevant to addressing violence in schools e.g. children's rights, Positive Discipline, bully prevention, psychosocial support, conflict management and gender equality. This has been part of many projects and in some cases the training is followed up by SC and partner staff monitoring teachers' behavior.
- Establishment of a Code of Conduct in schools. In some cases the government issues a Code of Conduct, and SC has helped to put it in practice, make it known and help teachers and children understand how to act in accordance with it. In some cases SC staff has facilitated when teachers and school staff (sometimes involving children) drafted Codes of Conduct for their schools.
- Engaging parents in school management though for instance School Management Committees and Parent/Teacher Associations (in Uganda and Malawi). In Malawi Mothers Groups are also established. Other examples of involving parents include inviting them to events such as the "democracy days" held monthly in a rural primary school in Guatemala, or inviting them to "general meetings" in SC supported schools

in Uganda to discuss issues of violence against children that have been revealed through notes in suggestion boxes, or the class room committees involving teachers and parents in Cambodia. Many SC offices and school staff comment on the need to not only focus on children/youth and school staff but also on parents, as parents' conduct with their children is an important factor. SC staff has therefore, in 10 of the SC offices interviewed, attempted to engage parents by providing training on topics similar to that provided to teachers e.g. child rights, Positive Discipline, bully prevention etc.

- Partnering with authorities. In a majority of the SC offices interviewed, the partners are local authorities, municipalities and national ministries. Examples include youth petitioning local municipalities, creation of round tables with school staff and local authorities meeting regularly to jointly solve violence-related issues in Guatemala, support to traditional community based child protection structures in Uganda and Malawi, or SC offices working with ministries and local authorities to improve teacher training, establish national Codes of Conduct and influence local/national policies and plans (for instance Ethiopia, Mozambique and Nepal). The results have been mixed but successful cases include municipalities allocating funds to youth-led projects, the regularity of the round tables, strengthened community support structures and collaboration between informal and formal protection mechanisms, and child friendly practices in school.

The desk review indicated that a large number of the projects worked to link schools with referral systems to help identify cases where children/youth are vulnerable, need help or are abused and to refer these cases through an informal or formal reporting system. The interviews do not indicate that this is always implemented as part of interventions to address violence in schools. The Team's observations indicate that sometimes this may be because referral systems fall within the scope of child protection projects and if such interventions are not integrated with an education project, the link between schools and referral systems may not be the focus of the intervention.

Sexual violence has been addressed by a few of the SC offices, but not all. A study in Mozambique revealed that adults touch children's private parts "to show friendship", not understanding this as abusive behavior. The study resulted in a project to address violence against children with the school as the starting point. In Uganda, girls say that sexual violence primarily takes place on the way to and from school. In an effort to reduce drop outs of girls, the program worked to address this issue. Sexual violence by teachers was not mentioned by the children in any of the SC supported schools in Guatemala, Malawi or Uganda. They referred mainly to physical and humiliating punishment.

2.1.3 Countries where violence in schools is being addressed
The findings from the desk review and the interviews show that SC offices have implemented interventions to address violence in schools to a varying degree. Also, the interviews showed a different picture to the documentation in several cases:

Table 5 VFS interventions in Norad and OD-funded countries

Number of VFS interventions in each SC office	Data source: Desk review	Data source: Interviews with 13 SC offices
Mozambique	7	11
Nepal	8	11
Uganda	9	11
Zimbabwe	5	9
Malawi	8	8
Operasjon Dagsverk - ECPaz	7	7
Cambodia	2	6
Ethiopia	5	6
Somalia	1	6
Niger	4	5
Guatemala	3	4
Nicaragua	5	4
Myanmar	6	1
Lebanon	4	n.a.
Palestine	1	n.a.
South Sudan	0	n.a.

The most "ambitious" SC offices with regard to VFS interventions are Mozambique, Nepal, Uganda, Zimbabwe, Malawi, and the ECPaz project funded by OD. These SC offices have implemented more than seven types of interventions to address violence in schools and the interviews have indicated that up to 11 different types of interventions are being implemented in these countries. The interviews also showed that a number of countries are doing substantially more to address violence in schools than the documentation has indicated, although sometimes on a small scale and on a "trial" basis. Examples include localizing the Positive Parenting Handbook in Puntland, Somalia, educating parents and teachers in how to build trust as opposed to confrontation in order to prevent violence by SC Cambodia. In Zimbabwe, SC has been working with secondary students on on-line safety, among other initiatives.

2.1.4 Program design

A majority of the programs were designed by the SC country offices in consultation with local and national stakeholders. The exceptions being the ECPaz project, which was at the initiative of SCN. The process of designing the OD-funded project was described by the SC offices as facilitated and managed by SCN and involved the youth. According to SC Guatemala and Honduras, youth and other stakeholders were invited to two workshops where,

firstly, ideas for the project were discussed and, at the second workshop, the concept for the project was developed. SCN then drafted the proposal to OD and managed the relationship with the donor. This process was seen as innovative and ambitious, to involve the youth already at the inception phase.

Some SC offices developed their interventions addressing violence in schools after having had training on the subject by other SC offices or experts. For instance, SCN helped SC Ethiopia to develop a "Norad-proposal" and SC Niger developed the program after receiving training from SCI.

Only one of the SC offices clearly stated that the intervention was designed with a national institution, but eight SC offices interviewed state that one or several government institutions have been involved in dialogue preceding the proposal writing. In Mozambique, the SC office carried out a survey showing the reasons for teenage pregnancies being teachers' sexual abuse of children. After approaching the Ministry of Education, SC and the Ministry of Education agreed to begin a project to address this problem.

Four of the SC offices stated that the interventions were designed together with national CSOs or CBOs. In Myanmar the intervention is focused on monastery schools and SC were able to involve the Association of Monks in the design in order to have access to these schools. In other cases the SC office developed the program with their national partners (CSOs) or by themselves offering partners (governmental and CSO) to suggest interventions to be included in the design.

There appears to have been limited involvement of children and/or youth in the design of the interventions, except in the case of the OD-funded project in Central America and Mexico. Consultations with children have sometimes taken place as part of prior studies or surveys, but not in the actual design process. Some SC offices commented on the difficulty of involving children in the design.

2.1.5 Save the Children's Partners
All the SC offices interviewed work with national CSOs or CBOs. In some cases the CSO partners are equal partners, helping to develop programs jointly with the SC office, in other cases they are in a learning position, participating in trainings, helping with logistics, support and monitoring the implementation of the intervention/project, etc. CSO partners are primarily engaged in child protection projects, or in integrated programs with child protection components.

In eight of the 13 SC projects discussed with SC offices, the government is a partner at either local, regional or national level, or in some cases at all levels. In Ethiopia regional and district Education Bureau staff and teachers at teachers' colleges have received training in subjects such as Inclusive Education and Positive Discipline. In Honduras the National Institute for Professional Training is a partner in the certification and provision of vocational training for out-of-school youth.

In education projects, the main partner is generally the Ministry of Education and its regional and district authorities, Teacher Training Schools and Inspection Authorities. In child protection projects the Ministry of Social Welfare is the relevant government partner. However, in child protection projects the design is more often developed in dialogue with CSOs than with government authorities on Social Welfare. Interviews with Nicaragua, Mozambique and Nepal suggest that one reason for this is that CSOs are more competent and capable to address violence against children than the Ministry of Social Welfare. The social welfare sector was considered to be weaker and less resourced as compared to the education sector, thus the need for engaging with CS partners instead.

One example of a program where both the Ministry of Education and the Ministry of Social Welfare work together with the SC office is in Mozambique. A survey revealed that adults sexually abused children while understanding it as "friendly behavior". This resulted in a project to raise awareness on violence against children with the school as the starting point since many teachers develop "friendly relationships" with female students. Such relationships had serious consequences for the girls' right to survival and development. Today it has developed into an integrated program involving the Ministries of Education and Social Welfare together with the Police in creating a child protection system preventing and responding to violence in and around schools.

2.1.6 Spending on violence in schools projects/interventions

The Team has only received information on actual funding spent on interventions addressing violence in schools from two SC offices[4]. The following information is thus based on budgeted amounts and collected from the budgets prepared for the Norad proposal.

Table 6 Estimated funding of interventions

SC office	Budgeted amount for interventions to address violence in schools 2016 (NOK)
Cambodia	n.a.
Ethiopia (funds spent)	424,500
Guatemala	188,200
Guatemala ECPaz project (funds spent)	2.345,600
Honduras ECPaz project (funds spent)	1.655,600
Mexico ECPaz project (funds spent)	1.755,968
Malawi	876,000
Mozambique	n.a.
Myanmar	162,400

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[4] From the ECPaz project and from Ethiopia.

SC office	Budgeted amount for interventions to address violence in schools 2016 (NOK)
Nepal	n.a.
Nicaragua	1.502,200
Niger	474,400
Somalia	1.344,200
Uganda	n.a.
Zimbabwe	1.645,900

This data is, as discussed above, highly unreliable as it is based on budgets prepared in 2014/2015, on the Team's analysis of the budgets and presumptions as to what outputs and activities could be defined as addressing violence in schools. Only data for Ethiopia and the ECPaz project is reliable as to actual funds spent on interventions addressing violence in schools. The Team is therefore reluctant to draw any conclusions from this data as to funding compared to activities or cost-efficiency.

2.1.7 Interventions to address violence in schools part of education or child protection programs

The only project with a clear aim of addressing solely violence in schools is the OD-funded ECPaz project implemented in Guatemala, Honduras and Mexico. In all other countries, the interventions have been implemented as a) part of education projects, b) child protection projects or c) as integrated projects. Of the 13 SC offices interviewed, four SC offices stated that the interventions to address violence in schools were implemented as part of education programs, four SC offices stated that they fell within the child protection program and five SC offices stated that the programs were integrated.

When interventions to address violence in schools are part of an education or child protection project, the outcomes of these interventions have not been monitored specifically. In Malawi for example, one aim of the education project was to make sure that girls do not drop out of school due to early marriage or teenage pregnancy. Interventions to create a better school atmosphere were implemented in order to create a better school atmosphere and thus make going to school a more pleasant experience. Monitoring data showed less drop outs and early marriages, however, the specific outcomes of the interventions to address violence in schools were not monitored or documented.

Other examples of interventions to address violence in schools implemented by either the education teams or child protection teams within a SC office are from Guatemala, Malawi and Myanmar.
- In Guatemala, the child protection and education programs operate separately. The responsibility for working with the schools lays with the education program staff who

had received training from child protection staff on Positive Discipline which was, in turn, used to train teachers and other stakeholders in the schools. However, observations in one urban primary school showed that the understanding of Positive Discipline had not been understood correctly by the school management. There may be a need to further improve knowledge sharing between the two programs in the Guatemala office, an alternative is to jointly design interventions

- In Myanmar the education program works at kindergarten level within the formal education system with child friendly teaching methods including Positive Discipline. The child protection team works in different geographical areas with Positive Parenting and, in other geographical areas, with Positive Discipline in monastic schools. However, in the work with monastic schools, the child protection team use training materials from the education team on Positive Discipline in school.

- Examples from Guatemala and Malawi show that when child protection is not fully integrated with the education project this may result in the concept Positive Discipline being misunderstood as limited to non-physical punishment. This was observed by the Team in Guatemala and Malawi, but may be an issue in other places where child protection and education teams do not work closely together, share learning and educate each other in relevant topics.

In general, within the integrated programs, the training of teachers and creation of Child-led clubs was done at the same time with the purpose of teaching both teachers and pupils about abuse and children's rights. In Ethiopia the program was integrated, designed jointly by education and child protection staff. This meant that the staff planned the interventions together and could supplement each other's competence (with child protection staff holding training in Positive Discipline).

One of the most important aspects to consider is the sharing of learning. The integrated programs appear, from interviews with SC offices, to have been successful in terms of learning by doing, addressing many of the causes of violence in schools jointly and have had important impacts also on advocacy efforts. The most obvious project is the ECPaz project where most of the factors affecting youth in the schools have been addressed by a team composed of different experts working towards one goal. Within the ECPaz team in Guatemala there are advocacy experts, child protection staff, psychologists and sociologist to name a few. They work to implement different activities with the common objective of addressing violence in schools. As there is an outcome goal, the ECPaz team is able to modify the program, building on successful activities and changing others to address occurrences. In Ethiopia teacher training in Positive Discipline has been carried out as part and parcel of training teachers to address the QLE through joint efforts by the integrated SC team. This is also the case in Uganda, where the district teams involving Disaster Risk Reduction, Education and Child Protection work together in planning the content of trainings for various stakeholders.

In Malawi, the understanding by SC staff of what Positive Discipline is, had not been clearly understood, communicated or taught to the teachers. In the schools visited by the Team,

teachers continued with humiliating punishment (albeit not physical) with the understanding that this equaled Positive Discipline. The reasons for this may be several; a lack of transfer of knowledge between child protection and education staff (responsible for training teachers), resulting in teachers not adequately trained, limited follow-up and coaching of teachers in the new methodology, or lack of tailoring of the training to local contexts and culture. As the Positive Discipline methodology is, in some culture a very different and new manner of addressing children, the desired change in behavior requires not only training, mentoring, monitoring, sharing of experience among teachers but also further knowledge within and training of SC offices.

2.1.7.2 Monitoring and evaluation
As discussed with all SC offices, establishing interventions to address violence in schools under either a child protection or education program means that these interventions tend to contribute to achieving the goal of either a specific education or, a child protection program. For education projects, the SC offices interviewed used the QLE as the primary monitoring tool. However, the QLE does not offer guidance on the process and outcome indicators that would measure changes in behavior, attitudes and practices that are necessary to address violence and abuse in and around schools. Without an intentional focus on addressing violence in schools, these kinds of results remain largely undocumented.

The *Quality of Child Protection Services* (QoS) is a separate tool designed to monitor the quality of child protection services that SC supports. This is a separate set of standards but one that only a few of the SC offices interviewed appeared to use. This tool measures the quality of protection services (separate from the school environment) and is not conducive to managing the process of addressing violence in schools.

The ECPaz project has specific indicators developed that measure both actual incidences of violence, behavior change and include indicators that can be monitored over time to assess progress.

There is not sufficient data to conclusively state that one or the other type of project results in better outcomes with regard to reducing violence in schools. However, the integrated programs implemented by some SC country offices appear to be better planned and able to utilize the combined expertize within the respective SC office.

2.2 Results of the interventions
The *Inception Report* clarifies that the three in depth studies in Guatemala, Uganda and Malawi will constitute the basis for conclusions as to relevance, effectiveness, efficiency and sustainability. The three projects are designed differently and they are implemented in different social and cultural contexts. This analysis does therefore not attempt to compare the projects but to identify results and issues. The analysis involves findings from the mapping when feasible and also take into account information from the interviews with other SC offices.

2.2.1 Relevance

2.2.1.1 Relevance to the priorities of the target groups
Violence against children in various forms is highly prevalent as explained in the documentation as well as in interviews with stakeholders in the three countries visited although the way violence is manifested is different in Guatemala, Uganda and Malawi. In Guatemala armed gang-violence is common, often resulting in brutal violence against youth, parents, teachers and school management in and around schools. It may also result in threats, and even killings, directed towards youth, teachers and principals (a head master was killed by a student and two students from the ECPaz-supported schools have been killed), as testified to by students and school staff in SC' project areas. Parents and teachers state that violence or humiliating punishment by teachers is still a big problem in the urban high schools. Teachers who have not been trained in Positive Discipline or how to communicate with youth, maintain aggressive manners causing conflicts and disruptions in the class room. Corporal punishment is also prevalent at home, as is neglect, according to teachers. Sexual violence in schools has not been discussed in the OD documentation specifically, neither in the planning nor in reporting, nor was this type of violence targeted especially in the ECPaz project. A "macho" culture is prevalent in the rural areas of Guatemala, where girls are likely to be silenced or ignored and boys are allowed to "act out" and are given toys that are guns, machetes or arrows. Child labor is also prevalent in rural areas as well as in markets in urban areas.

In Uganda and Malawi, violence is entrenched in cultural practices. Corporal punishment, both in school and at home, is commonplace. Beatings and caning is committed by adults and also accepted by children. In the SC supported schools, children and adults talk about the high prevalence of corporal punishment, both in school and at home. Sexual abuse and rape (primarily occurring on route to and from school), early marriage of girls, child labor (affecting boys more) and neglect is also reported. Corporal punishment is afflicted on girls and boys alike. Sexual violence from teachers was not talked about by children in the SC supported schools, while girls in a school not supported by SC explained that if a teacher harasses a girl in school, she will rather drop out than turn to other teachers for help. Sexual violence seems primarily to be prevalent in the community, affecting girls on their way to and from school.

Although corporal punishment, bullying, rape, harassment, and girl marriage were reported by children and adults in Malawi, violence against children was not presented as the most relevant issue in the visited communities. More important concerns voiced were the lack of means to pay for school expenses, child labor and school dropout. The most important task, as perceived by adults and children in the project areas in Malawi, is to make sure that children do not drop out of school. SC staff in Malawi confirmed that violence against children has not been talked about sufficiently in the SC supported schools and communities.

Still, the relevance of addressing violence in schools remains high. Although violence in and around schools is a common topic of discussion and openly seen as a problem in Central America, and less so in Malawi and Uganda, it still affects children and youth as well as school staff and parents. In Uganda and Malawi there are cultural traditions that make

beatings and caning of children, sexual harassment and abuse of girls more accepted and therefore, paradoxically, more hidden and difficult to address.

2.2.1.2 Relevance to the priorities and policies of SCN, SCI, Norad and other donors and of the countries
The projects are directly in line with SCI and SCN's priorities as expressed in the SC's vision "…every last child attains the right to survival, protection, development and participation."

Norad emphasizes education as key to reducing poverty. A substantial amount of funding has been invested to ensure the right to education and the quality of education. One of the six basic elements, as expressed by Norad, of educational quality is a healthy, protective and inspiring environment adapted to both girls and boys. How teachers treat pupils is part of element four, and addressing children's exposure to abuse, child labor and lack of equal opportunities is part of element five, as expressed by Norad. The projects implemented by SC aim to address all these factors and are thus highly relevant to Norad.

2.2.1.3 Relevance to the national governments
The mapping, as well as the in-depth studies, demonstrate the focus that SC offices dedicate to involving relevant authorities and ministries (in particular education authorities under the Ministry of Education) by training authority staff (not only teachers) in topics such as child rights, Positive Discipline, conflict resolution etc. This is often coupled with provision of tools (e.g. development of Codes of Conduct, training material and training guidelines for teachers and schools staff, adapting the curriculum in training colleges etc.). The mapping indicates that in six countries, government authorities approached SC offices to obtain additional support, to train teachers in teaching colleges and/or to expand the SC program into other geographical regions, to high-schools or other out-of-school children/youth. This is a strong indication that the projects are relevant and important to national authorities and increasingly so.

However, in interviews during the mapping SC staff from Nicaragua, Nepal and Mozambique reported that social welfare authorities are weak in competence and capacity to address violence against children and are less resourced as compared to education authorities. Several respondents in the mapping refer to government officials in the area of social welfare as under-staffed and lacking in the financial capacity to take on the full responsibility for social welfare in general and children's right to protection in particular. With this in mind, the Norad funded programs addressing violence in and around schools become even more relevant to help protect the children and youth. In order to address these weaknesses in social welfare, programs should be designed based on SC's learning from what works at school and community level. This learning should be translated into advocacy efforts at the national level that take into account informal and formal protection structures. Such strategic thinking is in place in the ECPaz program in Central America and Mexico, in Nepal and Uganda where an integrated approach to planning and implementing the projects on education, child protection and CRG has been applied.

Conclusion

The projects addressing and preventing violence in schools have been found to be highly relevant to the children and youth in school. The mapping has found that SC works with education authorities in relation to the school and with social welfare authorities in relation to the child protection structures at community and district level. However, social welfare authorities are sometimes less resourced with the result that the SC plays a more central role, making such programs even more important.

Although in some countries the issue of violence in schools appears to be less of a priority to the national stakeholders due to cultural, historic and contextual factors, addressing violence in schools can be a pre-requisite for increasing attendance and the quality of education which is the SCI's, SCN's and Norad's aim.

2.2.2 Effectiveness

The following section presents the Team's findings with regard to significant results, how the projects/interventions have been implemented i.e. as standalone, education or child protection programs, if there has been larger scale changes as a result of the projects/interventions and successful components. As all projects/interventions are being implemented, some only just starting, it has not been possible to assess the level of achievement of objectives in an evidence-based manner. We have structured this section as per the results observed and discussed during the Team's in-depth study visits in the following categories:

- Reduction of violence
- Study results
- Most successful components
- Cooperation between stakeholders
- External factors influencing outcomes
- Un-expected results
- Gender differences
- Less successful components

The country reports from respectively, Guatemala, Uganda and Malawi provide a more detailed description of the projects, results and findings.

2.2.2.1 Reduction of violence

The interviews with SC offices in Norad-supported countries show that six[5] of the 13 countries interviewed have seen reductions of violence in schools. In two countries[6] the interventions started only very recently (during 2017) and few effects have been seen. Although there is no data available at country level on the incidences of violence (this is not measured), interviews with parents, teachers, school management and children/youth attest that corporal punishment from teachers and fights and bullying between children have been reduced in the schools supported by SC. In Guatemala, Uganda and Malawi but also in

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[5] Ethiopia, Guatemala, Honduras, Nepal, Niger and Malawi.
[6] Puntland in Somalia and the Monastic schools in Myanmar.

Ethiopia, Nepal, Niger and Honduras, the SC staff interviewed state that violence in the schools supported by SC has been reduced.

The parents, teachers, school staff and youth interviewed in Guatemala have stated that violence in the schools supported through the ECPaz project has been reduced. In SC supported primary schools (not part of the ECPaz project) the results have been mixed with one rural primary school showing reduction in violence and one urban primary school showing less evidence of reduced violence. The reasons for this difference between the two primary schools appears to be the training received from SC staff in rural areas which was provided by a child protection project officer. In the urban school there had been less training on violence in schools by SC and it was provided by education project officers.

The youth in the ECPaz project implemented in Guatemala speak about knowing how to resolve conflicts and improved self-confidence, several feeling that "we are listened to". The fact that the MTR of the ECPaz project from 2016 show an increase in youth experiencing violence in the target schools since 2014 (the baseline) is attributed to the increased awareness of the meaning of violence and humiliating behavior among the youth. This is corroborated by information given in focus groups where the youth show a greater understanding of violence and bullying and how to manage such behavior. Interviews with parents, teachers and principals show that most of them have begun to understand the meaning of Positive Discipline as an alternative to corporal and humiliating punishment. The parents interviewed are however still concerned with violent and aggressive teachers. Not all teachers in the schools supported by SC have received the training for reasons as this training is voluntary and done during the teachers' free time. The fact that parents become aware of teachers' changed behavior towards their teenagers and alternative teaching methods also attests to the fact that parents' awareness and attitudes have changed.

In Uganda, the information from adults and children in the SC supported schools was unanimous: corporal punishment rarely happens and has been reduced in the home environment. Defilement, exploitative labor, girl marriage and neglect has been reduced and parents are supportive of their children's education. The number of girls who drop out because of early marriage and pregnancy has decreased: "People start to change" said one community member. Teachers demonstrate not only knowledge but also understanding of what Positive Discipline and child friendly approaches mean. The head teacher and members of the School Management Committee and Parent/Teacher Association are committed to children's right to protection. They know how to counsel children. Referral systems exist for reporting serious cases of violence and abuse. Adults in the SC supported schools, Child Protection Committees and the district level officers demonstrate knowledge, understanding and changed behaviors in relation to violence against children.

In Malawi, focus group discussions recount that there is less corporal punishment from the teachers and less fighting among children in school (while previously there was bullying, throwing stones at each other and pinching). Boys revealed examples of how they have handled bullying and fights among children in school, while girls mainly talked about early

marriage, and their efforts to bring girls back to school. Members of the Child Led Club said that they talk to the teachers about corporal punishment: "If a child complains, we go to the teacher and ask for an appointment and then discuss with him/her". Members of community structures said that trafficking and child labor have reduced thanks to sensitization efforts.

Two important QLE sub-components[7] to assess the learning environment are: sub-component "1.3 Learning environments are free from discrimination, violence, intimidation, bullying and harassment" and "1.4: The teachers interacts with all learners in a positive and respectful manner regardless of their background". An analysis of these two QLE sub-components for the 13 countries interviewed or visited shows that all, but one country has improved the scores between 2015 and 2017. Cambodia's score for sub-component 1.3 was reduced slightly (by -0,1) while all the scores for the other countries improved. The following table shows the relative change in scores for the two sub-components:

Table 7 QLE scores for sub-component 1.3 and 1.4

Country	Absolute change in sub-component score for "1.3: Learning environments"	Absolute change in sub-component score for "1.4: The teacher interacts in a positive manner"	Indicated in interviews: violence in schools decreased
Mozambique	1,3	0,7	
Malawi	1,0	0,9	yes
Niger	0,7	0,6	yes
Somalia	0,6	0,5	
Ethiopia	0,6	0,5	yes
Nepal	0,5	0,4	yes
Zimbabwe	0,4	0,5	
Nicaragua	0,2	1,4	
Uganda	0,4	0,2	yes
Guatemala	0,1	0,2	yes
Cambodia	-0,1	0,1	

The QLE components that are most relevant for measuring violence in schools do not guarantee that violence in schools is actually addressed. The Team has found that interventions to address violence in schools are not measured as specific interventions but often as parts of larger education or child protection programs. An example is Malawi where the focus of the education program was to keep children in school, and improving the atmosphere in the schools one intervention of several. Reduced violence in schools became a positive side effect.

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[7] The QLE scores range between 1 and 4 where 1 represents "not achieved", 2 "partially achieved", 3 "achieved" and 4 "exceeded".

For the ECPaz project, specific outcomes and indicators were established to be able to measure incidences of violence in schools, behavior changes and changes in school systems. The QLE was not used. Such outcomes and indicators thus measure the actual outcome of interventions specifically designed to reduce violence in schools.

2.2.2.2 Study results
The MTRs carried out in Malawi and Uganda included information on improvements in literacy and numeracy, while the MTR from Guatemala did not measure this. When principals and parents were asked about any improvement in study results in the visit to Guatemala, the responses were negative. However, parents of youth that are members of the Planetary Network stated that they could see significant improvements in their children's ability to organize their work. The children asked for calendars to be able to better plan their time and took more responsibility for their homework and tasks.

In Uganda and Malawi, children as well as adults stated that more children came to school compared to before the project started. The training of teachers seem to have had positive effects in terms of providing new methodologies on child centered, inclusive and participatory approaches in the class room. Possibly, the new child friendly methodologies help attract children to the schools, with songs in the classroom sessions as well as more practical lessons, group work and individual work. However, since there is no indicator to follow up on why there are more children in school in the current results framework, this is only an assumption.

There is thus no conclusive evidence to present regarding study results improving as a result of reduced violence in schools.

2.2.2.3 Most successful components

Child-led clubs
Child-led clubs appear to be a component implemented in 11 of the 13 countries where SC offices have been interviewed or visited. These clubs are generally initiated by SC and are not part of traditional structures. Across the three in-depth studies the positive effects on children and youth from participating in such clubs are not only confirmed by the children/youth themselves, but also by teachers, parents and schools management.

Parents in Guatemala have seen changes in their children's ability to organize themselves, and in their increasing interest and engagement in others (both friends and the context in which they live). The youth participating in the Child-led clubs (called the Planetary Network) testify that they have more self-confidence, have learned to speak publicly and, in some cases, address authorities. There is also an important aspect of young people attracting friends and fellow students to the clubs, expanding the membership. The clubs thus have a "multiplier" effect where club members carry out the recruitment into clubs.

In Uganda, club members say that they are not afraid to report teachers' use of corporal punishment in school. Children understand what violence and abuse is and are empowered to

speak out on violence, also in public. They have participated in radio shows, and in budget allocation discussions to lobby for children's issues. Several adults say that the empowerment of children to speak up against violence against children is the most important achievement of the program.

In Malawi, members of the Child Led Club say that they approach teachers who use corporal punishment: "If a child complains, we go to the teacher and ask for an appointment and then discuss with him/her". They know where to report on cases of violence and abuse. From knowing their rights and responsibilities, children have started to behave better, as testified by both children and adults.

It is also through the Child-led clubs that children/youth are trained in child rights, gender, conflict management and other topics. This training is sometimes cascaded by the youth themselves who train younger or new members (in for instance the ECPaz project and in Uganda).

Cooperation between SC and government actors
Cooperation with either local, regional or national government authorities are important parts of eight of the 13 interventions/projects that the Team has analyzed through visits or Skype interviews. The cooperation is often with the national ministry/authority responsible for education at the local level, but can also include cooperation with an authority at the national level, state schools or certification instituters or Ombudsman.

An example of successful cooperation at the local level with different authorities in Guatemala (ECPaz and education projects alike) are the roundtables. These are forums for coordination and for solving specific issues. The participants include school staff and management, school supervisors, Ministry of Interior (Ministerio de Gobernación), Police, Prosecutors office and the Mayor's office. These roundtables are highly appreciated, especially by teachers and school management, who often feel "alone" and "vulnerable" in their ambition to improve the school atmosphere and even provide solutions to individual students. These meetings help them voice their concerns and solve the problems at the local level.

Similar meetings have also been established for primary schools in rural areas in Guatemala, however, distances and cost of travel have meant difficulties in bringing stakeholders together. As a result, SC staff have arranged meetings in local schools to facilitate access by authorities, teachers and parents.

In both Uganda and Malawi, cooperation between stakeholders is well functioning at school level and between school, community and district authorities, when there are cases of abuse or violence against children that cannot be handled by school management. For district level meetings and case management, SC in Uganda facilitates and covers the expenses for stakeholders to travel between distant places in hard-to-reach areas in which the organization

operates. In Malawi, local CSO partners engage with stakeholders on a regular basis, while SC interacts with district, regional and national level government partners.

Psychosocial support
The provision of psychological support has been very important to a majority of the youth, teachers and schools management interviewed in Guatemala. It has helped teachers to identify and address children in crisis and find tools to communicate instead of going into conflict with the pupils. Also the students have received counseling at monthly meetings where youth can come to discuss issues in group or individually. This has taught many how to change their behavior and also how to manage conflicts with others.

In Uganda, the psychosocial support is referred to by the teachers as counseling of children. Children explain that teachers listen, talk and support when there is a situation in the class room, or if there is an issue coming up with parents or other community members. While regular refresher trainings and frequent mentoring has created a good sense of what psychosocial support entails for teachers in Uganda, the limited budget for training in Malawi has resulted in teachers as well as SC staff complaining that they don't understand the content of psychosocial support sufficiently and need better mentoring.

Training and awareness raising
In Uganda a large amount of trainings and awareness raising sessions on violence against children has been provided to teachers, children, community structures, and district officials. This is complemented with frequent monitoring and mentoring visits to the SC supported schools. As a result, children and teachers in the SC supported schools speak with one voice about children's rights, about Positive Discipline as opposed to corporal punishment, about the good friendship among learners, and how reporting mechanisms function in handling incidents in schools. This intensity of training and mentoring is probably necessary to be able to change attitudes and behaviors in relation to violence against children in such a short time span as in the SC supported schools in Uganda.

Interactions in Malawi did not demonstrate such a level of understanding and attitude change among children, teachers and members of support structures regarding violence against children. According to SC staff, the problem is that positive discipline is only one out of many topics within a training module that is only offered once a year. Funding did not allow for enough monitoring and mentoring, crucial in a process of changing attitudes and behaviors.

In Guatemala, the training in child rights and responsibilities, Positive Discipline, conflict management and resolution, tools to find emotional balance etc. has had substantial impact on those attending i.e. teachers, parents and the youth in the Child-led clubs. The youth attest to profoundly changing their behavior and attitudes. They speak about "knowing how to resolve conflicts", "we are listened to", "improved self-confidence", "can control my emotions", "made friends for life", "understanding that change is possible". Teachers and parent having received training also attest to having fundamentally changed their behavior toward the youth and having new strategies to address youth and manage conflicts. In one primary school,

training of children has meant greater understanding of children rights, of what bullying is and on the equalities of gender.

2.2.2.4 External factors influencing outcomes
One of the important learnings voiced by several SC offices interviewed is the need to address violence against children perpetrated by many actors: children/youth, teachers, school management and parents. Parents' actions is one external factor that SC offices have needed to address as their behavior affects children's behavior towards children, teachers and other adults. Several of the projects/interventions have therefore endeavored to include parents by providing training and tools to change their behavior towards children/youth. This is, however, a group that may be difficult to reach due to poverty levels, historic, religious, traditional beliefs and, in some cases, lack of interest. These are important factors that SC offices have needed to tackle, by paying for transport, holding workshops and events directed towards parents on weekends, awareness raising etc.

An additional factor is the lack of in-house expertise on the subject of addressing violence in schools and changing behavior which several SC offices commented on. They requested training of SC staff on child protection in schools, psychosocial support, Positive Discipline and successful interventions. Some SC offices had received training or sough guidance in SC' guidance material, but there is a continued need, as seen with the cases of training in Positive Discipline that was not fully understood by either teachers or SC staff.

The lack of ownership, funding and engagement by national authorities is an important external factor hindering SC offices when implementing interventions and is relevant to the sustainability of the projects/interventions. Where the Ministry of Education is not prepared to take responsibility for, or does not have the budget to e.g. continue teacher training, it doesn't matter how good the training is. In Guatemala, the teachers, principals as well as the school supervisors all state that there are limitations to what the Ministry of Education allows the schools. There is a requirement that the schools have a certain number of education hours which do not include sufficient education in child rights and similar topics for the children[8]. Any training on Positive Discipline and child friendly teaching methods must be voluntary and take place in the free time of principals, teachers, parents and children. This is also testified to by SC staff in Myanmar. This has hindered SC Guatemala and SC Myanmar in its work. This is where additional efforts to advocate for changes to Ministry of Education regulations, to increase the national education budget and to include such training in the curriculum in teaching colleges are needed. Work at this level is being carried out by the CRG team in Guatemala and there has been some progress towards proposing new national plans and laws.

2.2.2.5 Un-expected results
Some of the unexpected, yet positive, results from interventions to address violence in schools are listed below:

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[8] According to SC staff, school supervisor and principals interviewed.

- The "snow-ball" effect. In interviews, SC staff have mentioned an intervention in one school, or in several schools in a region, that became known to a government authority who, in turn, asked for, or decided to, implement it in other regions or schools. This happened in Ethiopia (with the Code of Conduct), in Myanmar (where monks localized the handbook on Positive Discipline), in Nepal (where the complaint box handling system is being implemented by additional local governments) and in Nicaragua (where the Code of Conduct was taken up by local authorities and became an action plan).
- Advocacy by youth has, in Guatemala and Honduras, resulted in important results at national (in the case of Guatemala) and local level (in the case of Honduras). A movie made by youth about youth in Guatemala became important input to several decision-making clusters at national level (with advocacy support from SC Guatemala). It is currently being used to educate judiciary staff and judges. In Honduras, youth have petitioned their local municipalities and in two cases managed to have projects they propose introduced into the local budget and plan.
- The local roundtables in the ECPaz project were not part of the initial plan, but have become important arenas for coordination and finding solutions to specific issues with different stakeholders.
- In Nepal committees composed of teachers, parents and children were created to handle issues and complaints from the complaints box. Having female adults be part of these committees has meant that girls are more likely to speak up.
- Monitoring of teachers who have been taught Positive Discipline has not been universally successful in ensuring that they continue to use the child-friendly approaches. But allowing those teachers who have attended the training to meet and share experiences was more successful in helping them maintain these approaches.
- Mothers Groups in Malawi became an important link between the Child-led clubs and community structures and parents, addressing attitudes and traditions challenging girls' reproductive health rights. They also play an important role within the school to support girls to make sure their needs are met during for instance during menstruation. District officials mention Mother Groups as an important structure to continue to sustain in the future.

2.2.2.6 Gender differences
Since SC is generally the initiator of Child-led clubs the organization makes sure that equal numbers of girls and boys participate, and that they participate on an equal footing. However, the ECPaz team in Guatemala reports that an overwhelming majority of girls (70-80 percent) participate in the Planetary Network.

Although corporal punishment is often similarly afflicted on girls and boys, sexual abuse, harassment and discrimination affects girls more seriously, while boys are sometimes raised to have a more violent behavior. Women are important for making sure that girls' needs and rights are respected. For instance, the Mothers' Groups in Malawi are often present in the school to support the adolescent girls. The group is the first point of call for the Child-led club members when a girl drops out of school due to marriage.

Staff from Nepal highlight the importance of having female staff within CSOs and CBOs, and of having an ongoing discussion within the organization to make sure that girls' needs and rights are asked for, and that gender differences are understood and addressed in the program.

In the rural Guatemalan primary schools visited, efforts to have equal representation of both sexes in the Child Government had been successful. The teachers and principal also had specific events organized to discuss girls' and boys' treatment with parents and the type of behavior and play that boys should be engaging in. The discussion used the children's favorite toys (generally arrows, machetes or bee-bee guns being boy's favorite toys) as the starting point for discussions with parents about "machismo" and gender issues.

2.2.2.7 Less successful components

The Team's findings is that in Uganda and Guatemala, a strong dependence on SC offices has been created. The training has been successful in changing attitudes but in Uganda and in Guatemala, SC and the CSO partners facilitate trainings, coordinate meetings and manage logistics. In Uganda, SC is called on to support cases of abuse and defilement, and asked to take children for medical examinations. Even police officers testify that they rely heavily on SC for transportation costs in relation to handling individual cases, and for visits in communities. As a result, SC is highly trusted by all stakeholders. In Guatemala, the SC office provides the training and plans and organizes meetings, roundtables and events. As much as it is appreciated, this support disempowers the stakeholders to act on their own to strengthen the relationship between the stakeholders. While SC Uganda has worked with government officials within education and social welfare, the implementation follows SC' priorities and work plans, with limited consideration of the districts' official plans. This does not empower the stakeholders to plan strategically and weakens their capacity to address violence in schools.

An important shortfall observed by the Team in Malawi and Guatemala is the misunderstanding of the concept of Positive Discipline by teachers/principals trained in the subject (does not apply to the ECPaz project). In conversations with teachers/principal, they demonstrated a misunderstanding of the difference between Positive Discipline and corporal punishment, here exemplified by a deputy head master who said that "a learner may be punished with sweeping the yard if he fails a subject". The reasons for this misunderstanding could be several. There are indications that
- the subject was not taught allowing for sufficient focus, priority or time for monitoring and mentoring,
- the SC staff do not themselves completely understand the subject,
- the subject was taught by SC education staff without sufficient training from SC child protection staff or experts and/or lack of involvement of the principal in the training (only training teachers).

This may be remedied by a closer cooperation between child protection and education staff and/or jointly designing projects to address violence in schools where the appropriate expertize of SC education, CRG and child protection staff is used when relevant.

Another issue observed is the concept of "spreading too thinly" i.e. attempting to reach a large number of children/schools which may result in only a few teachers in each school receiving training in e.g. Positive Discipline. In Nepal for example where the SC office works in over 200 schools, teacher monitoring is too resource intensive and therefore not feasible. Training only a few teachers in each school in completely new concepts and tools without the follow-up and support needed to ensure change may result in no change in behavior and thus a waste of resources. If resources for training are scarce, it might be more useful to develop a smaller scale learning project focusing on a fewer schools but including training, monitoring, coaching and knowledge sharing, rather than providing only training to a few teachers in many schools. Irrespective of the reason, it is important that if SC is able to follow-up to ensure a change in the behavior.

2.2.2.8 Integrated projects

Almost all country offices talk about the importance of having an integrated program encompassing education, CRG and child protection. Some SC offices currently face the challenge of moving away from the project approach to interventions that are geographically scattered; education interventions in one district and child protection activities in another. The approach of encompassing all aspects of child welfare and participation into a comprehensive program is challenging but necessary for a holistic approach placing the child in the center and linking advocacy activities and interventions from community level and up-stream.

The programs in Malawi and Uganda both have an education focus, while the ECPaz project is intentional in its objective to address violence in schools. The issues the Team has found with regard to interventions to address violence in schools being part of larger education projects are the following:

- If the intention is to improve education levels or reduce dropout rates, violence and abuse as reasons for dropping out may go un-noticed.
- The QLE is used by all SC offices interviewed either as a programming and/or a monitoring tool. The QLE however, is too "blunt" a tool to be able to measure changes in behavior with regard to addressing violence in schools. Nor does it allow for measurement of incidences of violence. We establish measurement indicators in order to be able to assess the effectiveness of an intervention and thus change methodology/activity if the indicator suggest this. Without indicators helping to measure the effectiveness of the intervention to address violence in schools, it is difficult to design appropriate and effective interventions.
- In SC offices where there is a sharp delineation between education and child protection programs the responsibility to improve and measure different sub-components of the QLE may end up with different programs within the same office but without child protection staff being fully aware of the QLE or how to use it as a

programming tool. When designing a program to address violence in schools it is important to jointly select and understand the monitoring method and indicators.

An integrated project to address violence in schools, involving both child protection and education staff in the design and implementation may to be able to address many of the issues observed above.

Conclusion

The conclusion as to the results of the interventions addressing violence against children is that such interventions are having an effect. Direct interventions such as training in Positive Discipline, awareness raising with parents and children have had effects on the behavior of children and teachers and the projects report lower levels of violence in schools. So has interventions not necessarily focused on reducing violence in schools but on keeping children in school.

The effect on children's ability to learn have not been measured and the in-depth studies do not indicate, conclusively, that improvements have happened, but there are indications that more children are in school and that children's ability to organize their work has improved. The most successful interventions appear to be

a) the Child-led clubs which have significantly improved children's self-confidence, ability to speak and report abuse in school and empowerment,
b) cooperation with authorities at the local level,
c) psychosocial support, and
d) training and awareness raising about children's rights, Positive Discipline other topics that appears to have meant changed attitudes and behavior of children and adults.

Less successful components are the dependence on SC that has been created in many countries i.e. depending on SC to plan, organize, train, pay for transport etc. There is also a need for training of SC staff in child-centered teaching and Positive Discipline.

2.3 Sustainability

The analysis of sustainability focuses on assessing:

- whether or not the benefits of the interventions are likely to continue after donor funding has ceased, and
- what the main factors are that influence the sustainability of the interventions.

2.3.1 Benefits likely to continue

A number of positive benefits have been the result of the projects and interventions as discussed in the previous chapter. Some of those that are likely to continue after donor funding has ceased are:

- The demonstrated changed attitudes and behaviors among targeted youth, children and adults in SC supported schools and communities. As expressed by one interviewee in Malawi: "You don't stop knowing how to read and write because the teacher left". Examples of youth benefitting from the change in behavior and enrolling into

university, gaining employment in sought after jobs exist from Guatemala. These may be anecdotal but never-the-less important.

- Learning/tools/knowledge introduced into teacher curriculums, teachers' knowledge and day-to-day tools.
- Establishment of new structures where stakeholders can meet. Examples include the roundtables established in Guatemala, parent-teacher meetings held by the schools on a regular basis in Uganda.
- Tapping into and introducing new knowledge to traditional structures: SC Uganda and Malawi work with committees within the traditional structures that were there before SC came, and will remain after SC has left.
- Training of teachers in psychosocial support. This was one important aspect of the ECPaz project in Guatemala where a training manual was developed to help teachers identify youth that are suffering from trauma or other abuse and how to communicate with them. This is in response to the very positive benefits that the psychosocial support to youth has had and in realization that such support is not available through the schools system or by other means. In Uganda, psychosocial support is part of SC's regular teacher training on child focused approaches in the SC supported schools.

2.3.2 Factors influencing sustainability of the interventions

There are, however, benefits that appear to be less likely to continue. Observations from the in-depth studies in Guatemala and Uganda indicate that SC staff plan, manage and fund many of the activities creating a dependency on SC. The ownership of activities needs to be taken over by the stakeholders in order to be sustainable. It is more likely that local solutions (e.g. the roundtables with local authorities in the urban zones of Guatemala City) will continue as the stakeholders can see immediate benefits from such "small scale" activities.

The Child-led clubs per se, may be sustainable, but the SC-provided training of children and youth through the clubs may be less sustainable. There is still a heavy reliance on SC to provide the training of youth, teachers and schools staff. In Guatemala this is partially due to the limitation imposed on schools by the Ministry of Education where any non-curricular training (which child rights, conflict resolution and Positive Discipline are defined as) must be carried out during both students' and teachers' free time. This is a challenge also testified to by SC staff in Myanmar. There does not appear to be any other stakeholders (e.g. education authorities, teaching staff, school management) that have offered to or take up the task of continuing the training although expanding the program is one wish expressed by a majority of those interviewed. There appears to be a need to strengthen government at the local level to be able to take on local initiatives, and national advocacy needs to address overarching structures such as teaching curriculum, rules for teachers etc.

Observations from Uganda and Guatemala indicate that SC teams carry out many cost intensive activities. SC covers transportation costs for all types of stakeholders benefiting from the interventions, including taking suspected child abuse cases for medical examination. For some stakeholders transportation is a major cost and when SC is no longer there to offer the service there is a risk that children will suffer, perpetrators are not taken to court and that

important stakeholders cease to attend meetings. Also in Guatemala City, for example, safe transportation or proximity to the meeting venues are factors that allow stakeholders (parents and youth) to attend meetings, workshop, events and trainings.

SC staff have been successful in accessing government officials at local, regional and national level. This is due to SC's network in the country as many proposals, shadow reports, white papers are drafted together with other influential NGOs and/or UNICEF and/or with the support of important embassies. Private, and in many cases poor, individuals do not have the same influence or access to government. Strategies are needed to, in parallel with strengthening local and national governments, to strengthen local CSOs. At the national level SC, and other influential civil society actors, will still be needed to advocate for children's and young people's rights.

The provision of psychological support has been very important to a majority of the youth, teachers and schools management in the ECPaz project. Attempts have also been made to make this a permanent feature in some pilot schools with mixed success. These positions, funded by the Ministry of Education, have in many cases become regular teaching positions and the support has been lost. Although important, it is difficult to see the Ministry of Education taking over such a feature or position in Guatemala in the near future.

Conclusion
There are several interventions that would appear to be sustainable, these are; the demonstrated changes in attitude and behavior of the children and adults who have participated in the program, the learning/tools that have been introduced into teacher's curriculum, establishing new structures for meetings of stakeholders at the local level, strengthening existing relationships between formal and informal structures. The factors that may hinder the sustainability of the results are, as often, the lack of ownership by national, regional and district governmental structures as well as by informal community-based structures and the reliance on SC to plan, organize and pay for events and meetings.

3. Conclusions

The mapping of interventions implemented in countries funded by Norad and OD shows a substantial amount of work having gone into activities to address violence in schools. In the 13 countries for which the Team has first-hand data, 57 different interventions/activities have been carried out since 2014. The types of violence most addressed have been teacher violence, parental violence, violence between children (bullying, verbal or physical violence) and discrimination. The successful methods used to address these have been; establishing and supporting peer networks (also called Child-led clubs); teacher and parental training in Positive Discipline, child rights and other important subjects; establishing Codes of Conduct and; engaging governments to strengthen violence prevention and response. Important partners in this type of projects are the local government authorities (education authorities, training colleges, supervisors, and social welfare).

The projects/interventions have in most cases been designed in consultation or cooperation with national stakeholders such as government authorities, partner CBOs and CSOs, but have not involved children or youth in the design process (except for in the OD-funded project in Central America and Mexico). SCN is addressing violence in and around schools through standalone projects and as part of programs implemented by SC offices in selected countries. These latter programs fall either within the national SC offices' education work, child protection work, or are integrated programs including CRG.

The Team's analysis has shown that the interventions are relevant to the target group, to governments in the countries and to SCN, SCI and the donors. The Team's findings indicate that all stakeholders interviewed in the three in-depth studies have experienced a reduction violence in and around schools as a result of SC' interventions. The interventions are equally important to government authorities as evidenced in six of the 13 countries from which data was gathered. The cooperation between government actors and SC has also resulted in the establishment of new and important structures for communicating and referring cases of abuse.

Interviews with children and youth, parents and teachers show that the Child-led clubs and the training in Positive Discipline, child rights and other subjects has had an effect. Children/ youth are more self-confident, teachers have tools to use to when interacting with children and violence has decreased. Psychosocial support to help children, teachers and school staff who are traumatized or with conflicts is one component that has not been implemented widely, but appears never-the-less to have been very important to the school atmosphere as well as to individuals.

There is, however, a strong dependence on SC to plan, arrange and pay for transport to meetings, workshops, training etc. This affects the sustainability of the projects. Stakeholders rely on SC and thus do not own the process of strengthening the local child protection system.

Few interventions are planned with the intention to address violence in schools but form part of education or child protection programs. There is no manner of measuring progress against specific indicators, instead the QLE is used by most of the countries interviewed. The QLE indicators are aggregated and therefore "blunt" i.e. are less helpful to SC offices when measuring the effectiveness of the interventions addressing violence in schools. In some cases, the aim of the intervention may be different i.e. keeping children in school and reduced violence in schools may be a side-effect.

The Team has observed issues with interventions to address violence in schools that are implemented as parts of education programs. The conclusion is that these resulted from one or several of the following:

- Designing the intervention with the intention of addressing an education-related issued e.g. dropout rates, instead of designing that specific intervention with the intention to reduce violence in schools. The causes to why violence in school occurs may go un-noticed.
- Measuring progress with the QLE which is too "blunt" a tool to be able to measure changes in behavior or incidences of violence.
- Education and child protection programs being designed and implemented in parallel may put a strain on teachers and also result in inefficient utilization of expertize within the SC office.
- Education and child protection programs being designed and implemented in parallel thus putting a strain on teachers, not utilizing the expertize within the SC office appropriately.

Another issue observed is the concept of "spreading yourself thin" i.e. attempting to reach a large number of children/schools. To achieve changes in behavior, it may be more useful to develop a smaller scale project for specific interventions aimed at changing the behavior of adults rather than spreading a training too thinly in order to reach more schools or geographical area.

4. Recommendations

SCN is recommended to, when designing an intervention addressing violence in schools:

1.1 Involve both child protection, education and CRG staff in the SC office in order to, as much as possible, design an integrated program drawing on the expertize from all three departments when implementing a program.

1.2 Remember that interventions to change behavior regarding violence against children require intensive training, monitoring, coaching and follow-up efforts. SCN should consider such specific interventions on a smaller scale, in order to avoid "spreading too thin".

1.3 Include efforts to build and strengthen the local authorities aiming that they take ownership of interventions and responsibility for protecting children against violence in schools in the medium to long term.

1.4 Include efforts to build and strengthen the local CSO/CBOs aiming that they advocate for change, act as watchdogs and help the community ensure duty bearers are performing.

1.5 Dependence on SC to manage, organize and fund interventions disempowers both local authority structures and local CSOs/CBOs. A stronger capacity-building-of-partners (both CSOs and local/national authorities) components is necessary to improve the sustainability.

When establishing outcomes for interventions to address violence in schools, SCN is recommended to

2.1 Consider the Theory of Change and assumptions underlying the expected causal links leading from input, activity, output and outcome. The underlying assumptions should build on the local context and problems identified that need to be solved in order to reduce violence in the schools.

2.2 Address violence by many actors (parents, teachers, children and community) concurrently is important in achieving positive results

2.3 Involve children and the community in program design and thereby understand the underlying factors to why violence in the schools occur.

SCN is recommended to, while implementing and monitoring intervention addressing violence in schools:

3.1 Establish and use indicators[9] to help measure the effectiveness of the violence in schools intervention specifically in order to be able to assess progress and change direction if needed.

3.2 Also train teachers in how to identify traumatized youth or youth with problems and learning how to address these individuals.

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[9] See the indicators established for the OD-funded ECPaz project for inspiration.