

# Integrating Violence Against Children and Gender Based Violence prevention into national education systems



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A central aim of the FCDO-funded “What Works to Prevent Violence: Impact at Scale” programme (What Works II) is to contribute to the body of evidence in the VAWG prevention field on ethical, accountable, safe and effective pathways to impact at scale. The Practice-Based Learning Series brings together lessons from across the programme on *how* practitioners implement the day-to-day activities needed to implement effective GBV prevention programmes. These briefs complement other evidence that the programme is producing on the *impact* of programmes through robust evaluations. All evidence produced by the programme can be found on our [website](#).

This practice-based learning (PBL) brief draws on interviews and focus group discussions with grantee and consortium partners of the What Works II team. These practitioners have extensive experience integrating GBV into national education systems. There are many ways to integrate GBV prevention into national education systems and the lessons shared in this report are specific to experiences of those working on the What Works II programme.

Design and illustration by Meg Del Castillo

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## Introduction

**Globally, conservative estimates suggest that over 115 million children and adolescents are subjected to multiple forms of violence in and around schools annually.<sup>1</sup>** This includes physical, emotional, and sexual abuse, intimate partner violence, peer on peer violence, bullying and corporal punishment. The types and impacts of violence differ for boys and girls.<sup>2</sup> Boys are more likely to be subjected to physical violence and corporal punishment, while girls are more likely to be subjected to gender-based violence (GBV) including sexual violence. Children with disabilities, adolescent girls, those from marginalised groups, and those with diverse sexual orientation, gender identity, gender expression and sex characteristics (SOGIESC) face exacerbated risks of violence.<sup>3</sup> These forms of violence are rooted in gendered social norms and unequal power dynamics, perpetuated in schools, at home, and among peers.<sup>4</sup> Research highlights the negative social, economic and educational impacts of this violence including school drop outs, unwanted pregnancies, and social ostracisation.<sup>5</sup> In this report we will use violence against children (VAC) to refer to violence against children and adolescents in and around schools.

**National education systems allow programmes focused on ending VAC and preventing GBV to reach large numbers of children.** They offer a unique opportunity to nurture young minds towards forming more gender-equitable opinions, that condemn violence including GBV.<sup>6</sup> Schools can introduce children to concepts of gender equality, consent, healthy relationships, and conflict resolution.<sup>7</sup> This foundational understanding can help prevent harmful behaviours and attitudes from taking root and shape norms to become more equitable. Schools can also provide students with tools and strategies for identifying and



addressing instances of violence, including GBV, empowering them to seek help and take action. School-based violence prevention efforts, that work with teachers, care givers, communities, counsellors, school leadership and school administrators can help build a safer environment for children.

**VAC and GBV prevention work needs a “whole school approach” that engages stakeholders from across the education system and communities, including students, school management, parents and caregivers, teachers, and Ministries of Education.**<sup>8</sup>

Engagements with local organisations, law enforcement, safeguarding institutions and healthcare providers can strengthen schools' ability to address GBV and to refer young people to comprehensive support services. Schools can play a vital role in challenging and changing attitudes about VAC and GBV within the community, encouraging broader conversations and action. Strong safeguarding processes, that hold teachers and staff accountable for violence against students are strong foundations for VAC and GBV prevention efforts. It is crucial that those implementing violence prevention curricula do not undermine the messages by perpetrating violence themselves. Schools should also have mechanisms to hold students accountable for the perpetration of violence against peers. A safe school environment is key to students' wellbeing, learning, and the effectiveness of broader violence prevention efforts.

**This PBL brief consolidates learning from grantee and consortium partners of the What Works II programme on integrating VAC and GBV prevention into national education systems.** These include: Breakthrough, India; Projet Jeune Leader, Madagascar; Raising Voices, Uganda; and Right To Play, Pakistan. These four organisations work across diverse contexts and take distinct approaches to VAC and GBV prevention through their programmes. Through a process of interviews and validation workshops, representatives from each organisation identified the following five lessons as crucial foundations for integrating VAC and GBV prevention programming into schools and national education systems.



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## Five key lessons for integrating violence prevention into education systems

Lesson 1: Partner with government to promote sustainability and scale

Lesson 2: Develop and adapt curricula that integrate GBV prevention

Lesson 3: Work with teachers as agents of change

Lesson 4: Engage communities and parents/ caregivers

Lesson 5: Capture lessons to improve programming and influence change

This brief explores how, in practice, each organisation built these foundations, the activities involved, and how they overcame challenges along the way. This brief is accompanied by a compendium of case studies, which can be found on our [website](#). But first we introduce the partners:

### What Works II education partners that have contributed to this PBL brief

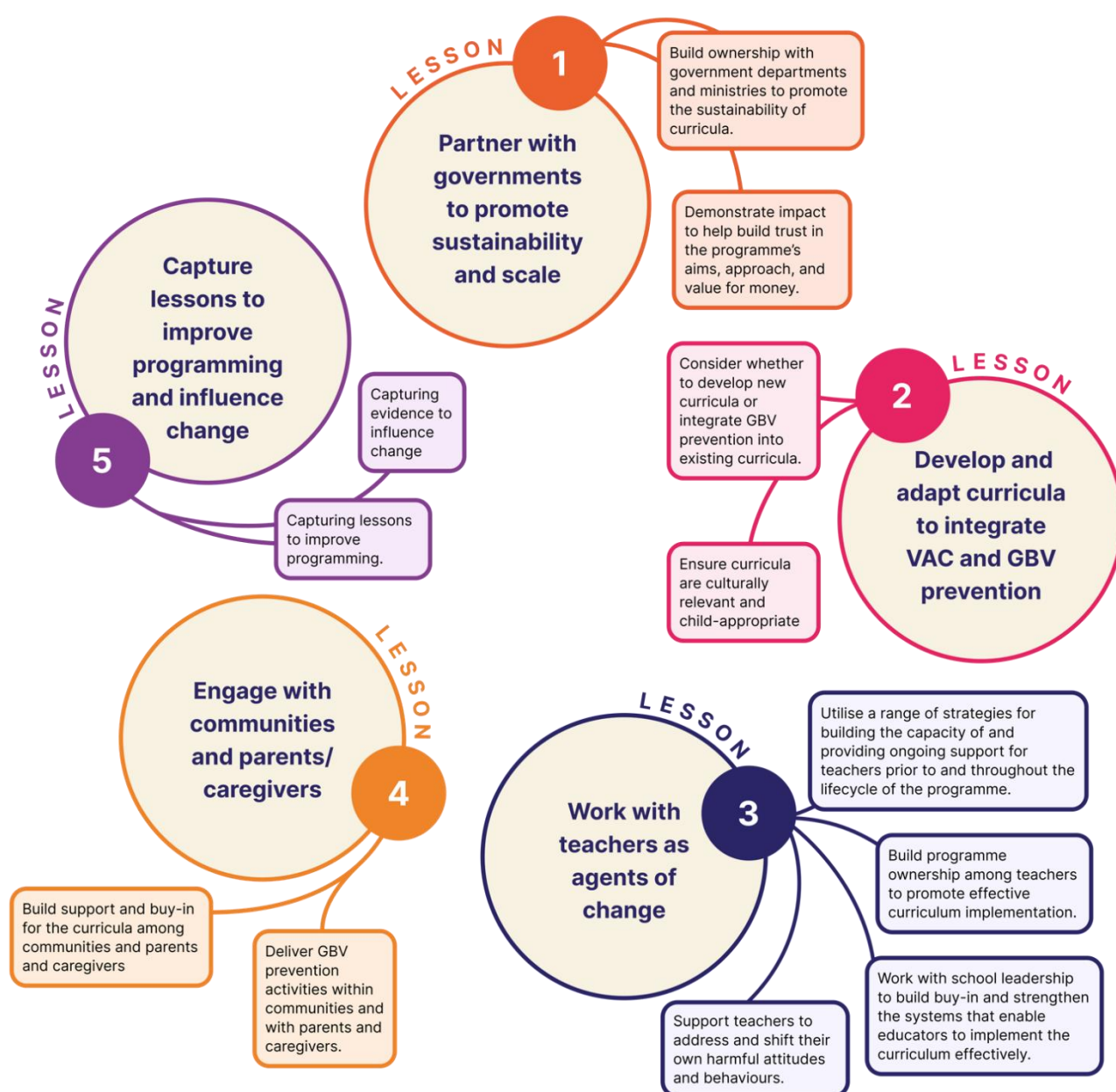
<b>Breakthrough, India</b>	Breakthrough developed a stand-alone gender equality curriculum that has been rolled out in government schools since 2012. They also work across 29,000 government schools in partnership with two state governments, taking a systems change approach with a “whole school system” model. Their work includes curriculum integration, teacher training, working with children, school administration and parental engagement on gender and violence prevention.
<b>Projet Jeune Leader, Madagascar</b>	Projet Jeune Leader (PJL) is youth-founded and women-led. Since 2013, PJL has delivered gender-transformative comprehensive sexuality education (CSE) to adolescents (ages 10-16) in Madagascar’s government middle schools. Through a formal partnership signed in May 2022, Madagascar’s National Ministry of Education has committed to institutionalise PJL’s model into the education system to reach all schools, especially those that serve the 80% of Madagascar’s population living in rural areas.
<b>Raising Voices, Uganda</b>	Raising Voices is a feminist organisation working to prevent violence against children (VAC) and violence against women (VAW). They developed the <i>Good School Toolkit</i> , an evidence-based methodology that uses a whole-school approach to address power relations between teachers and students, and to promote non-

	violent discipline by teachers through classroom management techniques. This is currently implemented in 1,500 (majority government) schools in Uganda with plans to scale to 5,000 schools by 2025. It breaks down the necessary actions into six steps that can be implemented in schools by two lead teachers and two student representatives.
<b>Right To Play, Pakistan</b>	Right To Play (RTP), implemented a play-based transformative programme in schools in Hyderabad, Sindh Province in 2019 under What Works I. The programme used sport and play to empower children to reduce peer violence and corporal punishment, improve mental health, and change social norms in support of gender equality and non-violence. Through What Works II, RTP is mainstreaming its intervention in government middle and secondary schools and private schools in collaboration with its partner, Aahung in Sindh Province. Right To Play is integrating a play-based life skills education resource to prevent violence and improve sexual and reproductive health and rights (SRHR).



## Key Lessons

The five key lessons explored in this section reflect common themes that emerged through our interviews with Breakthrough, Projet Jeune Leader, Raising Voices, and Right To Play. These lessons offer a starting point for other organisations interested in integrating VAC and GBV prevention into schools and national education systems but are not exhaustive of the experiences and work of the organisation. Further, these lessons should always be adapted and contextualised according to the socio-economic-political and education landscape of a particular education system.



## Lesson 1: Partner with governments to promote sustainability and scale

Partnering with local and national governments and Ministries of Education is essential for enabling the roll out of VAC and GBV prevention curricula across schools. Our partners identified the following approaches to support successful partnerships with government agencies and ministries:

### Build ownership with government departments and ministries to promote the sustainability of curricula.

- Build strong and flexible relationships with government stakeholders.**  
 Breakthrough focuses on building relationships with second and third levels of leadership within government ministries. This helps them retain relationships with ministries in a turbulent political context where Government Ministers are often subject to change.
- Co-create curricula with government ministries.** Right To Play worked closely with various stakeholders, including local authorities to ensure they were able to review the curriculum as it was being developed. This supported efforts to gain approval for the curriculum from these influential stakeholders.
- Build relationships with different levels of government and across parties.** PJJ works with both political and non-political appointees, the latter being less likely to move office. PJJ prioritises ‘advocacy from the inside’, building meaningful relationships with civil servants who share their aspirations and goals so that they, in turn, can engage long-term with government.
- Find opportunities to publicly recognise government contributions to curriculum development.** An example of this could be acknowledging their support and participation in press releases related to the programme.
- Offer frequent follow-ups with government focal points or programme champions to update them about progress.** PJJ organises site visits so that national decision-makers can see the programme in-person and understand its importance, impact and demand. They have also developed a magazine for government partners, through which they share evidence of impact and positive testimonies from parents, teachers and students.
- Develop context-appropriate framing for VAC and GBV prevention curricula that supports buy-in from government, educators and**





**school leadership.** Raising Voices conducted a thorough context analysis, worked closely with government officials, educators and community leaders, and tested names and framings with small groups, which helped them identify the most appropriate terminology that resonated with the intended audience.

- **Leverage national level policy change to promote government engagement with the programme.** PJI is using the Madagascar’s Citizenship Education policy that was incorporated into the National Education Sector Plan for 2018-2022 to promote “a culture of peace and non-violence” as an entry point. In the eyes of their government partners, PJI’s intervention builds upon this foundational endorsement of “citizenship education” and they are actively exploring pathways to leverage its legal basis for scale-up.

**Demonstrate impact to help build trust in the programme’s aims, approach, and value for money.**

- **Generate evidence of impact and present this to key stakeholders to generate buy-in.** In 2019, Right To Play collaborated with the Directorate of Curriculum, Assessment, and Research Sindh (DCAR) to develop a physical education curriculum. Approved by the Government of Sindh in 2021, the curriculum provides guidance on life-skills education using play-based and gender-responsive teaching methods. Evidence from the What Works 1 project contributed to shaping its development.
- **Build a reputation as leaders in education and VAC and GBV prevention among government ministers to strengthen programme influence with decision-makers.** Raising Voices engages in government-led initiatives to develop policies and guidelines that mandate the inclusion of violence prevention in curricula and Ministry of Education priorities. They are active members of the Basic Education and Secondary Education working groups and the inter-sectoral committee on prevention of VAC.





## Lesson 2: Develop and adapt curricula to integrate VAC and GBV prevention

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Developing age-appropriate curricula is crucial for securing the support of students, parents and caregivers, teachers and school leadership, and maximising the effectiveness of the curriculum. Using learning materials tailored to students' needs, learning styles, and frames of reference, while accommodating different literacy levels, helps them overcome reluctance and hesitation in engaging with the content. It also helps to students overcome any reluctance and hesitation of engaging with materials<sup>i</sup>.

In some contexts, it may be more effective to develop a new stand-alone curriculum and in other contexts there may be opportunities to integrate VAC and GBV prevention into existing curricula. Sometimes both approaches can be used together. Developing stand-alone curricula with supplementary textbooks may be at greater risk of being dropped by schools given limited resources, time and shifting priorities. They may also need to be delivered by specially trained educators which will require greater resources. On the other hand, developing stand-alone curricula can enable greater investment and dedicated focus on GBV prevention.

Our partners identified the following approaches for developing and adapting curricula:

### Consider whether to develop new curricula or integrate VAC and GBV prevention into existing curricula.

- **When developing stand-alone curricula, consider recruiting and training dedicated facilitators.** Recruiting and training dedicated facilitators can help ensure teachers are not overwhelmed by additional content in the context of limited resources and high workload. When working with dedicated facilitators, it is important to engage other teachers and staff as well, supporting them to address their own unconscious biases, which could undermine prevention efforts.
- **When integrating GBV prevention into existing curricula, conduct a review of existing curricula to identify entry points.** This could involve integrating more gender equitable messaging or examples into subjects such as English, Biology, History or life skills.

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<sup>i</sup> Reluctance to engage with reading materials that might be 'grade-appropriate' but not suited to a child's literacy level is a common challenge in many schools, particularly in the Global South.

- **Consult school leadership and teachers during the development of curricula to build buy-in and ensure the approach is well-suited to the needs of the school.**

PJL engaged School Directors during the early stages of programme design, where they provided critical insights into the perceived need and preferred structure of the programme. During this period, School Directors recommended that PJL courses be stand-alone lessons taught by dedicated facilitators, to fill gaps in school schedules linked to a lack of teachers and classrooms in Madagascar.

### Ensure curricula are culturally relevant and child-appropriate

- **Partner with communities to develop culturally relevant curricula.** Raising Voices organised community meetings and workshops with parents, caregivers and community members to discuss the content of the curriculum and the violence prevention approach. These discussions helped ensure the curriculum was relevant and culturally appropriate and provided a platform for community members to voice their opinions and concerns through suggestion boxes.
- **Work with children and child education experts to develop age-appropriate curricula based on child development and learning.** Breakthrough worked with an expert review committee to develop a culturally relevant, age-appropriate curriculum. This committee comprised experts in areas including education, pedagogy, local context, curriculum frameworks, and policy, along with representatives from government departments and civil society organisations.
- **Pilot curricula in a small number of communities first and monitor impact and adapt the programme in response to learning.** Breakthrough pilot tested the curriculum by district, gathering feedback and adapting the curriculum as necessary before implementing it in the next district. This helped bring student perspectives into the development of the curriculum.
- **Ensure regular assessment of the curricula to enable continued adaptation.** Breakthrough monitor and evaluate the curriculum at regular intervals and adapt based on findings from these reviews. These learnings are incorporated into the content of the curriculum, the teacher training, audio visual aids, supplementary text and messaging around the curriculum.

### Lesson 3: Work with teachers as agents of change

Across the four programmes, unsurprisingly teachers emerged as critical stakeholders for effectively implementing VAC and GBV prevention work. Given the



nature of GBV prevention work, which seeks to tackle engrained gender stereotypes and harmful social norms, it is important to remember that this work can often be emotionally, politically and socially challenging for teachers, especially women who may also have experienced or be experiencing violence themselves. It is crucial that schools have the buy-in of leadership, to help them develop the systems and processes needed to support teachers to conduct this work. Our partners recognised the key role of teachers, and other educators, as agents of change and identified the following approaches to engaging them in VAC and GBV prevention programming:

**Utilise a range of strategies for building the capacity of and providing ongoing support for teachers prior to and throughout the lifecycle of the programme.**

- **Develop teacher training in the style of the curriculum.** Right to Play developed a teacher training that allows teachers to experience the curriculum by engaging in play-based life skills activities themselves.
- **Take a holistic approach to teacher training, covering a range of topics related to VAC and GBV prevention and gender equality.** Raising Voices covers a range of topics in their training including violence prevention, positive discipline, children's rights, and how to build supportive relationships between teachers and learners within and beyond the classroom.
- **Integrate VAC and GBV prevention and gender-equality into existing pre-service, and in-service, teacher training.** Breakthrough has integrated GBV prevention and gender equality into existing teacher training provided by the Department of Education. They are currently working to integrate GBV prevention and gender equality into teacher pre-service training.
- **Offer follow-up support for teachers engaged in the programme.** Right To Play offers follow up support for teachers in the form of regular visits to the intervention schools, meetings with the head teachers and also in the form of WhatsApp groups where appropriate messages are sent to enable teachers to navigate the challenges they face.

**Support teachers to address and shift their own harmful attitudes and behaviours**

- **Create teacher training modules that are experiential and follow a knowledge, attitude, practice (KAP) model of training.** This should include opportunities for self-reflection to support the process of tackling harmful attitudes and behaviours.



- **Develop a scripted curriculum or facilitators' guide for teachers.** PJL developed a scripted curriculum to minimise the risk of educators conveying attitudes that contradict its messaging to students in the classroom. PJL also found that the attitudes of many educators became more gender equitable following a year of teaching the scripted curriculum.

### Build programme ownership among teachers to promote effective curriculum implementation.

- **Demonstrate the positive impact of the curriculum on student behaviour and how it can improve teachers' working environment.** PJL was able to develop buy-in from teachers when they saw how the age-appropriate curriculum led to students participating more, exhibiting fewer challenging behaviours, and becoming better able to regulate their emotions. The fun, participatory curriculum was so popular among students and with parents and caregivers (as students talked about how much they loved the curriculum at home) that in some rural communities, educators became famous for teaching the curriculum, which helped to raise their social status and enhance their motivation to live and work in rural areas.
- **Find opportunities to publicly recognise teachers' and other educators' contributions to the curriculum.** Breakthrough supported teachers in Punjab to participate in local meetings, speak on public forums, and recognised them through media coverage.
- **Review teachers' workloads to ensure additional curriculum requirements do not inadvertently overload them.** This is essential to promoting the sustainability of the curriculum.

### Work with school leadership to build buy-in and strengthen the systems that enable educators to implement the curriculum effectively

- **Conduct onboarding meetings with school leadership to strengthen their understanding of the curriculum's aims and the roles and responsibilities of staff members.** PJL uses an interactive and participatory pre-school year onboarding meeting for School Directors. This ensures that educators, supervising staff and School Directors understand their roles and responsibilities for the school year. These orientation meetings have helped 1) improve Directors' understanding of the curriculum and its purpose and impact, including through hearing testimonies from other Directors involved in the programme; 2) enhance



Directors' personal commitment to improving support for the curriculum among parents and teachers in their schools.

- **Offer regular follow-up support to school leadership to update them on progress and address any questions or concerns.** Right To Play hosts quarterly meetings with school leadership at their partner schools to update them about the progress of the curriculum and to address any concerns they may have.
- **Facilitate opportunities for school leadership to come together to share lessons.** PJJ aims to host a mid-year partner school symposium to bring together School Directors to share, learn, reflect and collaborate. These events have also enabled PJJ to co-design relevant and clear feedback mechanisms and to adjust their approach and working relationships to further boost local ownership of the programme.

## Lesson 4: Engage with communities and parents/ caregivers

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Our partners found that promoting buy-in and support among parents/caregivers, and communities helped to drive demand for VAC and GBV prevention curricula and led to more effective and culturally relevant content. They identified the following approaches to engaging communities and parents:

### Build support and buy-in for the curricula among communities and parents and caregivers

- **Dedicate time to discussing the context and content of the curricula with parents, caregivers and community members from the outset.** PJJ Educators offer a half-day participatory workshop for parents and caregivers, designed to increase their understanding of the physical and emotional changes that adolescents experience during puberty, and to help parents and caregivers communicate confidently with their adolescent children during this life phase. Through these sessions, PJJ explores positive and open-minded parenting techniques with parents and caregivers. These workshops have proved popular with parents/ caregivers and helped increase the credibility of the PJJ curriculum.
- **Ensure the curriculum is contextually relevant and culturally sensitive, the messaging is age-appropriate, and the approach adheres to recognised good practice for supporting young people develop life**



**skills.** This is particularly important in contexts where there may be conservative pushback against certain topics such as sexuality education.

- **Generate demand from parents, caregivers and communities for the subject to be taught in schools.** PJI has generated support and demand for the curriculum by developing a strategic framing that responds to parents'/caregivers' priorities and emphasises the Ministry of Education's approval of the programme. This is communicated through attractive and accessible communication materials such as programme magazines, which include testimonies from parents/caregivers.
- **Invite dialogue around VAC and GBV through parent/ caregiver-teacher committees, meetings and other events.** Raising Voices established the "Good Schools Parents' Committees", which serve as a bridge between the school and community, foster collaboration, build understanding of the curriculum, and ensure that parents are actively involved in their children's education.
- **Facilitate parent-teacher meetings.** Right To Play is establishing "Good School Committees" to bring parents and school management together to discuss strategies to enhance child protection and prevent violence.
- **Provide school leadership with access to resources to support them engage with parents and caregivers about the curriculum.** PJI provides School Directors with a dedicated package of resources at the start of the school year. This package includes scripts with tested messaging, a list of the curriculum's lessons, and an attractive magazine focused on the work of the programme, to support Directors to explain the curriculum to parents and communities. It also includes a signed partnership agreement between PJI and the Ministry of Education to demonstrate the legitimacy of the curriculum.

## Lesson 5: Capture lessons to improve programming and influence change

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Learning is an ongoing and iterative process. As programmes gather feedback this should be used to strengthen the programme design and implementation. Our partners took a multi-faceted approach to VAC and GBV prevention, focusing on individual empowerment, community engagement, and addressing the underlying social and cultural factors that contribute to violence. Capturing lessons to improve programming through monitoring, evaluation and learning (MEL) efforts should reflect this complex process. In addition, our partners highlighted the benefits of generating evidence of impact in order to influence change and gain buy-in from governments, communities, teachers and parents and caregivers.



## Capture lessons to improve programming

- **Develop indicators that measure the following:**
  - **Changing attitudes and beliefs towards violence, particularly GBV:** This includes challenging harmful norms, promoting healthy relationships, and increasing awareness of the impact of violence. These changes in attitudes and beliefs could consider both those of students and of teachers, staff and school leadership.
  - **Individual empowerment:** Building self-esteem, confidence, and essential life skills in children and adolescents. This empowers them to navigate social situations, manage emotions, and make healthy choices, reducing their vulnerability to violence and increasing their ability to resist it
  - **School environments:** Creating safer and more supportive learning environments. This includes reducing bullying, improving teacher-student relationships, and increasing parental involvement in children's education.
  - **Underlying root causes of GBV:** Tackling the root causes of violence, such as gender inequality, discrimination, and poverty through formative research and contextual studies. It is essential that the Theory of Change articulates the drivers of violence and how the components of the programme will aim to address these.
- **Take a child-centred approach to MEL.** For instance, developing child-appropriate monitoring mechanisms that enable children to input their own experiences of the curriculum so that these can inform adaptations and change.

This data can be captured using a range of methods and tools, detailed in the Resources Section of this report. Collecting regular feedback from students, parents, caregivers and teachers about the impact and effectiveness of the programme can also support regular adaptations to improve programming and respond to the changing needs of both young people and schools.

## Capture evidence to influence change

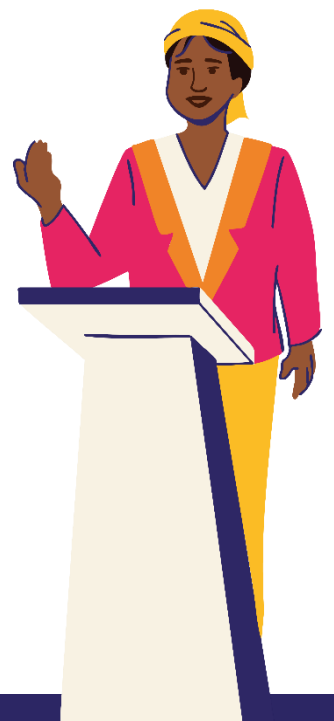
- **Conduct contextual analysis and share findings.** This could include sharing evidence from studies on the prevalence of VAC and GBV in and around schools with government ministries to garner support for a programme.
- **Conduct robust evaluations and share evidence of impact.** For example, participating in a Randomised Control Trial to demonstrate the impact of their initiatives.

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- **Use traditional MEL approaches alongside context-specific feedback mechanisms.** PJL has developed a paper-based magazine to collect and respond to feedback about the curriculum from parents, caregivers and teachers/ educators across rural partner communities. These magazines include space for parents and caregivers to share their experiences and suggestions for the programme. In the 2022-2023 school year, PJL received 24,637 handwritten messages providing feedback across 148 communities, through the magazines. This feedback mechanism provided vital information to support the programme to amend the curriculum and delivery approach, as well as building trust among communities.
- **Combine monitoring data with testimonies to develop advocacy materials.** PJL has combined positive testimonies gathered through these magazines with traditional monitoring data to develop magazines for government partners. This serves to update government partners on the progress of the programme and to secure continued buy in and support for their work.



## Resources

The following table details resources that our partners recommend for other organisations seeking to integrate GBV prevention into national education systems.

Resources	Details
<a href="#">Resource Hub</a> , Projet Jeune Leader	This hub houses resources produced by Projet Jeune Leader through their decade of experience building momentum for comprehensive sexuality education in Madagascar.
<a href="#">P.O.W.E.R: Games for Child Development and learning</a> , Right To Play	This website details and links 100 games, developed by Right To Play to support girls and boys develop holistic life skills to prevent GBV. These are available as animated videos and short PDF manuals.
<a href="#">Fifteen VAWG Prevention Curricula</a> , What Works I	This website houses 15 evidence-based VAWG prevention curricula developed, adapted and implemented by The What Works to Prevent Violence Against Women and Girls programme (What Works I).
<a href="#">TKT (Breakthrough)</a>	This website hosts Breakthrough's digital gender equity curriculum. This resource is available in Hindi.
<a href="#">Tool Kits – Breakthrough Trust</a>	This website hosts Breakthrough's training tools to build capacity for addressing gender based discrimination and violence against women and girls. It hosts a mix of Hindi and English resources.
<a href="#">Community Activism Toolkit to Prevent Violence Against Children</a> , Raising Voices	Raising Voices' "Community Activism Toolkit" (CAT) provides organisations and individual community activists with ideas and practical tools to mobilise communities for preventing violence against children.
<a href="#">Social Norms Measurement Methods Brief</a> , CARE	This learning brief provides an overview of the Social Norms Analysis Plot (SNAP) approach to measuring social norms change. This is useful for conducting research and evaluating changes in social norms.



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## Endnotes

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<sup>1</sup> UNGEI (nd.) *Ending gender-based violence in schools*. UNGEI.

<sup>2</sup> Smarrelli, G. et al. (2024) *Violence in schools: prevalence, impact and interventions*. Center for Global Development, Coalition for Good Schools and Safe to Learn.

<sup>3</sup> Safe to Learn (2023) *“School-related gender-based violence: achieving systemic, sustainable change - with youth and for youth”* Safe to Learn

<sup>4</sup> Global Education Monitoring Team (2020) *School-related gender-based violence (SRGBV): a human rights violation and a threat to inclusive and equitable quality education for all*. UNESCO.; WHO (2009) *Violence prevention the evidence: promoting gender equality to prevent violence against women*. WHO; Heise, L. (2011) *What works to prevent partner violence? An evidence overview*. STRIVE.

<sup>5</sup> Aboagye R., Seidu A.-A., Hagan J., Frimpong J., Okyere J., Cadri A., Ahinkorah B. (2021) *Bullying Victimization among In-School Adolescents in Ghana: Analysis of Prevalence and Correlates from the Global School-Based Health Survey*. *Healthcare* 9:292.; What Works II (2024) *Policy brief on violence in and around schools and its direct and indirect impacts on educational outcomes of children*. What Works II.

<sup>6</sup> J-PAL (2017) *The impact of school-based gender attitude change program in India*. J-PAL.

<sup>7</sup> ICRW (2017) *Flagship program: Gender equity movement in schools (GEMS)* ICRW.

<sup>8</sup> UNGEI (2019) *A whole school approach to prevent school-related violence: minimum standards and monitoring framework*. UNGEI.