EVIDENCE REVIEW

Prevention of violence against children in and through schools in the Global South

Coalition for Good Schools

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Table of Contents

Executive Summary

Globally, violence against children (VAC) is estimated to affect up to 1 billion children between the ages of two to 17 years, with significant health, social and psychological consequences, and significant social costs. Although VAC is a global problem, it is not experienced equally across regions and countries. Estimates show that violence in the lives of children is most common in the Global South and highlights the disparities and inequalities across regions (Akobirshoev & Nandakumar, 2017). Preventing violence is critical to ensure that children reach their full potential.

VAC is a multi-faceted and complex problem with no straightforward solution. To effectively prevent violence during childhood, it is important to acknowledge that children experience multiple forms of violence across multiple settings, including the home, residential institutions, schools, online and in public spaces. Violence manifests in interconnected ways across the child's life course (Know Violence, 2017). VAC prevention interventions, therefore, need to be multi-dimensional and informed by evidence and strategic choices. Schools present a unique opportunity to reach large numbers of children to address and prevent VAC through the delivery of innovative, systematic interventions (Naker, 2017; Naker, 2019).

Over the past decade we have seen huge strides in our understanding of what is required to respond effectively to VAC, and what is considered an effective violence prevention strategy (Know Violence, 2017; WHO, 2016). Although this has laid an important foundation, the scale of the problem and how it manifests in the Global South requires a recognition of context – as do responses that can address it (Naker, 2019). Much of the evidence-based prevention strategies are from the Global North, and data from the Global South is often not published in academic literature but is rather featured in reports and programme documents. In addition, schools present a unique opportunity to reach large numbers of children to address and prevent VAC by delivering innovative, systematic interventions (Naker, 2019). This review aims to map and synthesize evidence from violence prevention programmes in and through schools implemented and evaluated in the Global South, using a scoping review approach.

Method

The review followed a systematic scoping review approach informed by Arksey and O'Malley's (2005) methodological framework. Published and grey literature studies which described the evaluation of a school-based intervention or programme with violence prevention as one of its outcomes were included. We also included programmes from grey literature which were evaluated, or where success was documented although no formal evaluation was conducted through contacts with networks of practitioners.

Since this study is focused on violence prevention in and through schools, the target population was defined as children of school-going age, not including those in early childhood institutions. While our inclusion criteria focused on low- or middle-income countries (LMICs) in the Global South, we also included countries such as South Korea and Taiwan as we considered them to be marginalised within global discourse and debates due to language and socio-cultural context. Thus, documenting what is emerging from such contexts is important. Studies and reports were included if they described qualitative and/or quantitative empirical studies reporting on primary or secondary data, if they described a review paper, or if they used secondary data analysis. We also included programmes documenting outcomes based on routine programme monitoring and evaluation data, case studies or qualitative inquiries. However, studies were excluded if they were policy-related, theoretical, or conceptual. Our interest were the description and evaluation of interventions and programmes. Based on the evidence presented in the paper or report, we classified programmes into four categories:

1. Successful programmes: evaluated through well-designed experimental or quasi-experimental studies with evidence of significant sustained effect on outcomes.
2. Promising programmes: experimental or quasi-experimental designs with evidence of effect on outcomes of interest; or non-experimental designs with evidence of effect on outcomes post intervention.
3. Emerging programmes with insufficient evidence: non-experimental design used; findings might suggest some positive results, but the design of the study is not sufficiently rigorous to determine effectiveness; or only programmatic evidence.
4. Ineffective programmes: failed to demonstrate an effect.

A search was conducted of multiple databases: *PubMed, Ebscohost (AfricaWide information, CINHAL, ERIC, APA PsychInfo), Scopus, Web of Science, Google Scholar* and *Cochrane Library* to identify published literature. The search identified 100,887 records. After removing duplicates, 84,708 records were pre-screened, resulting in 356 abstracts for further review. This process resulted in the inclusion of 89 published articles. We recognised that information on interventions implemented in the Global South is available through aid agencies, non-profit and research organisations in the form of grey literature (reports and briefing papers). A snowballing technique was used to approach organisations within our networks with a request for relevant literature. Members of the Global Influencing Group were requested to reach out to their network organisations for reports/briefs. Furthermore, a hand search was conducted through grey literature databases and through the website suggestions from practitioners in our networks using similar search terms. Through these methods, a total of 1,173 grey literature reports were gathered building on a previous scoping exercise conducted by Raising Voices. After removing duplicates, the total number of grey literature reports screened came to 1,150. The review of the grey literature identified 62 reports that met the inclusion criteria for the review. Through this process we reviewed 93 programmes and 151 related articles/reports.

Limitations

Although we adopted a systematic approach in the search for evidence, we may have missed some programmes and evaluations that have not been published in mainstream publications. We also only reviewed publications in English and may have missed important programmes in the Global South. For instance, Spanish, Portuguese, French, and Arabic publications from Latin America, the Caribbean, Middle East and North Africa were not included in this review.

Analysis Framework

This review draws on the INSPIRE framework as the frame of analysis and mechanism for organising and categorising programmes identified to prevent violence in and through schools (WHO 2016). The authors of the review identified five strategies: (1) developing knowledge and life skills; (2) building safe environments; (3) addressing harmful gender norms and values; (4) providing psychosocial support (response and support services); and (5) a whole school approach. We note that interventions are seldom based on a single strategy, but we have used this clustering as a pragmatic approach for our analysis. We also acknowledge that the whole school approach involves a hybrid approach using an amalgamation of strategies.

Findings

We included 151 papers and reports in this review that documented 93 programmes in the Global South. This review identified 20 successful; 29 promising, 30 emerging and 14 ineffective programmes. The majority of the published studies had used experimental or quasi-experimental designs for impact and outcomes evaluations. The briefs and reports from grey literature had mostly used formative evaluations, process evaluations, or reviews of programme data to assess programme successes and outcomes.

The review highlighted the following emerging lessons:

1) Multi- component approaches are key to reducing violence

Multi-component or integrated approaches involving multiple stakeholders such as school staff, parents, learners, community-based organisations, leaders and community members in the planning, implementation and/or participation in a programme have been found to effectively address violence (El-Khodary & Samara, 2020). Investing in a school-wide, multi-component programme that keeps learners and peers at the centre and includes the development of policy and regulations and the training of teachers has shown success. In addition, this approach also maximizes the possibility of synergy and promotes the sustainability of the programme.

2) Addressing school environment is necessary to sustain changes

Evidence suggests that schools should develop and enforce their own policy to address bullying, promote communication and provide a favourable school climate (Fareo, 2015). Programmes that target victims and perpetrators as well as bystanders reinforce important protective behaviours (Cho et al., 2015). Programmes should

therefore not only aim to address multiple drivers of violence against children, such as teachers and parental discipline, but also address the school environment and eco-system driving children's experiences of violence. A whole-schools approach that encompasses concerns of the entire school, including governance, policy environment, parental concerns as well as student well being is critical to effect the desired change.

3) Group-based programmes are effective as a mode of delivery with learners

Several studies found that group-based education interventions can impact behaviour, empower learners, and build resilience. Group education interventions addressing inequitable gender norms, particularly those that define masculinity, can successfully influence young women and men's attitudes toward gender roles, safe sex behaviour, and healthier relationships through the creation of a shared culture (Achyut et al., 2016; Pulerwitz et al., 2006). Importantly, peer-led interventions can create opportunities to promote learners' leadership, 'voice' and agency and, therefore, promote resilience (Henry, 2020) through peer support, gathering varied perspectives and experiences, and opportunities for collective thinking and reflection. It therefore matters who delivers a programme as it has the potential to amplify the success of an intervention.

4) School staff are central to violence prevention programming

The review found that school teachers can be empowered to create safe environments for learners to disclose abuse and to ensure that they obtain the necessary care to prevent the long-term negative effects of violence (Mukerjee et al., 2017; Undie & Mak'anye, 2020). Successful programmes also found that teachers can be trained through relatively short programmes to enhance the school environment and to provide psychosocial support that empower teachers to improve learners' behaviour (Kalgee et al., 2017). In addition, addressing learner behaviour cannot be done in isolation – addressing the school culture and support for the programme by students, teachers and school principals are critical components for an intervention to be successful.

5) Different types of violence require different strategies – learner age and gender are important considerations

Programmes on intimate partner violence (IPV) prevention that were mainly targeted at older adolescents and young people, and which used participatory learning, have shown to be more successful in reducing reports of IPV among young men than young women, a different effect based on gender of participants (Jewkes et al., 2008). Different types of violence require different strategies for prevention and there are different ideal ages for intervention**.** Adolescents need a combination of protection and empowerment-oriented services to protect against increasing risk factors. Furthermore, establishing and cultivating a positive parent–adolescent relationship during early childhood has numerous advantages and goes a long way in helping to protect vulnerable children and adolescents in the online environment (Allen et al., 2003).

6) Investment in programme development, implementation and evaluation

The development of interventions should be seen as an iterative and learning process with an investment in careful monitoring of the implementation and documentation (continuous data collection) process. Implementation researchers have started to systematically examine the degree to which the core components of a programme can be maintained while allowing for local adaptation, to accommodate what may be needed to facilitate the effective implementation and sustainment of an intervention at a system, policy, or organizational level (Knight et al., 2018). Therefore, attention should be given not just to "what" is being implemented (intervention components) but "how" an intervention is implemented (implementation process). This involves identifying the core elements of programmes, the process of implementation, fidelity to the programme, and the dose of the programme, all of which make a difference in programme efficacy.

Conclusion

The evidence is clear that schools are a critical site for engaging multiple stakeholders and preventing violence occurring both within and outside schools, with the potential of large and sustained effects. High levels of violence across many contexts in the Global South point to the need to implement multi-component interventions that are implemented over a longer term, as they have better success in achieving improved and sustained outcomes. Programming also must consider that high levels of violence results in children experiencing multiple forms of violence during childhood across different settings. As teaching and learning spaces are transitioning between physical and virtual spaces, it is important to recognise and include online violence in violence prevention programmes. Resource constraints in the Global South have meant that many programmes have had small-scale implementation and non-experimental evaluation designs, without further investment to refine and re-evaluate. This has meant that the evidence base for promising interventions, although an emerging area, will need further urgent investment in well-designed studies using larger sample sizes and study designs that go beyond formative evaluations.


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I. Background

Globally, violence during childhood (VAC) is estimated to affect up to 1 billion children aged 2 to 17 years every year, with significant health, social and psychological consequences (Hillis et al., 2016). Experiences of violence have an immediate physical dimension in the form of injury and can lead to disability or death during childhood (Know Violence, 2017; Pinhiero, 2006). VAC also bears significant social costs, such as impaired learning and violent and anti-social behaviour, which affect educational and behavioural outcomes. For the first time, the United Nations Sustainable Development Goals (SDGs) provide a vision for children to lead lives free of violence. Globally, there is momentum to prevent and reduce the effects of VAC to ensure the well-being of children. Preventing violence is also critical for preventing life-long intergenerational effects and ensuring that children reach their full potential. Violence prevention is therefore not just a moral imperative, but a strategic obligation for society at large (Naker, 2017).

VAC is a multi-faceted and complex problem with no straightforward solution. To effectively prevent violence during childhood, its conceptualisation must take into account that VAC manifests in inter-connected ways in children's lives, spilling across settings including the home, residential institutions, schools, online and in the community – as well as across the life course of a child (Know violence, 2017). The United Nations Convention on the Rights of the Child (UNCRC) defines VAC as "all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse" and includes unintentional forms of harm in this definition (UNCRC, 2011). VAC, therefore, encompasses physical, sexual, and emotional forms of violence, including cultural practices such as female genital mutilation and child marriage, that can result in physical or psychological harm to children. VAC also includes violence perpetrated against children by adults and caregivers, as well as peer violence (perpetrated by children against children). Although different intersecting forms of violence are experienced by children, violence prevention interventions are targeted at the setting where violence is experienced. There is, therefore, a need for an integrated approach, as violence is often not a one-off experience; instead, it spills from one setting to another – home, school, community, and institution (Leoschut & Kafaar, 2017).

VAC prevention interventions need to be multi-dimensional and informed by evidence and strategic choices (Naker, 2017). Schools present a unique opportunity to reach large numbers of children to address and prevent VAC by delivering innovative, systematic interventions (Naker, 2019). Schools are accountable for ensuring that their premises are safe and protective but are also well-positioned to take an active role in engaging the community on violence prevention. Importantly, schools have the potential to address violence that takes place in learning environments, such as physical violence, sexual violence, bullying and corporal punishment, but can also address violence that emerges in the home and community, such as child maltreatment in the home, and dating and intimate partner violence (WHO, 2019). School violence arguably includes any violence between students, forms of violence

directed at students by teachers (such as corporal punishment, verbal aggression, or sexual violence) and violence by students directed at teachers (Lester et al., 2017). But evidence suggests that certain forms of violence, like bullying and dating violence, have been a major focus of school violence research, particularly in the Global North (Lester et al., 2017). While VAC studies are highlighting that children are more at risk from violence by adults than their peers (UNICEF 2014). In contrast, other studies have expanded the definition of school violence to include not only violence occurring on school premises, but violence occurring while travelling to or from school, or during a school-sponsored event (Lester, 2017). These narrowly defined forms of school violence prioritised in the Global North have influenced what is known to be effective in preventing violence through schools and require an urgent reconceptualization (Lester et al., 2017).

Although VAC is a global problem, it is not experienced equally across regions and countries. Estimates show that violence in the lives of children is most common in the Global South and highlights the disparities and inequalities across regions (Akobirshoev & Nandakumar, 2017). Some types of violence and exposure to violence are more prevalent in certain geographies. For example, violent discipline in the home affects 8 out of 10 children in South Asia and Western and Central Africa (Know Violence, 2017). Over the past decade, we have seen huge strides in our understanding of VAC through initiatives such as Know Violence in Childhood, a global learning initiative that has synthesised evidence, particularly from the Global South, to promote effective violence prevention strategies (Know Violence, 2017). Although this has laid an important foundation, the scale of the problem and how it manifests in the Global South requires a coordinated response that includes a recognition of context (Naker, 2019). Much of the evidence-based prevention strategies are from the Global North and data from the Global South is often not published in academic literature but is featured in reports and programme documents. In addition, it has been argued that VAC prevention interventions in developed countries address forms of VAC, such as bullying and dating violence, that do not necessarily target the forms of violence and socio-cultural context that drive VAC in the Global South (Burton & Loeschutt, 2013; Gershoff, 2017). Furthermore, the magnitude and pattern of VAC in the Global South requires careful consideration as it might affect the types of intervention that require investment to determine the types of innovative approaches that has the potential to be taken to scale.

Reviews focusing on violence prevention in and through schools, for example (Leoschut & Kafaar, 2017; Lester et al., 2017; Wein, 2019) note that there are a number of prevention programmes in existence, but evidence from the Global South is still scant and emerging. To supplement the body of work on primary violence prevention, this review aims to map and synthesize evidence from school-based violence prevention programmes implemented and evaluated in the Global South, using a systematic approach. The review will also highlight gaps in the evidence and lessons learnt from programmes that have been found to be successful to guide programme scale-up.

II. Method

The review approach was informed by Arksey and O'Malley's (2005) methodological framework which comprises six phases that do not necessarily occur in a linear manner: (i) identifying the research question; (ii) searching for relevant studies; (iii) selecting relevant studies; (iv) charting the data; (v) collating, summarising and reporting the results; (vi) and consulting with stakeholders.

Data extraction, or "charting the data", was conducted in two phases to create a descriptive summary of the results which addresses the overall objective of the review. The first phase was the screening of all identified papers and reports to assess whether they meet the inclusion or eligibility criteria. In the second phase a charting table was used to record key information from the selected studies.

1. Screening strategy for published literature

The following databases, namely Medline via PubMed, Ebscohost (AfricaWide information, CINHAL, ERIC, APA PsychInfo), Scopus, Web of Science, Google Scholar and Cochrane Library, were searched to identify published literature. Search strategies were developed for each database, using controlled vocabulary and key MESH terms (see Appendix 2). The finalised search terms were decided upon in conjunction with a librarian at the University of Cape Town and after consultation with the study team.

The search was conducted in September 2020 and identified 100,887 records. All results were imported into Endnote X8.2. After removing duplicates, 84,708 records remained for screening. Given the large number of records, it was decided to conduct a pre-screening of the titles for relevance to the inclusion criteria. During pre-screening titles were excluded if they did not mention at least one of the five search parameters (intervention; violence; child; school; global south) or synonyms thereof. Wherever inclusion remained unclear, abstracts were included for review, and we adopted an approach of "when in doubt, include it". Three research assistants pre-screened the records (n=85,858), exported into an Excel sheet, in September and October 2020 and excluded (n 70,497) records, leaving a total of (n=15,361) for abstract screening.

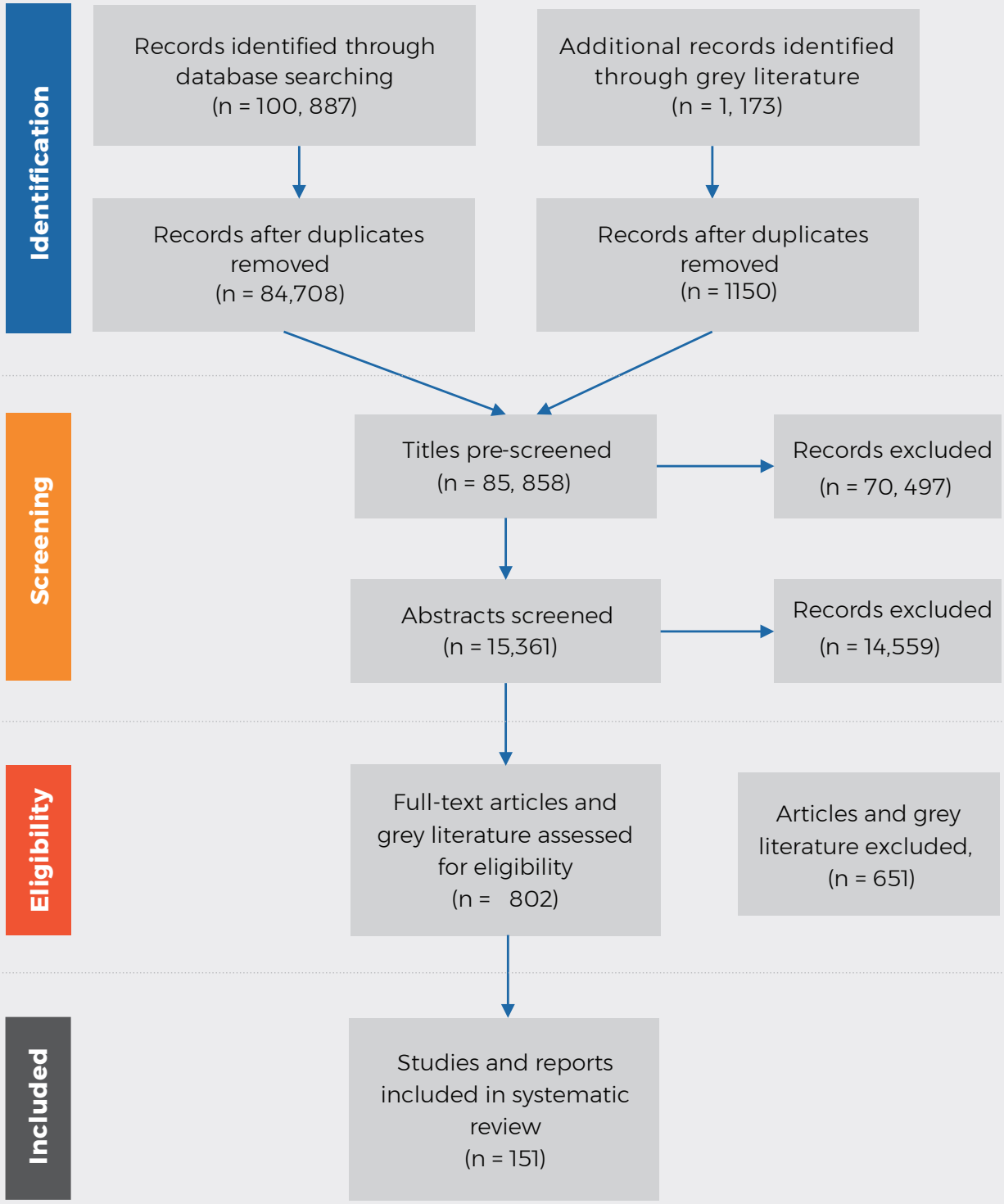
The second phase involved screening the abstracts using the screening tool (see Appendix 3). Abstract screening was conducted between October and November 2020, leaving 356 articles for inclusion. However, some abstracts were not specific enough around the inclusion criteria. For example, studies did not always mention the country or city of study in the title or abstract, and researchers had to review the full-text article to identify the country or area of study. All 356 articles were downloaded for closer review. Subsequently, 131 published articles were finally included for data extraction. Data extraction of published literature took place between November and December 2020. After extraction, data was further cleaned to separate out study protocols and programmes where evaluations had not yet been completed. A total of 89 published studies and reports were included in the review.

2. Screening strategy for grey literature

The research team recognised that information on interventions implemented in the Global South is available through aid agencies, non-profit organisations and research organisations in the forms of grey literature (reports and briefing papers). We used a snowballing technique to approach organisations within our networks with a request for relevant literature, while also building on a previous scoping exercise conducted by Raising Voices with 30 practitioners (Wein 2019). Members of the Global Influencing Group were requested to reach out to their network organisations for reports or briefs. A Google Form was also distributed to our networks for easier collation of data, but this led to few responses. Furthermore, a hand search was conducted through grey literature databases and through the website suggestions from practitioners in our networks using similar search terms. Through these methods, a total of 1,173 reports and briefs were gathered. After results were imported into EndNote X8.2 and duplicates were removed, the total number of reports and briefs to be screened came to 1,150. As many of these documents did not include abstracts, all were downloaded and screened (using Appendix 3 as the screening tool). Through this process, 479 studies were screened out. In addition, reports and briefs with only a description of programmes and without any documentation of measures of success were dropped. This left 62 reports and briefs for inclusion in the review. The screening, data extraction and cleaning process took place between January and mid-February 2021.

Grey literature and published literature were stored, screened, and extracted in different folders to distinguish between results. However, the findings were combined for data analysis. The flowchart, Figure 1, provides an overview of the data collection process.

Figure 1: Studies included in the review
PRISMA Flow Diagram



3. Data inclusion and exclusion criteria

There were five distinct concepts with several variations of the terms included in the search, which were: (a) interventions, (b) violence, (c) children, (d) schools and (e) low- or middle-income countries (LMIC). This review included only those articles which were published in English between January 2000 to August 2020. The research team deliberated the choice of language and acknowledged that, although a limitation, English would allow us to draw in the many areas or regions and interventions implemented in the Global South. In future, this can be expanded to include literature available in other languages as well.

The population included in this review were teachers, children of school-going age, and/or their caregivers. Published and grey literature studies were included if they described the evaluation of an intervention or programme, if the intervention was school-based, and if it described violence prevention as an objective or had the reduction of the prevalence of an associated risk as one of its outcomes. We included programmes from grey literature where intervention(s) and measures of success were documented even if no formal evaluation was conducted. Since this study focused on violence prevention in and through schools, the target population was defined as children of school-going age, excluding those in early childhood institutions. While our inclusion criteria focused on LMICs in the Global South, we also included countries such as South Korea and Taiwan, as they are considered marginalised in global discussions and debates due to language and socio-cultural context. Thus, documenting what is emerging from such contexts is important.

For researchers to reach a common understanding of concepts during the screening process, operational definitions of the major concepts were developed. The concept of violence against children included child maltreatment (including violent punishment); bullying (including online bullying); youth violence; intimate partner violence/dating violence (or domestic violence); sexual violence; emotional or psychological violence and witnessing violence; and corporal punishment. Studies were included if they described qualitative and/or quantitative empirical studies using primary or secondary data; if they described a review paper; or if they used secondary data analysis. However, studies were excluded if they were policy-related, theoretical, or conceptual. This review included papers or reports with any of the four types of evaluations:

- Formative evaluations ensure that a programme or programme activity is feasible, appropriate, and acceptable before it is fully implemented. It is usually conducted when a new programme or activity is being developed or when an existing one is being adapted or modified.
- Process/implementation evaluations determine whether programme activities have been implemented as intended. This included programmes documenting outcomes based on routine programme monitoring and evaluation data, case studies or qualitative inquiries
- Outcome/effectiveness evaluations measure programme effects on the target population by assessing the progress in the outcomes or outcome objectives that the programme is to achieve. This could be through experimental (RCT or quasi-experimental) or non-experimental evaluation design.

- Impact evaluations assess programme effectiveness in achieving its ultimate goals on the larger population through experimental or non-experimental design.

Based on the evidence of the programme effect, evaluation type and design, we classified programmes into four categories: (1) successful programmes, (2) promising programmes, (3) emerging programmes with insufficient evidence and (4) ineffective programmes.

Successful programmes:	Were either experimental or well-designed quasi-experimental designs (based on sample size and length of follow-up) with evidence of effect on outcomes related to VACiS prevention (statistically significant) from more than one study or sustained effect of outcomes for 1 year.
Promising programmes:	Were either experimental or quasi-experimental in design with evidence of effect on outcomes of interest, or non-experimental designs with evidence of effect on outcomes related to VACiS prevention post-intervention. These programmes were documented through one-off studies and require further evidence to support its approach.
Emerging programmes with insufficient evidence:	Experimental or quasi-experimental design with a small sample size or non-experimental design. Findings might suggest some positive results related to VACiS prevention, but the design of the study is not sufficiently rigorous to determine effectiveness; only programmatic evidence.
Ineffective programmes:	Failed to demonstrate effect.

4. Challenges with the study implementation

Due to the vast scope of the study, the search returned an unexpectedly large number of titles for consideration. This required an expansion of the research team and an increased time commitment. Increasing the team size also introduced the risk of inconsistency and the potential for excluding relevant titles. This risk was mitigated through supervision and regular team meetings. Differences in opinion were discussed in team meetings to reach consensus but Inter-rater reliability (IRR) was not calculated. Conducting research during COVID-19 also led to unexpected challenges as team members fell ill, were hospitalised and one team member was lost to COVID-19.

Despite journal articles being subject to peer review, the quality of published articles was inconsistent. Although a quality assessment of papers was not conducted using a standardised checklist, we based our assessment on the data extraction fields and data missing in the paper such as statistical analysis used, and a description of the intervention components. Many abstracts did not mention the country of study or the methods used for data collection, increasing the time spent in screening publications for inclusion. In addition, a large proportion of the grey literature did not include abstracts, requiring a full review of reports before they could be excluded. It also required manual searches and downloading of documents. Grey literature extraction also took much longer than planned due to the length of reports that required a full review.

Lastly, our instruments and data collection strategies evolved through the implementation phase of the project. Through this, we were able to streamline the data collection process. For example, the research team started out with an extraction tool in MS Word. However, early into the project a data extraction Google Form was created, which updated automatically and captured the data into an Excel spreadsheet. This made it easier for the research lead to keep track of the progress of extraction.

5. Limitations

Although the review adopted a systematic approach it is not considered a traditional systematic review. One of the main limitations is the choice of English as the language for inclusion. We therefore might have excluded important work emerging from areas such as Latin America and the Caribbean (Spanish or Portuguese), Middle East (Arabic), and North Africa (French) among others. The purpose of the review was to synthesize evidence from school-based violence prevention programmes implemented and evaluated in the Global South, using a systematic approach. We therefore did not apply the traditional lens of inclusion of only peer reviewed publications and included grey literature that provided a broader perspective of the body of work emerging from the Global South. Due to this inclusion the study design purposefully did not include a formal quality assessment of studies for inclusion in this review as discussed above but identified systematic areas of weakness through qualitative assessments of the papers and reports.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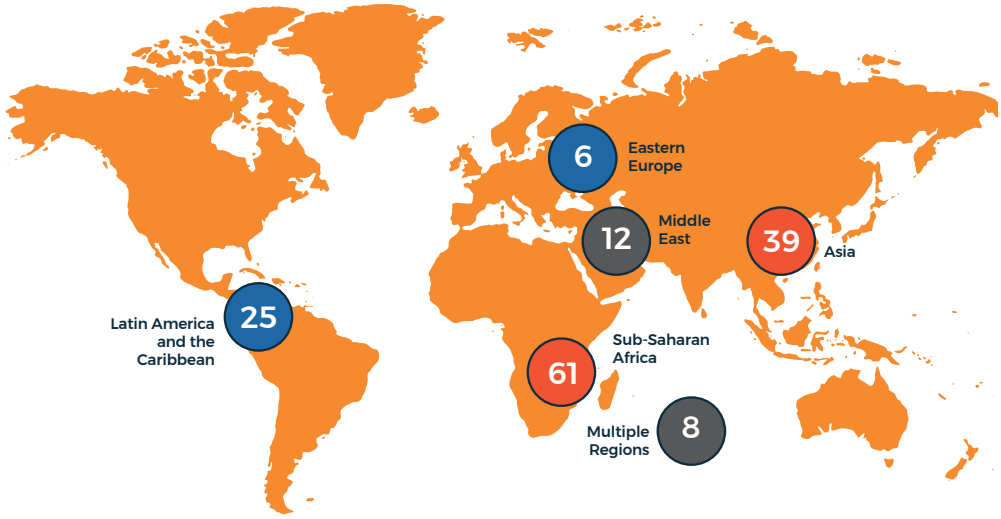
III. Results

1. Profile of programmes

This section presents a profile of studies (N=151) included in the evidence review reporting on 93 programmes.

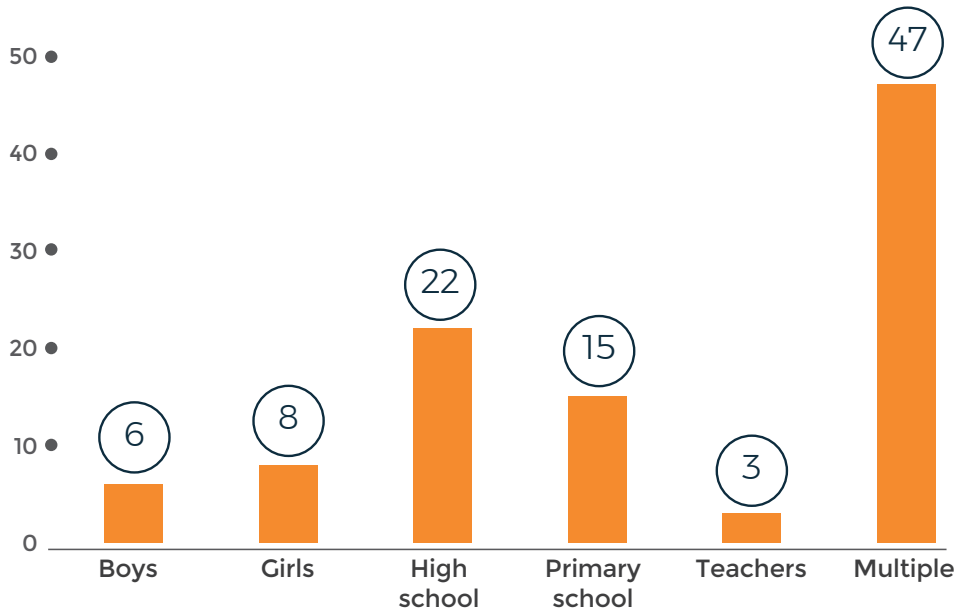
Geographical distribution: This review found an equal number of published papers emerging from Africa and Asia, whereas 56% (35 out of 62) of the grey literature extracted emerged from Africa. This may be due to the grey literature search strategy, where most of the violence prevention networks contacted for grey literature were from Africa. It may also be due to the inclusion of English papers only. Figure 2 below presents the regions where studies were conducted (and programmes implemented). For a full list of countries where studies were implemented, see Addendum 3.

Figure 2: Number of studies by region



Study population: Nearly half of the programmes included in the review focused on multiple populations, as shown in Figure 3 below.

Figure 3: Target population of the programme



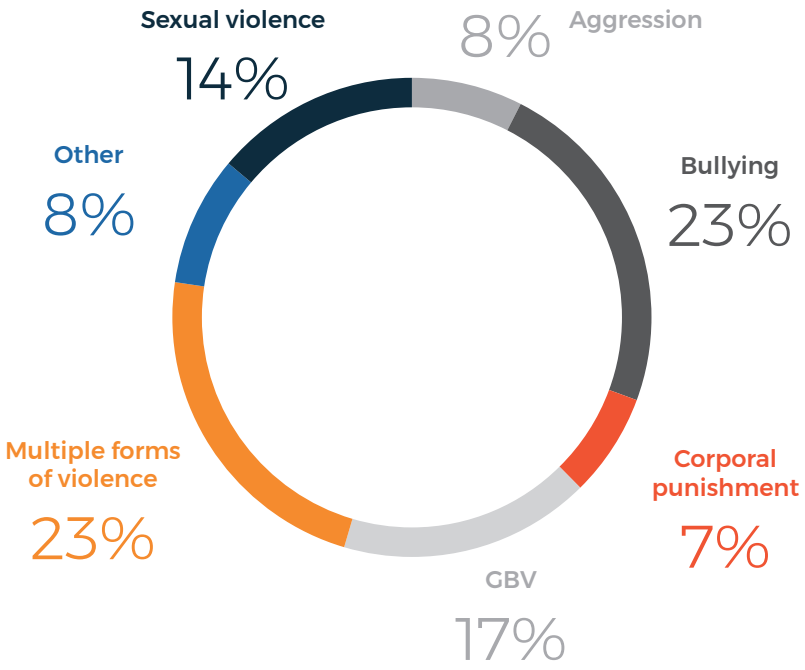
Forms of violence: According to the World Health Organization (WHO), violence is "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation" and violence against children "includes all forms of violence against people under 18 years old, whether perpetrated by parents or other caregivers, peers, romantic partners, or strangers" (Krug et al, 2002). The definition of VAC in the UNCRC includes "all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse", broadening the scope of VAC to include negligent treatment and representing all non-physical and non-intentional forms of harm to children (UNCRC, 2011). There is a recognition of the prevailing skewed gender power relations and the intersection with other axes of identities leading to violence and inequality.

Studies in this review include this range of articulation and defined violence through the specific forms of violence focused on in programming, such as school violence, corporal punishment, intimate partner violence (IPV), gender-based violence (GBV), bullying, child trafficking and sexual exploitation (see Addendum 4 for definitions). Almost a quarter of the programmes were aimed at the prevention of bullying behaviour, while another 13% focused on sexual violence and 8% on aggressive or violent behaviour. Seventeen percent of programmes mentioned GBV and 24% included a combination of different forms of violence.

While describing VAC, some studies specified contextualised acts of emotional, physical, and sexual violence. For example, in Uganda (Thumann et al, 2016), accusations of witchcraft were considered an act of emotional violence. In one study, sexual exploitation in school settings included "sexual abuse in exchange for good grades as well as transactional sex" (Taylor & Conrad, 2008). While some studies have focused on prevention of specific forms of violence (bullying/corporal punishment) occurring

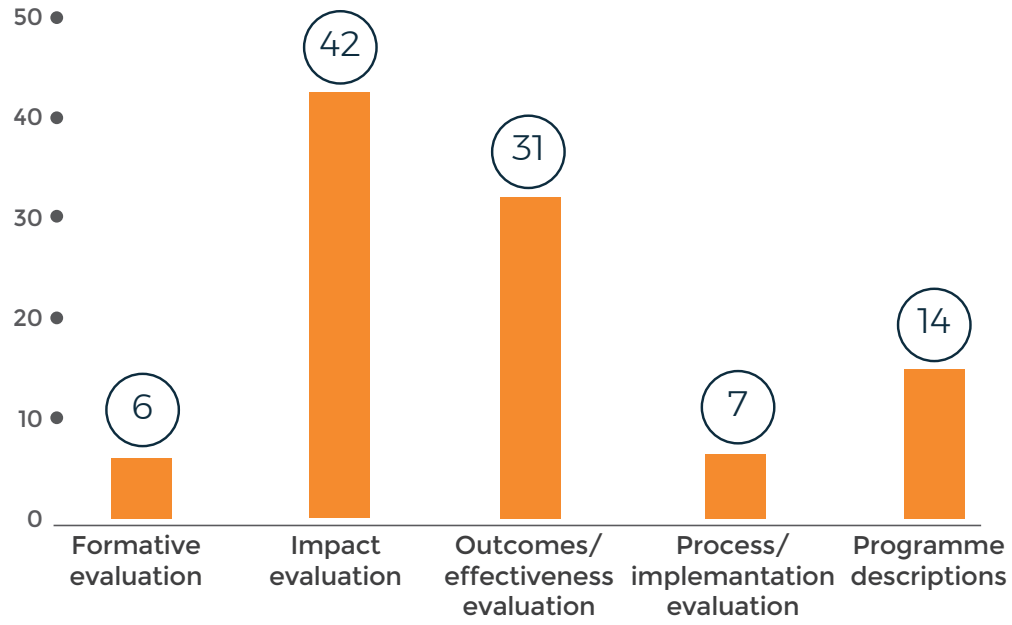
at a specific site (school) and perpetrated by a specific group (peer or teacher), many others have incorporated a comprehensive definition and included varied acts, perpetrators, and locations of violence. These are a few of the many examples in the studies that highlight the importance of broadening and contextualising different acts of violence, perpetrators and sites with an intersectionality lens and related measures, accounting for the lived experiences of children in the Global South.

Figure 4: Types of violence targeted by programmes



Evaluation designs: The peer-reviewed studies included in this review were expected to be methodologically sound, with programme outcomes measured and documented in a reliable manner, while some grey literature might lack the rigour expected from peer-reviewed publications. Randomised controlled trials (RCTs) with a sufficiently powered sample size are considered to be the 'gold standard' in programme evaluation. The majority of the published studies identified in this review involved experimental or quasi-experimental designs to conduct impact and outcomes evaluations. The grey literature used a mixture of formative evaluations, process evaluations and programme descriptions, using programme data to underpin outcomes discussions.

Figure 5: Type of evaluation



This review did not exclude studies based on the quality of the evaluation conducted but, in the analysis, we reflect on the strength of the studies and discuss some of the limitations of the programme designs.

2. Programme strategies and approaches

This section presents a synthesis of key strategies and approaches used by the programmes. This review builds on the INSPIRE framework, which provides overarching strategies to prevent all forms of violence against children (WHO, 2016). The INSPIRE framework offers an effective, evidence-based way to organise and categorise interventions to address both risk and protective factors for preventing violence against children, using the socio-ecological model. The strategies are as follows:

- Implementation and enforcement of laws
- Norms and values
- Safe environments
- Parent and caregiver support
- Income and economic strengthening
- Response and support services
- Education and life skills

For this review, we have used the INSPIRE framework to guide the clustering of programmatic strategies and approaches focused solely on preventing violence in and through schools. This review identified 5 strategies:

- Developing knowledge and life skills
- Building safe environments
- Addressing harmful gender norms and values
- Providing psychosocial support (response and support services)
- A whole-school approach

It is, however, important to note that interventions are seldom based on a single strategy, but that we have used this clustering as a pragmatic approach for our analysis. Gender was considered as a cross-cutting issue and the gendered outcomes of programmes were highlighted when it was documented. We also acknowledge that a whole-school approach adopts a hybrid approach using an amalgamation of strategies.

a. Developing social and life skills

Strengthening children's emotional and social coping skills can assist in the development of positive relationships as well as in managing and adapting to difficult circumstances in the future. This review identified 46 programmes that focused on building the child's: a) knowledge of different forms of violence such as bullying, sexual abuse and dating violence, and b) skills to manage anger and conflict as well as difficult circumstances that they might experience during childhood or later in life.

These programmes were assessed using various study designs: twelve were RCTs; twenty-one consisted of quasi-experimental designs; three included post-test assessments only with no comparison group; one was a feasibility study; one was a longitudinal follow-up study with no comparison group; one a cross sectional survey; our were reviews of programme documentation and three qualitative programme reviews. Furthermore, the programmes varied in their approaches. For the analysis, we have categorised these as follows, based on the main approach:

1) Building knowledge to reduce risk of violence, including the use of activities such as games, a comic, and web-based learning to increase the conceptual understanding of the form of violence to enable better protection.

2) Building self-protection skills: skills-based training using psycho-education to build the safety and self-protection skills of learners.

3) Building the capacity to manage conflict and aggression by building self-awareness and the cognitive and problem-solving skills of learners.

4) Behavioural and social skills development: developing cognition, emotional competence and behaviour change using cognitive behavioural techniques and participatory group-based learning.

5) Empowerment and building resilience: using school clubs and peer support groups, with a focus on building self-esteem.

Building knowledge to reduce risk

Five programmes were implemented to increase learners' knowledge on a particular issue such as sexual abuse, GBV and bullying behaviour. The common element in this approach was using an activity to increase knowledge. Examples included a comic book, board game or web-based learning, while one programme used an application (app) designed to build knowledge.

In Indonesia, the programme *BUSAPAKSA* used a comic book with fifth grade learners (n=360), while *Hands off our children*, a programme in South Africa, used a board game in conjunction with a video to facilitate discussion with fourth grade learners (n= 500). These activities were used as tools in school to engage children and build their conceptual understanding of sexual abuse through learning activities (Winarto et al, 2018; Dunn, 2011). Both programmes were delivered by the research team in the school setting and did not document the duration of the programme implementation. Although both programmes showed an increase in learners' understanding of child sexual abuse and ability to identify inappropriate touching, they did not explore long-term knowledge retention or the implications for reducing experiences of sexual violence.

A second approach used web-based applications to build knowledge about sexual abuse and enable learners to avoid dangerous situations, thereby protecting themselves (Moon et al., 2017). The *Sexual Abuse Prevention MobAPP*, a mobile application was implemented once (40 min) a week for three weeks with primary school learners (10-year-olds; n=45) in South Korea. A quasi-experimental pre-post study found that it improved the recognition of sexual abuse and holds promise as an approach but will require further investigation to determine long-term efficacy. Similarly, *Webquest*, a four-week, eight-session cyberbullying intervention (n=61) used a web-based tool implemented by teachers in Taiwan. The intervention focused on enhancing self-protection for learners while using the internet (Lee et al., 2013). In a quasi-experimental pre-post study, two weeks after completion of the intervention it showed promise to build knowledge to change web behaviour among children but will require further investigation.

Lastly, *Stand By Me* was delivered by the police to high school learners in South Korea as a once-off presentation aimed at bullying prevention and bystander intervention (Loui, 2017). Through a survey with learners (n=115) immediately after the presentation, they found that learners were less likely to support bullying and more willing to intervene in bullying incidents.

All the studies in this group of programmes used quasi-experimental designs with small sample sizes and had limited systematic documentation of the programme elements and implementation process. All five programmes are therefore categorised as emerging programmes with insufficient evidence.

Building self-protection skills

The common elements in this approach are the use of psycho-education, videos and role-play to stimulate discussion, while also building the capacity of teachers to deliver the programme. Seven programmes were identified using an approach to increase knowledge and enhance the self-protection ability of learners to prevent sexual abuse and domestic violence. The programmes were generally implemented over a few weeks.

The *Precede and Proceed* programme in Iran focused on the prevention of domestic violence with high school female learners (n=510). The programme was integrated into the curriculum and delivered by teachers to change attitudes towards domestic violence, combined with the use of accessible knowledge building materials and counselling (Soleiman et al., 2013). The findings showed a significant increase in learners' ability to protect themselves two months after the intervention. Limited information was documented on the intervention design, core elements and implementation process. The intervention elements need to be articulated to develop a better understanding of the theory of change used by the programme.

Six programmes focused on sexual violence prevention with some differences in the programme elements. Three programmes were implemented in schools with a focus on behavioural skills training with elementary school children using role-play, modelling and videos facilitated by the researchers (Cecen, 2013; Chen, 2012, Lam 2018). A *skills-based CSA prevention* programme, in Taiwan (n= 46) was condensed into two 50-minute sessions (Chen, 2012), while the *"Good touch bad touch"* programme in Turkey (n=36) was implemented over six sessions (Cecen. 2013). The *Be safe* programme was implemented in Sri Lanka, from 2008 to 2014 in all 25 districts and in 2,238 schools, 23% of schools in the country (Lam et al 2018). The programme was implemented over ten 30-minute sessions and the effectiveness of the programme was assessed through a cross sectional survey with parents (n=835). Low correlation was found between exposure to the programme and perceived child safety in schools and in the community (Lam et al 2018). This group of programmes showed limited effect and will require further investigation into the core elements and dose of the programme to increase their effectiveness.

In Ecuador, a programme designed and implemented by an NGO, Fundación Azulado, used psycho-education with learners (7-12 years old) to build self-esteem and self-protection skills (Bustamante et al., 2019). The programme was adapted from a Northern-based programme, *I have the right to feel safe all the time* (Escartin, 2002). Teachers were trained to implement the programme through a train-the-trainer programme (10 x 1-hour sessions) with support from an outside organisation engaged in the programme implementation. An RCT (n=4932) found that learners increased and retained CSA knowledge twelve months after the intervention but struggled to identify potential abusers (Bustamante et al., 2019; Gubbels et al 2021). A similar programme in Malaysia, *Keeping me Safe*, is a six-session programme with a focus on building primary school learners' ability to build safety strategies to safeguard against sexual abuse. In a pre-post evaluation (n=261) the programme did not show knowledge retention 2 months after the programme (Weatherley et al., 2012). A programme developed and implemented by Mehidol University in Thailand used participatory learning techniques to express feelings and build skills to reduce physical and sexual violence among grade 1-6 learners (n=310) (Chanroosawasdi et al., 2010). A pre-post test showed positive effects on attitudes and norms related to gender and violence among learners (Chanroosawasdi et al., 2010).

In this group of interventions, only three were found to have a positive effect. Evidence from an RCT and two quasi-experimental studies showed that an approach to improve self-protection skills and children's safety appears to hold promise. Although, this approach has shown efficacy in improving knowledge, it has shown a limited effect on children's ability to protect themselves. This is important because children lack the ability to protect themselves and adults in their lives should be held accountable for their protection. Such programmes should therefore adopt a broader approach and include caregivers, teachers, and other important role-players in the lives of children.

Building capacity to manage conflict and aggression

Physical aggression in childhood is a strong predictor for later anti-social and criminal behaviour and is associated with poor social functioning (Sitnick et al., 2019). Aggressive children are more likely to be disruptive in school and to bully their peers (Leff & Waasdorp, 2013). Disrupting aggressive behaviours is important to prevent social difficulties and improve long-term outcomes (Leef & Waasdorp 2013). Common elements in this group of interventions are building self-awareness as well as cognitive and problem-solving skills, integration into the school curriculum, and training teachers to deliver these programmes.

Eight programmes were identified in this group of interventions. Three programmes all designed and implemented in South Africa targeted adolescents using psycho-education to improve self-awareness, interpersonal relationships and conflict management to decrease aggressive behaviour (Botha, 2007; Snyman, 2007; Phillips, 2010). Two programmes using post-graduate studies, reported a reduction in aggression and an increase in self-awareness and management of aggression and conflict but they were small studies with (n=20 intervention; n=20 controls) (Botha, 2007; Snyman, 2007). The third programme, *Silence the Violence* showed no effect (Phillips 2010). They were all evaluated through quasi-experimental studies with small samples and require further investigation with larger samples.

The thinking group is a manualised, group-based, problem-solving and cognitive skills development programme that was implemented in Nigeria and evaluated through an RCT. The programme (n=20 intervention; n=20 controls) was implemented by an outside facilitator with teachers observing (Abdulmalik et al., 2016). Although the study showed a significant reduction in aggression, the sample size is too small to have sufficient power to determine effectiveness. A programme implemented in Israel, compared psycho-education to group counselling drawing on cognitive behavioural principles to reduce aggression in the classroom (Shechtman & Ifargan, 2009). In a pre-and post-test study (n=904) both arms of the study showed efficacy to reduce aggression, but no further implementation of the programme has been documented. In Thailand, a 12-week programme focused on developing self-awareness, self-care and problem-solving to reduce aggression among adolescents (n=45) who scored high for aggressive behaviour (Kongsuwan et al., 2012). In a pre-post test (without a comparison), the findings showed a decrease in aggressive behaviours and a positive shift in attitudes, but this programme requires further investigation with a larger sample size (Kongsuwan et al., 2012). *Mato-Oput,* a curriculum-based violence prevention programme, used an RCT design to evaluate the programme's efficacy in Uganda. The curriculum focused on conflict management, impulse control, anger management, kindness, forgiveness, empathy, and reconciliation. The programme was integrated into teaching and learning for grade five at three intervention schools and three control schools and all children were included in the study. Teachers were trained by the researchers to deliver the curriculum. The study showed no reduction in violent incident rates but did find a positive shift in attitudes towards violence (Mutto et al 2009). The majority (6) of the interventions using this approach have shown to be effective in reducing aggression and managing conflict, but most of the studies involved small samples and all had one-off evaluations.

Behavioural and social skills development

Social skills are critical for children to develop into socially competent individuals who can make and maintain friends easily, have good emotional control and can solve interpersonal problems without generating more conflict (Malti & Song, 2018). Developing social skills also promotes greater emotional competence, including conflict resolution, emotional self-control, and adaptive coping strategies. The interventions in this approach mainly target bullying behaviour, whether with victims or perpetrators, with the common elements addressed being cognition, emotions, and behaviour change using cognitive behavioural techniques, participatory learning, and counselling. Eleven programmes were identified as using this approach. They vary in the delivery mechanism, the intensity of the programme and the strength of evidence.

In Turkey, a group-based *Empathic training* intervention was evaluated using a small RCT (n=38), with a focus on developing skills in cognition and emotional regulation with grade six learners who showed bullying behaviour (Sahin, 2012). The findings show a reduction in perpetration and an increase in empathy, but further investigation is needed to determine efficacy in a larger sample. A similar programme in Brazil targeted sixth grade learners (n=522) and focused on building social skills, empathy, assertiveness, and self-control through cognitive behavioural techniques (Da Silva et al., 2018; Da Silva et al., 2016). They demonstrated a significant improvement in social skills for bullying victims sustained a year after the intervention, but the reduction in bullying victimisation could not be attributed to the programme effect (Da Silva et al., 2016). Another programme designed and implemented by researchers from Gazi University, Turkey focused on building assertiveness and self-confidence to reduce bullying (Avsar & Alkaya, 2017). In a pre-post study (intervention = 47; control n=72) a reduction in victimisation but not in bullying behaviour was found. This group of programmes all appear to show promise in reducing bullying victimisation rather than perpetration. A further four programmes BPP in Turkey (Albayrak et al 2016), an *antisocial behavioural* programme in Colombia (Klevens et al 2006), *CCR* in South Africa (Mallick et al 2018) and the *Think Smart* programme in South Africa (Masinga 2019) all have inconclusive evidence to support this approach.

A multi-component programme, *Aulas en Paz* (Classrooms in Peace), was implemented in Colombia to prevent aggression and promote peaceful relationships. The universally targeted components focused on building citizen competencies and were integrated into the school curriculum delivered by teachers, while the targeted component of the intervention combined peer groups with highly aggressive students and students with high prosocial scores with workshops targeted at parents and facilitated by a non-governmental organisation (NGO) partner (Chaux, 2017). The evaluation (n=1154 from seven schools in Bogota) showed a significant reduction in violent behaviour and aggression and increased prosocial behaviour, while also improving the classroom atmosphere. It also demonstrated its cost-effectiveness at 25 USD per student per year (Chaux, 2017).

In Romania, no effect was found in the *REBE-ViSC* programme (n=970) that compared a rational emotive behavioural approach to a social competence skills-building component (Trip et al., 2015). The authors suggested that a multi-component approach would be better to address all the risk factors driving bullying (Trip et al., 2015). An *Integrated model for behaviour change* that focused on both the learners and school management was evaluated through an RCT (n=685) in South Africa (Naidoo et al., 2016). The programme consisted of multiple components and was implemented

over 20 weeks, comprising small and large group discussions, role-plays, videos (professionally made with local content), a cartoon story (used to promote discussion) and creative drawing, with the support of school management and integrated into the lessons (Naidoo et al., 2016). The evaluation demonstrated a reduction in verbal bullying and improvement in norms and attitudes towards bullying (Naidoo et al., 2016). In South Korea, a national programme, *We Education Emotion (WEE)*, aimed at addressing bullying through comprehensive counselling support for learners, showed no effect (Cho and Park, 2015). This suggests the need for a systemic approach to addressing bullying as counselling on its own is too limited.

Only one programme focused on dating violence prevention. In Haiti, the *Safe Dates* curriculum was adapted and evaluated in a pre- and post-test study (n=263) among high school students (Gage et al., 2016). While the original Safe Date program was designed to reduce perpetration and victimization of physical and sexual dating violence, the adaptation in Haiti focused on improving knowledge on dating violence. The programme aimed to reduce sexual and physical dating violence among females and victimisation among males through a participatory learning approach (Gage et al., 2016). The evaluation demonstrated that the programme improved knowledge of dating violence for both males and females. However, the outcomes were better when female teachers delivered the intervention (Gage et al., 2016).

This group of programmes appear to have mixed results. Importantly, from these programmes we see that counselling on its own has a limited effect on bullying, while group programmes with multiple sessions and with a systems and multi-component focus appear to be more effective in improving social and behavioural outcomes.

School Clubs with a focus on empowerment and building resilience

Group-based learning offers learners exposure to positive aspirations using opportunities such as art, sport, mobilising around issues such as violence or girls' participation in schools, and other extra-curricular activities (Know Violence, 2017). Such groups also offer opportunities to inform young people about the consequences of risky behaviours such as drugs and crime and build their social and emotional competencies to reduce potential involvement in violence, criminal activities, and anti-social behaviour. The common elements in this approach are that the programmes are delivered mainly by trained staff from outside the school or peer facilitators, and they take place after school hours as a structured programme with planned sessions.

Ten programmes were identified as using this approach. The evidence generated is from a range of study designs: two RCTs, four quasi-experimental studies, two reviews of programme documentation and two qualitative studies. Programmes varied in the delivery mechanism used, the intensity of the programme and the strength of evidence. One of the programmes was the focus of four studies while another was the focus of two studies.

Four programmes focused on a reduction of violence and anti-social behaviour. In El Salvador, *Glasswing's After-School Clubs*, which are structured after-school clubs delivered by a non-governmental organisation, were evaluated (n =1056) through a quasi-experimental design (Dinarte, 2017). The programme focused on developing social and conflict management skills through experiential learning and role-play, and demonstrated a significant reduction in violence, criminal activities and anti-social behaviour (Dinarte, 2017; Dinarte & Egana-delSol 2019). Importantly, the evaluation

noted a spill-over effect, suggesting that aggressive and pro-social young people should not be segregated (Dinarte, 2017), but this differs from work in other settings (Dishion & Tipsord, 2011). In Zambia, a qualitative evaluation (n=661) of *Child Rights Clubs* that focused on creating awareness of rights and responsibilities reported increased knowledge and a reduction in violence (Chigunta, 2005). In South Africa, *Soul Buddyz clubs* were evaluated through two reviews of programme documentation (Peltzer, 2003; Schmidt et al., 2010). The programme used trained peer facilitators combined with a social mobilisation approach and has shown a reduction in children's experiences of violence. It has been scaled up to reach a quarter of children in government-funded primary schools (Schmidt et al., 2010). Another peer group support programme in South Africa focused on creating a caring climate in schools to reduce high-risk behaviour (Visser, 2005). The qualitative evaluation found that a limitation of the programme was that it did not have the full support of the teachers or school principals. The authors concluded that the educational climate needs to be addressed first to ensure the success of a programme of this nature (Visser, 2005). This group of programmes shows promise although the results are mixed, and the study designs are limiting.

Six programmes focused on empowerment and challenging gender norms as a mechanism to reduce violence and encourage resilience among young people. The *Transforming Education for Girls* programme was evaluated in Nigeria and Tanzania through a quasi-experimental study (n=1977) (Untehalte & Heslop, 2012). The girls' clubs were implemented to tackle the challenges that hinder girls' participation at school, address girls' vulnerability to GBV and HIV, and challenge gender norms (Untehalte & Heslop, 2012). They reported a decrease in violence and an increase in empowerment and school outcomes but did not discuss the environment in which the programme was implemented. A similar approach was used in *Ffena Tuzanye*, a programme (n=1200) using netball to build teams and empower young people to build healthy relationships and challenge the social norms that drive GBV in Uganda (Henry, 2020). The intervention trained peer educators to deliver the educational netball "play" session with the inclusion of a GBV toolkit. The impact evaluation showed a reduction in violence and harmful norms and beliefs that drive GBV. Another intervention implemented in India - *Samata* aimed to increase school completion and reduce early marriage was evaluated through a small RCT (40 interventions and 40 controls) showed no effect (Prakash et al 2019). In South Africa, *SHOW(e)D* programme used photo voice and drawings to reduce gender inequality but showed no effect (Wood 2012).

No means no Worldwide (a global NGO) has introduced the *IMpower* rape prevention programme across three countries in Africa, namely Kenya, Malawi, and Uganda, and has evaluated the programme in four studies (Baiocchi, 2016; Decker et al 2018; Sarnquist et al., 2019; Sinclair, 2013). *IMpower* is a group-based intervention that aims to empower girls with physical (self-defence) and verbal skills through a standardised 6-week programme. The initial pre-post evaluation in Kenya found a reduction in the incidence of sexual assault among participants (Sinclair, 2013). In an RCT in Kenya, a 3.7% decreased risk of sexual assault was reported for young girls in the intervention arm of the study (Baiocchi et al., 2016). Similarly, in an RCT in Malawi, a significant past year reduction of sexual assault (RR 0.68) was reported (Decker et al., 2018). The intervention has shown to build protective factors and thereby reduce sexual abuse (Sarnquist et al., 2019). The programme evaluation costed it at 18 US dollars per graduate. The *IMpower programme* has been adapted by adding *Sources of Strength*, a male component currently being evaluated in Kenya as part of the *What Works* programme.

The adapted intervention is multi-pronged and classroom-based, including both girls and boys. The girls' component retained the empowerment, gender relations, and self-defence focus; while for boys the focus was on the promotion of healthy gender norms, healthy masculinity, and non-violence. The outcome of the RCT in Kenya is forthcoming (Baiocchi, 2019). There has been some critique of the approach in that it places the responsibility on girls to protect themselves; for this reason, the programme was adapted to include boys. Nevertheless, this group of interventions provides a growing evidence base that this approach is successful in building protective factors and reducing experiences of violence.

Table One: Programmes focused on knowledge, attitudes, and life-skills (for full details on all programmes see Addendum 5)

Intervention Type	Age group/ Gender	Evidence	Strengths	Limitations	Example
Building knowledge to reduce risk	Age: 9 - 12 years old. Gender: all.	Five programmes quasi-experimental evaluations with promising results.	Increase in conceptual understanding of the targeted (sexual violence, bullying) form of violence. Use of an activity i.e. comic book, web-based tool.	Mainly pre-post evaluations with no long-term follow-up to determine long-term retention of knowledge.	BUSAPAKSA (comic book); Sexual Abuse Prevention MobAPP (Korea).
Building self-protection skills	Age: all ages. Gender - all.	Seven programmes: 1 RCT and 4 quasi-experimental studies with mixed results.	Training of teachers to deliver programmes can be effective when they are provided with support. Participatory learning can build self-esteem and knowledge.	Children's ability to protect themselves has not been proven; it is important to note that placing the burden on children without a broader approach that includes a range of stakeholders is limiting.	*I have a right to feel safe* (Ecuador). *Keeping Me Safe* (Malaysia).
Building capacity to manage conflict and aggression	Age: adolescents. Gender: all.	Eight programmes: 2 RCTs, 4 quasi-experimental studies and one pre-post with no comparison group - insufficient evidence.	Shown efficacy to improve self-awareness, interpersonal relationships, and conflict management.	Studies mainly have small samples; the approach will require larger samples to determine efficacy.	*The thinking group* (Nigeria). *Mato-Oput5* (Uganda).

Intervention Type	Age group/ Gender	Evidence	Strengths	Limitations	Example
Behavioural, Social and Emotional Skills development	Age: early adolescence. Gender: all.	Twelve programmes: 5 RCTs; 7 quasi-experimental studies. Mixed Results.	Evidence of reduction in bullying victimisation.	Further research is needed to improve outcomes on bullying behaviour.	*Aulas en Paz* (Colombia). *Empathy Training* (Turkey). Integrated Change Model (South Africa).
School Clubs/ groups with a focus on empowerment	Age: early adolescence. Gender: all.	Fifteen programmes: 3 RCTs; 5 quasi-experimental designs; 4 reviews of programme documents; 3 qualitative studies; mixed methods. Promising results.	Evaluations of three interventions that focus on combining empowerment with challenging gender norms. Successful.	Peer group support programmes require further investigation through robust study designs.	*Impower Sources of Strength* (Kenya, Malawi and Uganda). *Transforming education for girls* (Nigeria and Tanzania).

b. Creating safe environments

Interventions aimed at creating a safe environment focus on modifying the social and physical environment to enhance and strengthen protective factors. There is evidence that interventions implemented through schools can create a safe environment in school, at home and in the community, and can contribute to the prevention of violence experienced by children. We found seven programmes with varied approaches, mechanisms, and intensity of delivery. The evidence was generated by varied study designs, namely two non-experimental designs, two quasi-experimental designs, one review of programme documentation and one qualitative study. These studies produced evidence of varying strength in relation to creating a safer environment.

Theatre as a mechanism to promote peace building

The use of theatre production by youth at school was the focus of two studies in Brazil (Alencastro, 2020; Haranda et al., 2008). The earlier intervention was part of the programme *"Escolas Promotoras de Saude"* to reduce violence in the community (Haranda et al., 2008) and the approach showed promise in promoting peacebuilding by using modalities such as the active engagement of young people in the messaging and production of a show to generate discussion and dialogue (Haranda et al., 2008). Similarly, in a recent study, *Theater of the Oppressed* was used as a technique to involve adolescents (n=134) in dramatizing and problematising bullying situations they have experienced in 16 productions over two months (Alencastro, 2020). In addition, young people dramatized real situations and invited the spectators to participate in the staging to develop solutions and ways to overcome bullying (Alencastro, 2020). However, the evaluation showed no impact, with a non-significant reduction in aggression. The earlier study was also inconclusive due to study design limitations. Further investigation is required to explore ways to strengthen the approach.

School-wide engagement

Two programmes were identified as using this approach. In India, the *Personal Safety Education Programme* was adopted to reduce sexual abuse among adolescents (Mukherjee et al., 2017), and in Mexico, the *National Programme School Coexistence* (PACE) was implemented to create a safe school environment free from bullying to enable learning (Nambo de los Santos, 2019). The core elements of the Indian programme are a focus on adolescent girls and boys and delivery in group settings to create awareness and build skills to recognize sexual violence and seek support. The Mexican programme is targeted at first to sixth grade learners through a manualised programme that is integrated into classroom lessons. Both programmes have explicit strategies to engage primary caregivers, teachers and parents, and to strengthen their capacity to recognize and respond to the targeted form of violence. These efforts contributed to empowering teachers to create a safe environment at school for students to share their experiences and develop social and emotional skills. The Indian, *Personal Safety Education Programme* evaluation provided evidence that the programme has the potential to increase awareness and self-esteem among adolescents and to encourage them to seek support while enabling teachers to sensitively handle disclosure and respond effectively (Mukherjee et al., 2017). The programme has reached nearly half a million adolescents and adults and has been institutionalized in several schools through the school curriculum in India, but it requires a rigorous evaluation to determine outcomes. Similarly, the PACE programme in Mexico has reached 21,381 primary schools, benefiting more than 4.4 million students, and is expected to expand to just over 80 thousand schools reaching all school grades. However, the evidence for the efficacy of both programmes is weak and they require a well-designed evaluation with a sufficient follow-up period to determine effectiveness.

Community Mobilisation

The third approach implements elements of community mobilisation to prevent violence. Two programmes, both from South Africa, were identified as using this approach, and one was evaluated using quasi-experimental, and the other through a documentation of the programme. One of the programmes uses a *"Community Alliance Model"* to prevent sexual GBV and to strengthen both a school and community response in a rural province in South Africa, evaluated (n=420) through a quasi experimental study (Nicholson & Mukaro, 2018). The model takes a multi-pronged approach including community dialogues, school stakeholder forums and training, among others, to collectively prevent sexual GBV. The intervention had positive outcomes for girls with respect to witnessing violence en route to school and experiencing bullying, but not for boys (Nicholson & Mukaro, 2018). This is important to note for the future design of programmes, as it highlights the need to consider gendered effects of programmes and how to improve efficacy for males, females, and adolescents of other gender identities.

In a similar approach, the *Igun iflop* programme implemented in rural and urban areas in South Africa, consists of a 5-step participatory model that engages a range of stakeholders within the community and builds networks that secure the long-term safety of the school and the development and implementation of a school firearm-free zone policy (Keegan, 2004). Evidence of the effectiveness of this programme is very limited as no formal evaluation has been conducted, while it is still being implemented across communities in South Africa. This approach was expanded into a programme, *Gunfree Zones* using a participatory model to engage communities

through schools (Kirsten et al 2006). A formative evaluation using qualitative methods in 3 provinces in South Africa, showed positive effects on perceptions of personal safety, but it will require further investigation to support its efficacy as an approach.

Table Two: Programmes focused on Safe Environments (for full details on all programmes see Addendum 5)

Intervention Type	Age Group/ Gender	Evidence	Strengths	Limitations	Example
Theatre as a mechanism to promote peace building	Age: adolescents. Gender: all.	Two programmes with mixed results.	Combination of a range of elements with active engagement of young people.	Further research into the approach is needed using experimental designs with large enough samples to determine efficacy.	*Theater of the Oppressed* methodology (Brazil).
School wide engagement	Age: 6-10 years and adolescents. Gender: all.	Two programmes with promising results.	Combination of a range of elements with engagement of learners, teachers and caregivers.	Evidence base for the efficacy of this approach is weak and it required robust studies to determine efficacy.	*Personal Safety Education Programme* (India). *PACE* (Mexico).
Community Mobilisation	Age - adolescents. Gender- all.	One programme with promising results and two insufficient evidence.	Incorporates a multipronged approach including school curriculum, community engagement and stakeholder fora.	Evidence base for the efficacy of this approach is weak and it requires robust studies to determine efficacy.	*Zero Tolerance School Alliance* (South Africa). *Igun iflop* (South Africa).

c. Challenging gender norms and promoting equitable relationships

Fifteen programmes focused on promoting equitable gender attitudes and behaviours among young people to foster positive relationships and prevent dating violence, IPV and sexual violence. These programmes have adolescents and young people as the central focus, using group education activities and participatory techniques to encourage critical thinking and reflection within a supportive peer environment. These programmes vary in terms of framing, approaches, comprehensiveness, intensity, and evidence of effectiveness. In this section, we examine a few critical programme approaches and cross-cutting issues that might have contributed to achieving the desired outcomes.

Conceptual framing of the programmes

Drawing on the documented evaluations and programmes, we found three broad conceptualisations. Seven programmes have positioned their intervention within a gender equality framework where the main goal is to promote gender equality. The expected outcomes are a shift in gender attitudes, leading to a reduction in the perpetration of violence and increased bystander intervention. Another approach focused on preventing or reducing specific forms of violence (four programmes), such as dating or IPV, while a third focused on improving sexual and reproductive health (four programmes), with a reduction in violence as a secondary outcome.

Gender equality framework: Seven programmes – *Taaron Ki Toli* (TKT), *Gender Equity Movement in Schools* (GEMS), *Programme H|M|D*, *Red Ball Child Play* (RBCP), *Your Moment of Truth* (YMOT), *Young Men Initiative* (YMI) and Parivartan – used a gender equality framework and focused on building an understanding on norms, which promotes gender-based discrimination and violence and the skills of adolescents to promote gender equality. These programmes are based on the understanding that inequitable gender norms promote discrimination and violence. Building an understanding of these issues from a young age aims to enable adolescents to question harmful norms and practices and modify their own behaviour, leading to more gender-equitable practices. The programmes measured – and showed an effect on – gender attitudes, experience or perpetration of violence, bystander intervention and other discriminatory practices.

Dating violence and IPV: Four programmes – PREPARE, *True Love*, *IPV programme* (Colombia) and Comprehensive Sexuality Education (CSE, Mexico) – focused on reducing dating or intimate partner violence. Two programmes (PREPARE and *True Love*) have two or more components. One is curriculum-based, aimed at strengthening adolescents' knowledge and skills, and another aims to improve the school environment through workshops with teachers and staff. Evidence from *True Love* indicates that results were better among students who were exposed to both curriculum-based sessions and the school environment improvement components than those who were exposed to the environmental improvement component only. It is interesting to note that these programmes targeted slightly different age groups. For instance, PREPARE was implemented with younger adolescents (mean age 13.7 years), while *True Love* (mean age 16.4 years) and *CSE* (mean age 15.1 years) targeted older adolescents. The *IPV prevention programme* experimented with engaging students below the age of 10 years (mean age 7.8 years). While the programme showed an effect on attitudes

towards violence, potential change in the experience or perpetration of IPV could not be measured as students were not engaged in intimate relationships.

Sexual and reproductive health behaviour: Four programmes – *Stepping Stones*, *Sexual-Based Violence Against Girls* (SBVAG), *Inkunzi Isematholeni* and *Growing Up Great* (GUG) – focused on improving sexual and reproductive health behaviour, with violence prevention as a sub-theme and secondary outcome. *Stepping Stones* and GUG engaged both girls and boys, while *Inkunzi Isematholeni* focused on boys and SBVAG focused on girls. Among these programmes, only *Stepping Stones* showed significant evidence of an effect on the perpetration of IPV among young men. *Inkunzi Isematholeni* and GUG showed improved gender attitudes and SRH knowledge or behaviour.

Engaging young adolescents and/or young people

There is growing evidence to suggest that, through various socialization processes, children learn social expectations and values early on, and early adolescence is an opportune time to intervene. Five programs – PREPARE, RBCP, GUG, GEMS and TKT – have engaged young adolescents with a focus on building a gender- sensitive perspective and enabling them to critically think, reflect and question prevailing norms related to gender and violence.

Evidence from these studies shows that young adolescents can be engaged on the issues of gender and violence and can experience significant changes in their attitudes and behaviour. The evaluation of PREPARE involved approximately 3,000 students and showed a reduction in the experience of IPV. The RBCP program implemented in Pakistan used play followed by discussion. The RCT evaluation showed a reduction in peer violence – both experience and perpetration among boys and girls. Girls reported a higher level of change than boys. GEMS and TKT led to a positive shift in gender attitudes. While girls in the GEMS programme were more egalitarian, boys showed a higher level of change than girls. The programme also led to improved bystander intervention.

In Colombia, a gender-based IPV prevention programme was implemented with primary education students with an average age of 7.8 years (Segura & González, 2020). Given the age of the participants, the programme could influence and measure gender attitudes as well as acceptance of partner violence and violence against women. It highlighted the need to initiate norm-influencing programmes even before the age of 10years and continuing for a longer period.

The programmes, which intend to address and measure sexual behaviour, have also engaged older adolescents and young people aged 15-26 years (Jewkes et al., 2008). For example, *Stepping Stones* engaged young men and women in this age group to improve positive sexual behaviour (delay in sexual debut, condom use, fewer sexual partners) and reduce IPV. While the program had limited effect on sexual behaviour, it did reduce IPV.

Gender-synchronised programming engaging multiple stakeholders

All but four programmes engaged both girls and boys. However, YMOT, *Inkunzi Isematholeni* and YMI engaged boys and young men, complimenting ongoing programmes with girls and young women in the ecosystem. There is a common understanding of the need to engage both girls and boys to build equitable relationships and prevent IPV or peer violence. One programme – SBVAG – was

implemented only with girls. The remaining programmes have conducted activities in single-sex groups or mixed groups. *Stepping Stones* conducted group sessions in single-sex groups, while group sessions in TKT, GUG and PREPARE were conducted in mixed groups. In the GEMS programme, all the sessions (except for the session on puberty) were conducted in a mixed group to make participants and teachers comfortable. This was both a methodological and logistical issue. In single-sex schools in Pakistan and India, sessions were conducted separately with girls and boys. But in the case of co-education schools, various programmes (such as GEMS and Stepping Stones) made conscious decisions based on the content and context.

Most of the programmes recognised the importance of engaging teachers and the school administration to improve the school environment. PREPARE had a school safety programme, while GEMS had teachers' orientation and school-wide campaigns. *True Love* included training workshops for teachers, counsellors and administrative staff in addition to the classroom curriculum component.

Group setting with innovative participatory and learning techniques

All but two programmes used classroom-based curricula to conduct group education activities as the core intervention. Programmes used innovative participatory techniques which encouraged students to participate and reflect. Programmes used visual aids, stories, role-plays, and other activities to facilitate discussion, share experiences and stimulate reflection. Most of these programs also included life skills components, particularly communication, management of emotions, conflict resolution and negotiation. The RBCP used sports to bring participants together and as an opportunity to discuss and reflect on issues related to harmful norms and practices.

Programmes with varied duration and intensity

There is wide variation in the duration and intensity of the programmes addressing gender norms. The programme duration ranged from between six weeks (YMOT) to two years (RBCP, TKT and GEMS) and intervention hours ranged from between 9 hours (YMI) and 120 hours (RBCP). However, most of the programmes implemented 16 to 30 hours of group education sessions weekly. It is important to note that the programmes, which take place within school hours, keep the session duration to 45 minutes to an hour, in line with a regular class period. However, those that take place outside of school hours are usually longer. *Stepping Stones* has 3-hour weekly sessions conducted immediately after school hours, while *True Love*, GEMS and TKT have 45 minutes to an hour sessions conducted one to three weeks apart during school hours.

Placement of sessions within a school timetable has implications for the participation of students, the potential for scale and institutionalisation. Many of the reviewed programmes, particularly those with young adolescents, have implemented interventions during school hours, such as TKT, GEMS, GUG, IP and YMI. The studies of the PREPARE and *Stepping Stones* programmes reflected on the varied intervention exposure due to the implementation of the programme after school hours, particularly for adolescent girls who may not get permission to stay after school. Evidence from these studies shows that while it takes time and effort to implement a programme during school hours, it ensures better participation of students and teachers' engagement than those happening outside school hours.

In terms of coverage, TKT had the broadest coverage, reaching 150 schools and nearly 14,000 students. Several programs had a reasonable scale of 1,000 – 2,000 participants.

Programme implementation – internally or externally led

While many programmes engaged teachers, they largely depended on externally trained facilitators to conduct sessions with adolescents and young people in school, during or outside school hours. One of the reasons for this could be the limited understanding and capacity of teachers (to engage adolescents in reflective processes) and low motivation (to break existing gender power relations and adopt innovative techniques). Experience from GEMS suggests that the journey for teachers from understanding (of the implications of inequitable gender norms and violence on their life and life of others) to acceptance to behaviour change (breaking those norms) is a difficult journey and requires continuous engagement and support. Therefore, the programme has invested in building a gender perspective and capacity of teachers through training and ongoing hand-holding support. IPV programmes in Colombia tried to bring in teachers for each session, while TKT in India encouraged teachers to join in during sessions.

The availability of teachers is also a major concern in resource-constrained settings. Schools have few teachers, who are already burdened with academic and non-academic responsibilities and may not be willing to take up additional activities.

Evaluation design and measurements

Seven programmes used RCTs, five used quasi-experimental designs and two used non-experimental designs to conduct outcome evaluations. The experimental studies used sufficient sample sizes, ranging from between 885 in *True Love* in Mexico (Sosa-Rubi et al., 2017) to nearly 14,000 in TKT in India (Dhar et al., 2020).

Ten programmes showed significant positive effects on gender attitudes and a reduction in the acceptance of peer-based violence, corporal punishment, and violence against women. Several of these studies have shown a significant reduction in IPV and the experience and perpetration of peer-based violence, and an improvement in bystander intervention.

The table below describes programmes addressing norms related to gender and violence – both peer violence and IPV.

Table Three: Programmes focused on norms and values (for full details on all programmes see Addendum 5)

Intervention Type	Age Group/ Gender	Evidence	Strengths	Limitations	Example
Promoting gender equality	Age: younger and older adolescence. Gender: girls and boys.	Four programmes showed significant evidence of reduction in peer violence, bystander intervention and gender attitude.	Focused on building gender perspective of adolescents and teachers, enabling them to examine prevailing gender norms and challenges them in their own way. One of the programmes used sport to engage young adolescents. Implemented across many geographies. Mostly used experimental design with sufficient sample.	Require follow-up studies to measure sustainability of change in attitudinal and impact on behavioural change. Programmes mostly depend on external facilitators, which limits their sustainability and scalability.	*Taaron ki Toli* (India). GEMS (India). *Programme H|M|D* (Brazil). *Red Ball Child Play* (Pakistan). *Your Moment of Truth* (Kenya).
Reducing dating violence/ intimate partner violence	Age: Adolescents and younger children. Gender: Girls and boys.	Mixed evidence. Two programmes showed significant reduction in experience or perpetration of IPV. One programme showed a positive shift in gender attitudes.	Multi-component programmes engaging adolescents and teachers. Programme component included school safety measures. Curriculum-based, implemented during school hours.	Teachers were included in the programme but interventions were led by project team.	PREPARE (South Africa). *True Love* (Mexico). *IPV programme* (Colombia). *CSE programme* (Mexico).
Improve sexual and reproductive health	Age: Adolescents and youth. Gender: Girls and boys, young women and men.	Mixed evidence. One programme of three showed evidence of reduction in IPV.	Comprehensive programming with older adolescents and young women and men (*Stepping Stones*).	Implemented outside school hours by external facilitators limiting scope of sustainability and scalability. Sexual health programmes have limited success in addressing sexual violence.	*Stepping Stones* (South Africa).

d. Psychosocial support for children, parents, and teachers

Violence is a major risk factor for negative mental health effects and psychosocial problems during childhood, with lifelong consequences (Know Violence, 2017). School-based programmes focusing on psychosocial support and the mental health needs of children target a range of issues, including reducing aggression or bullying behaviours, reducing behavioural problems and sexual violence, and conflict-affected children. These interventions were mainly delivered through targeted therapeutic programmes for children, behaviour management, or parental/family support programmes. We found 18 programmes that used this approach.

The programmes varied in their specific approaches, mechanisms of delivery and intensity. In addition, the evidence was generated from seven RCTs, six quasi-experimental (pre-test, post-test) evaluations, one pre-post no comparison group, an impact evaluation, one qualitative evaluation, a programme documentation and a feasibility study. Five programmes showed significant effects in reducing psychological problems and aggression among children, reducing bullying behaviour, improving classroom behaviour and teacher-learner relationships, and decreasing the use of corporal punishment.

Therapeutic interventions

The evidence base on effective therapeutic Interventions to reduce psychological distress and improve mental health outcomes in low resource settings is an emerging area. Two interventions implemented with conflict-affected children (7-14 years) aimed to reduce psychological distress and were evaluated through well-designed RCTs. This group of interventions showed a positive effect on children's coping skills and social support, thereby improving behaviour. The common elements in this approach are the delivery of programmes by trained para-professionals, cognitive behavioural therapy (CBT) combined with drama and art, and the delivery through a structured, manualised approach. The *classroom-based intervention (CBI)* in Nepal found that a combination of CBT, psycho-education and socio-drama can enhance coping, prosocial behaviour and resilience among children (Jordans et al., 2010). This intervention showed reduced psychological difficulties and aggression among boys, increased prosocial behaviour among girls, and increased hope in older children, but did not reduce psychiatric symptoms (Jordans et al., 2010). The Indonesian CBI found that girls benefitted more, with a reduction in post-traumatic stress disorder (PTSD) and functional impairment, while also increasing hope, positive coping and social support for boys and girls (Susanty et al., 2010). The authors note that gender differences need to be considered as girls and boys differ in their expression of emotion (Susanty et al., 2010).

A further three interventions were implemented and evaluated with conflict affected children. In Bosnia-Herzegovina, a *psychosocial PTSD programme* were implemented with 12-15 year old children (n=336) and evaluated through a quasi-experimental-design (Hasanovic et al 2009). The study found a reduction in 2 symptom clusters but not for full symptom PTSD (Hasanovic et al 2009). An intervention implemented in Palestine with a focus on psychosocial support, showed some improvement in mental health but no effect on depression or PTSD (El-Khodary & Samara 2020). Another intervention implemented in Gaza *(GCMHP)* explored the effectiveness of a school mediation intervention and evaluated in a quasi-experimental study (n-141), but no effect was

reported (Peltonen et al 2012). Supporting children to improve mental health is important therefore this group of programmes require further investigation to improve their outcomes.

Behaviour Management interventions

Three groups of interventions were identified under this approach: those that targeted bullying behaviour among learners; those that capacitated teachers to improve classroom behaviour by reducing the use of corporal punishment in the classroom, and those that focused on building parenting capacity to provide the child with emotional support to reduce negative behavioural outcomes.

Two interventions implemented adaptations of the *Olweus* bullying prevention programme. The South Korean intervention - *Bullying prevention programme* (BPP) targeted classroom bullying and focused on developing problem-solving skills in groups. The study found a reduction in victimisation, but due to its small sample size, the effects will require further investigation (Kim et al., 2006). The *Olweus* bullying prevention programme was further adapted in Malaysia as the *Love your friends* programme (n= 3816), which was implemented at six secondary schools and focused on three types of bullying (physical, verbal and relational) (Yaakub et al., 2010). The evaluation yielded mixed results with girls-only schools showing a decrease in bullying while boys-only schools showed no effect (Yaakub et al., 2010). The implementation elements of the programme varied between schools, with posters, a one-day parenting seminar, and the active involvement of teachers. The authors associated this variation in implementation elements with the differential effect of the intervention (Yaakub et al., 2010). A behavioural intervention, *Social Interaction Model,* aimed to reduce bullying behaviour (classroom, school, and community) among a small group (n=54) of boys in South Africa but showed no effect (Meyer & Lesch, 2000). Evidence from this evaluation showed that the conceptualisation of bullying used in this model did not translate well to the South African setting. The authors conclude that adaptation of programmes requires careful consideration to account for the local social and cultural context that drives the particular behaviour.

Two interventions focussed on reducing aggression. A South Korea programme focussed on using drumming as a therapeutic intervention delivered by a music teacher and therapist in small sample (n=65) in a 45 min programme delivered over 10 weeks (Suh 2017). A mixed methods study found that the intervention enhanced peer relationships, but no evidence of reduced aggression was found. An *Anger coping programme* was implemented in Turkey to help recognise and control anger and evaluated through a small (n=32) RCT (Avci & Kellici 2016). Although the findings show promise to manage anger it will require further investigation with a larger sample and longer follow-up.

Four programmes focused on building the capacity of teachers to improve classroom behaviour as well as behavioural and emotional outcomes for children. The common elements in this approach are the focus on building the knowledge and skill of teachers, building socio-emotional competencies of teachers, and continued support to teachers to deliver the programme. The *IRIE Classroom Toolbox*, a teachers' training programme in Jamaica was evaluated by an RCT (n-220) at 7 intervention and 7 control schools (Baker-Henningham et al., 2019). The intervention was based on selected core content from the IRIE Classroom Toolbox, a school-based teacher training programme for use with children aged 3–6 years developed in Jamaica (Baker-Henningham, 2018). The study showed a significant reduction in teachers' use of violence and an improvement

in their emotional support of learners (Baker-Henningham et al., 2019). Similarly, the *Interaction Competencies with Children for Teachers* (ICC-T) was implemented in Tanzania and adapted for Uganda to improve classroom behaviour by enhancing the teacher-learner relationship through building teachers' interpersonal competencies (Kaltenbach et al., 2018; Nkuba et al., 2018; Ssenyonga et al., 2019). The intervention showed a decrease in the use of corporal punishment and improved teacher-learner relationships in two evaluations (Kaltenbach et al., 2018; Nkuba et al., 2018). The adaptation of the intervention is currently being tested through an RCT in Uganda to investigate whether adaptation can yield the same positive effects (Ssenyonga et al., 2019). In Zambia, a teachers' diploma programme on *Psychosocial care, support and protection,* focused on building the knowledge and skills of teachers to enhance the school environment and to foster psychosocial support (Kalgee et al., 2016). The impact evaluation (n = 583 teachers, 2168 learners) found that the intervention had positive effects for both teachers and learners (Kalgee et al., 2016). Children in the third and fourth grade were found to engage in fewer classroom bullying behaviours, were empowered to address sexual abuse, and perceived their school environment as safer (Kalgee et al., 2016). A programme in Tanzania, focused on shifting teachers' attitudes on corporal punishment using an empathy-based approach, where teachers had to reflect on their own experiences and link them with those of students (Behavioural Insights, 2017). This approach showed a significant effect on the attitude of teachers compared to those who participated in a rights (of children) and rules (on the Code of Conduct) based approach. The programme is yet to implement a second phase, focusing on behavioural change to prevent corporal punishment.

Combining building parenting capacities to provide the child with appropriate support with an additional violence prevention component has shown promise in reducing negative behaviour among learners. A common element in this approach is a focus on building parents' capacity to communicate effectively with the child and to provide consistent discipline. *ABC* a cyberbullying programme was evaluated in India in a small quasi-experimental study (n=30) (Sandhu & Kaur, 2016). The findings show that parental group therapy programmes combined with a school-based anti-bullying committee improved disclosure of bullying and reduced the behavioural problems of learners associated with cyberbullying (Sandhu & Kaur, 2016). Although the intervention shows promise for reducing both victimisation and the perpetration of cyberbullying, it will require further investigation to show effectiveness. In Bangkok a *Parenting skills training programme* PSTP combined a parenting skills training programme with a child-focused intervention. It was delivered to 100 parents and their children (sixth grade) and has shown that improving caring communication, modelling and discipline can reduce aggressive behaviour in the child and improve parents' ability to manage the child's behaviour (Bhusiri et al., 2018). Both programmes show promise but require further investigation to establish long-term efficacy.

Multi-component interventions

The starting point of these interventions is that violence prevention through schools is not straightforward and it requires a response that incorporates multiple elements to successfully reduce experiences of gender-based violence or improve child sexual assault disclosure and recovery post-sexual abuse. *Skhokho Supporting Success*, a multi-component intervention targeting the prevention of GBV implemented in South Africa, combines a school-based and family intervention. The programme trained teachers to use positive discipline, integrated it into the Life Orientation lesson plans, and delivered parenting workshops facilitated by the researchers to strengthen parent-

child relationships, reaching 1,376 learners and 1,144 caregivers (Jewkes et al., 2019). The programme was evaluated through an RCT but did not show an effect on reducing IPV or non-partner rape among girls, or on perpetration for boys. There are, however, signs of a downward trend. The effect of the programme is therefore inconclusive and requires further investigation with a sufficiently powered sample (Jewkes et al., 2019).

In Kenya, *Asking and Telling*, a four-component intervention was implemented to improve the management of child sexual abuse (Undie & Mak'anye, 2020). A mixed methods feasibility study (n=222) was conducted to establish the acceptability and demand for the intervention that included a child-friendly screening tool, a psychosocial support tool and a one stop shop for medical management. The study found that the intervention increased disclosure and care received while also increasing communication between children and teachers and their parents (Undie & Makanye, 2020). An intervention in India combined a classroom-based curriculum, with a parent and teacher module, combined with the development of school committees to reduce bullying behaviour (Rana et al 2018). This intervention is still in the formative stage and considered as emerging.

The table below describes the promising psychosocial support programmes.

Table Four: Programmes focused on psychosocial support (for full details on all programmes see Addendum 5)

Intervention Type	Population/ Age Group/ Gender	Evidence	Strengths	Limitations	Example
Classroom-based therapeutic interventions	Age: 7-14 years. Gender: All.	Two programmes that showed promise. Two Programmes with insufficient evidence. One ineffective programme.	Evaluations show that such programmes can reduce psychological distress and improve mental health outcomes. Delivery of programmes by trained paraprofessionals.	Evaluated with conflict-affected children and requires further evidence in other populations. Benefitted girls more; further investigation needed to improve outcomes for boys.	Classroom-based mental health interventions in conflict settings (Nepal and Indonesia).
Behavioural management programmes focusing on:					
Reducing bullying and aggressive behaviour	Age: Early adolescence. Gender: All.	Five programmes with mixed results.	The bullying programme was successfully adapted and showed promise.	Further research is needed to establish long-term impact in a larger sample.	*Love your friends* programme (Malaysia).

Intervention Type	Population/ Age Group/ Gender	Evidence	Strengths	Limitations	Example
Building teachers' capacity	Age: Adult educators. Gender: All.	Three programmes with successful results.	Evaluations of all three programmes have shown that such programmes can improve classroom behaviour and overall behavioural and emotional outcomes for children.	This approach should be integrated into a whole school approach, enhancing the schools' ecosystem.	*IRIE Classroom Toolbox* (Jamaica). *Interaction Competencies with Children for Teachers* (ICC-T) (Tanzania and Uganda). Psychosocial care, support and protection (Kenya). Empathy based training (Tanzania).
Building parenting capacity	Age: Parents / early and late adolescence.	Two programmes with promising results.	Evaluation of two programmes that combined building parenting capacities to provide the child with appropriate support with a violence prevention component showed promise in reducing negative behaviour.	Further research is needed to establish long-term impact in a larger sample.	Parenting skills training programme (India & Thailand).
Multi-component Interventions	Age: Early and late adolescence.	One promising programme. Two programmes with insufficient evidence.	Evaluation of one of the programmes showed a significant reduction in violent behaviour and aggression and increased prosocial behaviour and improved the management of child sexual abuse.	This approach should be integrated into a whole school approach, enhancing the school culture to be supportive of the implementation of the programme.	*Skhokho Supporting Success* (South Africa). *One stop shop* (Kenya).

Intervention Type	Population/ Age Group/ Gender	Evidence	Strengths	Limitations	Example
Multi-component Interventions	Age: Early and late adolescence.	One promising programme. Two programmes with insufficient evidence.	Evaluation of one of the programmes showed a significant reduction in violent behaviour and aggression and increased prosocial behaviour and improved the management of child sexual abuse.	This approach should be integrated into a whole school approach, enhancing the school culture to be supportive of the implementation of the programme.	*Skhokho Supporting Success* (South Africa). *One stop shop* (Kenya).

e. Whole-school approach

Whole-school approaches focus on changing the school environment by engaging multiple stakeholders including the school administration, teachers, parents and students. Such programmes, while emphasizing skill-building among adolescents to resolve conflict without using violence or to intervene when witnessing violence, also work on addressing power relations between students and teachers to strengthen their relationship and create space for students to voice their opinion and seek support in the case of violence (UNESCO & UN Women, 2016; UNGEI, 2019). Similarly, engagement with parents, neighbourhood safety initiatives and the wider community beyond schools has the potential to reinforce prosocial behaviour. Communication and information-sharing amongst different stakeholders can contribute towards a contextually relevant and holistic approach to violence prevention.

We found four successful programmes, and a further 4 programmes that require further evidence that used the whole-school approach for violence prevention. These programmes were designed and tested in different countries, with evidence of success. The programmes included are: the *Good School Toolkit* (GST) tested in Uganda, *Full-day School Reform* (FDS) in Chile, anti-bullying programs in Iran and China, *Help the Afghan Children* (HTAC) in Afghanistan and SEHER in India.

There are substantial variations in their intensity and duration and the strength of evidence for these programmes. For example, anti-bullying programmes in China and Iran were of short duration (5-6 weeks) with few sessions and workshops for students, teachers, and parents (Ju & Zhang, 2009; Salami et al, 2019). On the other hand, HTAC included 99 sessions of 45 minutes for students, implemented over a two-year programme period (Corboz et al., 2019). This program has a training component on conflict resolution for teachers, parents, and other community stakeholders. GST included 68 activities implemented over 18 months with a focus on addressing power relations, non-violent discipline, and classroom management techniques (Devries et al., 2018). Similarly, the SEHER programme had multiple components at school, group, and individual levels (Shinde et al., 2018). In comparison, FDS in Chile extended the duration of school hours to reduce the time adolescents spend unsupervised.

These programmes are mostly implemented by teachers within school hours, and the programmes, therefore, invested in building the capacity of teachers with considerable emphasis on supportive supervision from the project team. This is a critical step towards the institutionalisation of programmes. The SEHER programme in India specifically examined the differential impact of interventions implemented by external resource

persons (with basic training) and teachers (provided with similar training as the external resource persons) (Shinde et al., 2018). Unlike other programmes, where teachers with support from the project team were able to implement the programme and achieve several outcomes of interest, the SEHER evaluation showed positive effects only in schools where the programme was implemented by external resource persons, but not where the programme was implemented by teachers. This could be a reflection of the availability, motivation and skills of teachers to implement a complex multi-component programme in a given context.

Reflecting on the scale of implementation, programmes such as SEHER, GST and HTFC were implemented in 20 or more schools, but four programs were implemented in fewer schools (one to eight schools). In addition, the GST has expanded in Uganda to reach 1000 schools (personal communication, D Naker, July 2021). FDS in Chile was a nationwide school reform program. However, this also required infrastructure and human resources, and several schools ran classes in two shifts to accommodate more students within the given infrastructure. To increase the duration, schools required expanded infrastructure and human resources to accommodate students from both shifts simultaneously. Therefore, the government made provision to provide financial support and set a timeline to achieve this. The schools with fewer students and/or the necessary infrastructure could make this shift earlier than others. This transition provided space for natural experimentation and an opportunity to assess the effect of FDS on juvenile crime and teenage pregnancy. This programme is built on evidence of the need for adult supervision and support to enable adolescents to practise healthy behaviour. However, neither the programme nor the evaluation considered the role adults play in perpetuating gender discrimination and violence in school (and at home and in the community), and how extending the duration of school might affect the experience of violence among adolescents. Adult supervision without understanding and appreciating the rights of adolescents is a means of controlling their lives and limits their choices and decisions.

The studies included in this section of the review have mostly used experimental designs, both randomised controlled trials and quasi-experimental designs. GST has the most comprehensive evaluation of outcomes and processes using a mix of quantitative and qualitative data. Programmes showed evidence of significant effects on violence victimization and perpetration. Some of the studies also established an improved school environment and positive student-teacher relationships. While all the programmes assessed the immediate effect of the intervention, evidence on the sustainability of the programme implementation and outcomes in terms of attitudes and behaviour were not assessed. Another important area of evidence for advocacy is costing data. Two of the programmes – GST and SEHER – conducted cost assessments and established that with a small investment, schools can achieve larger impacts on violence prevention, with far-reaching implications.

The table below describes the programmes using whole-school approaches.

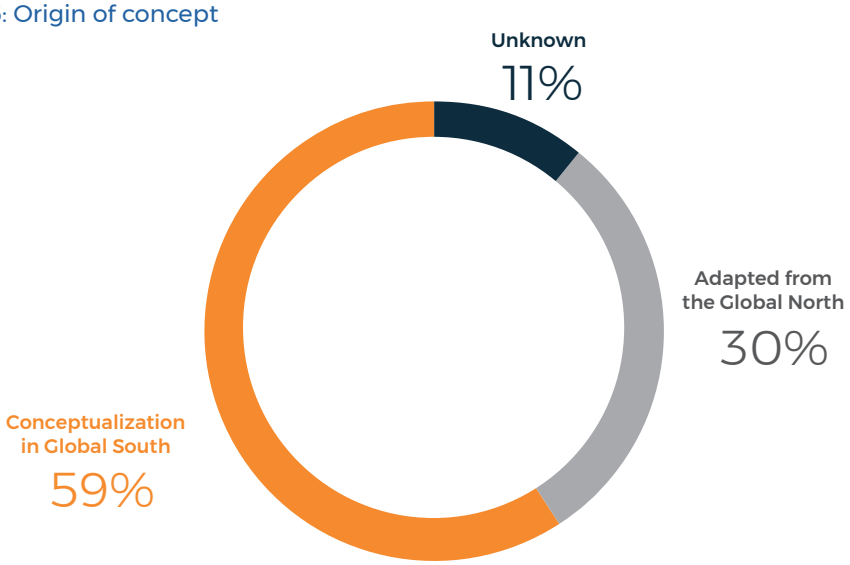
Table Five: Programmes using whole school approaches (for full details on all programmes see Addendum 5)

Intervention Type	Population/ Age Group/ Gender	Evidence	Strengths	Limitations	Example
Whole-school approach	Population group: Adolescent girls and boy (10-14yrs), teachers, school administration and parents. Age: Early adolescence. Gender: All.	Five programmes show evidence of success. Two are promising (small sample size or non-experimental design).	Uses holistic approach of engaging all key stakeholders and addressing policies, processes and procedure, challenging and changing skewed power relations. Builds perspectives and skills of teachers to implement the programme within school hours. Has the potential to be sustainable and to be taken to scale.	Needs more evidence of scalability and sustainability. Require system's interest and engagement.	*Good School Toolkit.* SEHER Programme. Restorative Whole-school Approach anti-bullying program.

3. What are we learning about programme adaptation?

Of the 151 studies identified, 30% (n= 36) included interventions adapted from the Global North. Approximately half of those adaptations did not sufficiently take into account the socio-cultural context of the LMIC in which the programme was implemented. For many of these programmes, implementers mainly translated programme materials into the local language. However, the other half of the programmes adapted from the Global North noted adaptation processes that actively took into account the local contextual and socio-cultural factors that drive the practices targeted by the intervention. It is important to note that very few papers and reports documented the adaptation process, which is necessary to develop an understanding of the core components of programmes that achieve positive outcomes.

Figure 6: Origin of concept



Global North programmes that were adapted to the local socio-cultural context had less trouble with implementation and showed better outcomes (Bustamante, 2019). For example, in one South African programme, implementers initially used Olweus's 1993 definition of bullying.[1] The authors acknowledged that the programme's conceptual framework did not translate well to the South African context as the programme did not adequately account for the variety of bullying behaviours in the schools and the contextual understanding of bullying (Meyer & Lesch, 2000). Some local forms of identified bullying exceeded the scope of bullying by international standards. Similarly, some programmes highlighted lessons such as to avoid holding programmes after school, as this led to transportation issues or even challenges obtaining permission, particularly for girls, to stay after school hours.

Keeping the programme content true to the original also acted as a limitation in certain instances. In the implementation of the *"Safe Dates"* programme in Haiti, focus group discussions among students and teachers revealed that adaptations are needed to improve the usefulness of the programme (Gage, 2016). The proposed changes included broadening the categories of dating relationships to include those based on economic

1 A student is being bullied or victimised when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students.

considerations, transactional sex and security concerns, and those between children and adults (Gage, 2016). This becomes particularly important when a programme requires critical thinking and reflection to challenge gender norms. Thus, the violence prevention interventions or programmes needed to be contextually sensitive and relevant to children's experiences. We also found that programmes from similar context have a greater chance of effectiveness as shown by the GST where it has been adapted to humanitarian settings and for senior schools (EVAC 2020).

Approximately 60% (n=89) of the programmes in this review were conceptualised in the Global South (see Addendum 5 for the full list of programmes). These programmes considered individual, school, and socio-cultural factors, and many were designed through formative research and engagement with stakeholders during or prior to baseline data collection to identify factors that needed to be considered in the intervention design and delivery (Sinclair, 2013; Sarnquist, 2018; Baiocchi et al., 2017). In some instances, interventions were also designed to align with national policy and frameworks, for example the legal status of corporal punishment within countries. Methods used included consultation with local stakeholders and use of participatory methods to determine prevailing gender norms, understanding and expression of gender norms, religious tensions, forms of violence perpetrated and experienced (expression and gestures) or the specific challenges faced by children or adolescents. One such intervention in Brazil was the creation of a theatrical piece (Harada, 2010). The production was created with texts chosen after considering epidemiological data on the types of violence that are more frequent in the specific community, and content was identified through workshops discussing young people's experiences. Including local stakeholders in the contextualisation of programmes also creates interest and buy-in from local communities. Several studies also engaged the local police, community police forums and neighbourhood safety patrols, to ensure the long-term safety of the school. Engaging and consulting stakeholders facilitates community buy-in, smoother programme implementation, and greater investment from study participants.

4. Developing an understanding of scale-up

While most programmes in this study were evaluated, there were eighteen programmes, 21% of the overall number of programmes where an attempt was made for the programme to be taken to scale. Scaling up programmes generally refers to expanding the programme implementation to reach a larger target population. It can also mean taking successful projects or programmes and expanding or adapting and sustaining them for increased impact. This review utilised a framework underpinned by the four EPIS phases[2] to determine the stage at which scale-up was taking place:

- Exploration: evaluate needs and potential programme fit and how it might need to be adapted for further expansion
- Preparation: identify potential barriers and facilitators of implementation at the outer and inner contexts, further assess needs for adaptation, and develop a detailed plan to capitalise on implementation facilitators and address potential barriers
- Implementation: project is initiated into the system or community and is continuously monitored

2 https://episframework.com

- Sustainment: the outer and inner context structures, processes and supports are ongoing so that the project continues to be delivered, with or without some adaptation

For the eighteen scaled-up programmes, strong evidence and political and administrative commitment were significant factors that facilitated the expansion of the programme. However, lack of resources (human and financial), social norms that underpin violence, competing priorities in busy curricula and teacher disempowerment acted as barriers to potential scale-up. Furthermore, one study (Nambo de los Santos, 2019) specifically noted that the lack of parental support, the principals' apathy and social networks, inflexible staff and students who resist limits and a negative portrayal of teachers by the media all contributed to challenges during scale-up.

Table 1: Programmes taken to scale

Programme name	Lead organisation	Country	Study	EPIS phase
Good School Toolkit	Raising Voices	Uganda	Merrill, 2018	Implementation
National School Coexistence Programme (PNCE)	Municipality of Cuernavaca	Mexico	Nambo de los Santos, 2019	Implementation
The Be Safe and Ten Steps programmes	Sri Lanka Red Cross Society	Sri Lanka	Lam, 2018	Sustainment
Gun free zones	Gun Free South Africa (GFSA)	South Africa	Keegan, 2014	Implementation
PREPARE	EC Health Research Programme	South Africa	Mathews, 2016	Preparation
Stepping Stones	SAMRC and Planned Parenthood Association of South Africa (PPASA)	South Africa	Jewkes, 2008	Preparation
Red Ball Child Play	Right To Play	Pakistan	Karmaliani, 2020	Exploration
Full-day school reform (FDS),	Chilean national government	Chile	Berthelon, 2011	Sustainment
Aulas en Paz	Convivencia Productiva; Ministerio de Educación de Colombia	Colombia	Chaux, 2007; Chaux 2017	Implementation
Interaction Competencies with Children for Teachers (ICC-T)	Researcher led	Tanzania	Kaltenbach et al, 2019; Nkuba et al, 2018; Ssenyonga et al, 2018; Nkuba, 2017	Exploration
Glasswing's After-School Clubs (ASP)	Glasswing International	El Salvador	Dinarte, 2017	Exploration
Taaron ki Toli	Breakthrough	India	Dhar et al, 2020	Preparation
Birds and Bees programme	Rape Crisis Cape Town Trust (RCCTT)	South Africa	Strydom, 2014	Exploration

Programme name	Lead organisation	Country	Study	EPIS phase
Soul Buddyz Clubs	Soul City Institute	South Africa	Peltzer, 2003; Schmidt et al, 2010	Sustainment
Programme H|M|D	Population council Horizons Programme and Instituto Promundo	Brazil	Ricardo et al, 2010; Pulerwitz et al, 2006; Taylor, 2013	Sustainment
Impower	No Means No Worldwide (NMNW)	Malawi, Uganda, Kenya	Baiocchi, 2017; Decker et al 2018; Sarnquist et al, 2019; Sinclair, 2013	Preparation
Young Men Initiative (YMI) **Based on programme H**	CARE International	Balkans Region	Namy et al, 2015; Namy et al, 2014	Implementation
GEMS "Gender Equity Movement in schools" programme	ICRW	India	Achyut et al., 2011	Sustainment

IV. Lessons Learned

The field of violence prevention in the Global South is still an emerging area. We have seen substantial growth in our understanding of violence prevention programming in the Global South over the past decade. This is due to an investment in research to provide a sound evidence base of promising programmes to prevent violence. An example of this is the United Kingdom's Foreign, Commonwealth & Development Office (FCDO, previously DFID) funded *What Works to Prevent Violence Against Women and Girls Programme* through an investment of £25 million over five years (2015 – 2019; Jewkes et al., 2020). Similarly, the *Know Violence in Childhood: Global Learning Initiative* (2014 – 2018) was established through multilateral partnerships to promote learning across disciplines and to encourage greater investment in violence prevention (Know Violence, 2017). This current review has synthesised evidence from the Global South to further expand our understanding of promising programmes to prevent violence during childhood using schools as a pathway for prevention. Based on this synthesis, we have identified key lessons from the field to guide programme development and implementation in the Global South.

1. Emerging lessons from programme implementation

More than a biliion children are expected to attend school on any given school day, with a large proportion of them living in the Global South (UNICEF 2015). Based on this large number of children attending school there is a huge opportunity and imperative to use schools as a site to focus on the prevention of VAC expereinced in and outside schools in the Global South.

a. Multi-component approaches are key to reducing violence

Multi-component, integrated or school wide interventions involving multiple stakeholders such as school staff, parents, learners, community-based organisations, leaders and community members in the planning, implementation and/or participation in a programme have been found to effectively address violence (El-Khodary & Samara, 2020). This is due to the evolving understanding that violence in schools intersects with other factors outside the school environment. It, therefore, requires a systematic response across the different settings (home, school, community, society), with the involvement of key stakeholders across these settings to facilitate opportunities for learning and continued support of the programme beyond the school setting. For instance, programmes against bullying at school or the classroom and aggressive behaviour have found that the involvement of parents is important for interventions to be effective in addressing bullying amongst learners both as victims and perpetrators (Sandhu et al., 2016). It is important to locate a school as part of the social 'ecosystem' and to leverage every part of the system to strengthen violence prevention efforts (Naker, 2019). Communities and parents should use school committees and parent-teacher associations to hold school personnel accountable for their conduct with students, incorporate religious institutions and traditional leadership into advocacy attempts to encourage prosocial behaviour and educate against abusive behaviours, and work with NGOs to expand

services for victims of sexual violence (USAID, 2004). The programmes should consider adolescents and youths as active drivers of change, where they advocate on behalf of themselves and mobilise communities and institutions to ensure that schools and communities recognise and address their needs. The involvement and support of all parties, including the Education Department, is important so that there is a "buy-in" and interest in participating in the programmes (Baker-Henningham, 2019). Collaboration and consultation with local stakeholders, including municipal officials and youth groups, can lead to vested interests and more context-specific programmes. By investing in a school-wide, multi-component intervention that includes the development of policy and regulations and the training of teachers, learners and peers at the centre of programmes, with a focus on values and social norms, we maximise the possibility of synergy and promote the sustainability of an intervention.

b. Addressing school environments is necessary to sustain changes

Programmes that target VAC at school are recommended to target all risk factors at the individual, family, school, and community levels. This can be done by designing programmes to target not only victims and perpetrators but also bystanders who may be reinforcing the behaviours and making it difficult to effect sustainable change in the targeted population (Cho et al., 2015). Schools, in particular, should develop and enforce their own policies to address for example bullying, promote communication and provide a favourable school climate (Fareo, 2015). Schools should also ensure safe facilities within schools and collaborate with other stakeholders to create a safer environment beyond schools; develop clear strategies to tackle gender inequalities in school; provide training, counselling, and advocacy services within the school; and encourage student participation in creating school safety plans (USAID, 2004). A whole-school approach that encompasses concerns of the entire school, including governance, policy environment, parental concerns as well as student well being (physical and psychological) is critical to effect the desired change. Programmes should, therefore, aim to address multiple drivers of violence against children such as teachers and parental discipline while also dealing with the school environment and ecosystem underlying the use of violence. The use of harsh punishment practices or corporal punishment by teachers is widespread particularly in the Global South (Know Violence 2017), despite bans at the policy level. School-based violence prevention programmes are important to prevent violence against children by teachers with evidence of significant reductions in children's aggressive and disruptive behaviour, as well as increases in child competencies (Baker-Henningham et al 2019; Devries et al., 2015).

c. Group-based programmes are effective as a mode of delivery with learners

Several studies suggest that group-based education or psychosocial support interventions can impact behaviour, empower learners, and build resilience. Group education interventions addressing inequitable gender norms, particularly those that define masculinity, can successfully influence young women and men's attitudes toward gender roles, safe sex behaviour and healthier relationships, through the creation of a shared culture (Pulerwitz et al., 2006; Achyut et al., 2016). There is some evidence for gender-specific groups that create safe spaces where learners can address various key topics and explore emotions underlying behaviours (Le Grange, 2004). Group-based therapeutic interventions have been found to be more successful with girls than boys, noting that this gender effect is possibly due to differences in how girls and boys express emotion (Jordans et al., 2010; Susanty et al., 2010). The modality of programme delivery and its objectives are therefore important to consider, as is the gender composition of groups. Importantly, peer-led interventions can create opportunities to promote learner's leadership, 'voice' and agency and therefore promote resilience. This was highlighted by an intervention in which trained peer educators delivered a programme that focused on the empowerment of young people to build healthy relationships and challenge social norms that drive GBV in Uganda (Henry, 2020). Who delivers a programme matters, as it has the potential to amplify the success of an intervention particularly with young people.

d. School staff are central to violence prevention programming

Several programmes have shown that schoolteachers can be empowered to create safe environments for learners to disclose abuse and to ensure that children obtain the appropriate support to ensure recovery post abuse to mitigate the long-term negative effects of violence (Mukerjee et al., 2017; Undie & Mak'anye, 2020). Teachers can also be successfully trained through relatively short programmes to enhance the school environment and provide psychosocial support to empower teachers and improve learners' behaviour (Kalgee et al., 2017). This is also evident through teacher training to manage classroom behaviour by improving teacher-learner relationships to reduce the use of corporal punishment by teachers (Kaltenbach et al., 2018; Nkuba et al., 2018). A programme on sexual abuse in Ecuador found that although teachers were trained to deliver lessons - providing support was critical due to the sensitive nature of the sexual abuse (Bustamante et al., 2019). Building in a support mechanism for teachers is therefore important to ensure fidelity of programme implementation but also to ensure that teachers feel supported (Achyut et al., 2016).

Abdulmalik et al. (2016) in Nigeria noted that the delivery of programmes by implementing partners can also have an impact on teachers who are mainly observing the implementation of sessions in schools. The researchers found a positive shift in teachers' perceptions and understanding of managing learner behaviour through observation alone - suggesting that including teachers in school-based programmes is important. Visser (2005) in South Africa also found that addressing learner behaviour cannot be done in isolation - school culture and support for the programme by teachers and school principals is a critical component for an intervention to be successful. This will also ensure that teachers do not disrupt on-going programmes in schools or provide contradictory information to learners as was the case in Segura's 2020 study. Importantly, we see that teachers can become champions for an intervention with the right capacity-building, and that school principals and head-teachers can be crucial gatekeepers to ensure the success of a programme. In addition, support for teachers

to ensure consistency in programme implementation and to feel empowered to deliver the programme is important and cannot be achieved in isolation. Addressing the school culture and support for the programme by students, school principals and governance structures are important for success.

e. Different types of violence require different strategies

Learner age and gender are important considerations. Programmes targeting HIV and IPV prevention have mainly targeted older adolescents and young people. The use of participatory learning has been more successful in reducing reports of dating violence among young men than young women, indicating a difference in effect due to gender of the participant (Jewkes et al., 2008; Mathews et al 2016). Several interventions focusing on social norms have targeted adolescents during school hours (Achyut et al., 2016; Dhar et al., 2020; Karmaliani et al., 2020). The timing of the delivery of programmes appear to affect the level of participation, particularly of adolescent girls. It appears that in some settings families are less likely to permit girls to stay after school hours due to norms regarding what girls are allowed to do as well as additional responsibilities at home, thus limiting adolescent girls' involvement in certain cultural contexts (Jewkes et al., 2008; Mathews et al., 2016).

Building awareness and conceptual understanding of types of violence, such as sexual abuse, is a strategy used with pre-teens to increase protection (Dunn, 2011; Winarto et al., 2018). Similarly, building self-protection skills to avoid risky situations and increase reporting has shown some effect among younger children in various contexts (Bustamante et al., 2019; Chen, 2012; Weatherley et al., 2012), but the majority of studies use small sample sizes with limited follow-up. There is thus insufficient evidence to determine long-term knowledge retention.

Most programmes that aim to build awareness to increase protection appear to have limited effect due to the small sample sizes as well as the modality of intervention delivery, namely programming led from outside the school and not integrated into curricula or broader life skills programmes. It is important to note that children, particularly those who are targeted by such programmes, are in middle childhood and cannot protect themselves from violence and sexual abuse. Interventions that aim to improve young children's ability to protect themselves without addressing larger structural issues shift the burden of violence prevention from adult duty bearers to children. The normative nature of child sexual abuse and the underlying power dynamics would suggest that interventions should adopt a broader approach.

Different types of violence require different prevention strategies and have different ideal ages for intervention. While children may experience physical punishment at a younger age, when they reach adolescence, the risk of being vulnerable to sexual violence, peer violence and dating violence increases (Know Violence, 2017). Adolescents need a combination of protection and empowerment-oriented services to protect against increasing risk factors. Furthermore, establishing and cultivating a positive parent-adolescent relationship early on has numerous advantages and goes a long way in helping to protect vulnerable children and adolescents in the online environment (Allen et al., 2003).

The gender of teachers delivering interventions also affects the outcomes of programmes (Gage et al., 2016). In an evaluation of the *Safe Dates* curriculum in Haiti, it was found that where the curriculum was taught by female teachers, learners' knowledge post-test scores were significantly improved (Gage et al., 2016).

It is recommended that future research should examine the association between gender norms and values and gender differences in the fidelity of programme implementation.

f. Investment in programme development, implementation and evaluation

Researchers and practitioners should consider the implementation of interventions through the lens of practitioners. While developing an evidence base on the effectiveness of interventions, there is a need to systematically assess the extent to which interventions are implemented and to document the implementation process (Aarons, Sommerfield & Walrath-Greene, 2009). This is often overlooked despite strong evidence that the quality of the implementation has an impact on desired outcomes. Implementing effective interventions is complex and challenging. Implementation should be viewed as a process, not an event, and should be considered in research. The development of interventions should be seen as an iterative learning process, with an investment in careful monitoring of the implementation and documentation (continuous data collection) of the process.

More recently, implementation researchers have started to systematically examine the degree to which the core components of a programme can be maintained while allowing for local adaptation to accommodate what may be needed to facilitate the effective implementation and sustainment of the intervention at a system, policy or organisational level (Knight et al., 2018). Therefore, attention should be given not just to "what" is being implemented (intervention components) but "how" it is being implemented (implementation process). This involves identifying the core elements of programmes, the process of implementation, fidelity to the programme and the dose of the programme, all of which make a difference in programme efficacy. Importantly, attention should also be given to knowledge generated from practice. The knowledge and learning acquired by practitioners from designing and implementing programmes in different contexts, including insights gained from observations, conversations, direct experiences, and programme monitoring are all important to achieve the desired change (The Prevention Collaborative, 2019).

Formative evaluations are useful for developing a proof of concept, but evaluation design needs to be able to answer the research question at hand. Therefore, small sample sizes are not ideal as they will not yield the necessary data to answer questions of efficacy. Although pre- and post-test designs are useful, they are not ideal to determine the impact of a programme, as they will not yield the data required to determine sustained effects of an intervention, which are important if the scaling-up of programmes is being considered. The landscape suggests that although substantial investments have been made to develop an understanding of what programmes are working to shift children's experiences, it is not sufficient to only test efficacy in small, under-powered samples. This only demonstrates what is feasible, but it requires far greater and longer-term investment by researchers and donors to answer questions regarding sustainability and the long-term effects of programmes. From the review, we see that sustainable interventions are developed over time with a phased process to understand how the interventions are implemented based on practice, as this can generate a more nuanced understanding of the detailed workings of programmes (Baker-Henningham, 2019; Merril et al., 2018).

2. Lessons for potential scale-up

Very few studies in the review documented the scaling up of programmes. Nonetheless, the following recommendations emerged from the review of programmes as important to be considered for scale-up:

- Capacitating local professionals to ensure the sustainability of programmes is critical. Due to resource constraints (financial and human resources challenges), programmes should make use of feasible existing resources in schools or the community. For instance, professionals in schools could be trained to implement the programme. Building partnerships with community-based organisations to take on the implementation – with adequate training and support mechanisms to ensure fidelity of implementation – can only benefit the scaling up of programmes, as noted in Colombia with the Aulas en Paz programme.
- Institutionalising programmes and positioning them within the specific national education policy may lead to better recognition and uptake. This is evidenced in Mexico in the National School Co-existence Programme. Scaling up also means transforming the culture of spaces of socialisation and institutions beyond the implementation of workshops or one-time initiatives (Taylor, 2013).
- Developing a research uptake plan from the initial programme implementation is important. Buy-in from key government departments needs to be negotiated at the outset of the programme. This is necessary to establish a sense of ownership of programmes beyond the research, to facilitate the sustainability of interventions.
- There was no cost analysis in most of the programmes. This information is needed for potential scale-up and excluding it hinders the identification of interventions for scale-up. Aulas en Paz, the Good School Toolkit and Impower: Sources of Strength and conducted a cost analysis that appears to have allowed policy-makers to seriously consider expansion of the programmes.
- Long-term sustainability of knowledge after the programme implementation is critical. Several suggestions have emerged on the importance of considering a waiting period or having a longer follow-up to determine whether changes in knowledge or behaviour are sustained over time (Haberland, 2018; Masinga et al., 2019).

Where possible, successful programmes should provide suggestions for secondary beneficiaries in the communities and schools to modify and take ownership of the project and to feasibly sustain it after the project ends.

3. Lessons from the COVID-19 crisis

The COVID-19 pandemic is having far-reaching and devastating human, social and economic effects across the globe. This crisis is exacerbated by pre-existing gender inequality and vulnerabilities of communities. Large numbers of women and men from marginalized communities have lost their livelihoods and face deepening levels of poverty, food insecurity and joblessness. Experts have also indicated a heightened risk of violations of rights of children including early marriage, school drop-out, increased burden of unpaid care, particularly on adolescent girls, and trafficking of children (UN, 2020). Early evidence suggests an increase in violence against women and children in domestic and public spaces (Frazer, 2020).

The COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners across the globe and up to 99% of learners in LMICs (UN, 2020). Policy responses to this crisis, both in terms of the public health and economic emergencies, have been slow, inadequate and gender-blind with no specific considerations for children, particularly in several LMICs.

In this review we found 19 studies assessing the effect of COVID-19 on child well-being. Some of the consequences these studies highlighted were hunger and food insecurity, forced or early marriage, school drop-out, effects on cognition and learning, increased violence (at home and online) and aggression, child trafficking, and teen pregnancy. Most of the studies revolved around psychosocial support, protection from domestic abuse and protecting children online.

In Syria, a tiered approach to education and protective factors was introduced to effectively address problems facing children with varying levels of vulnerability (including children with disabilities). In the Democratic Republic of Congo (DRC), a community-based approach was used to raise awareness of child protection risks and provide educational support to household caregivers. Furthermore, in Ethiopia, a participatory response was taken to help households create alternative play opportunities to support safe and stimulating activities for children at home (The Alliance for Child Protection in Humanitarian Action, 2020). Some recommendations to decrease rates of child marriage as a result of the pandemic included providing vulnerable families with economic incentives and direct cash transfers to cover out-of-pocket expenses for girls' education and health; providing self-paced learning materials to ensure girls can learn at their convenience; and reimagining peer educator programmes through digital means to give adolescents a platform to share their concerns and to take steps to report child marriage (Mahara et al., 2020). Another suggestion was to increase investments in foster care, aftercare and sponsorship to protect children who may have lost caregivers due to the pandemic.

There is a need to ensure that the education and child protection sectors function both through school structures and outside them, particularly within plans to transition children back to school safely. It is also important to strengthen the integration of high-quality mental health and psychosocial well-being programmes with gender-sensitive child protection systems and services to prevent and address GBV (Ritz et al., 2020). Furthermore, governments should build awareness of the changed global context and learners' needs and should prepare and support education systems to reopen safely. Children themselves should be consulted and empowered to engage in meaningful participation in this process (Safe to Learn, 2020).


P.3
Past Simple tense
The Past tense talks about events which took place yesterday, last week, last month, last year
Past Simple tense
skipped
clapped
decided
continued
completed
chased
removed
danced
recited
cloked
tried
curried
cry — cried
pay — paid
try — tried
sit — sat
drink — drank
make — made
go — went
come — came
buy — bought
sell — sold
sleep — slept
draw — drew
eat — ate
keep — kept
sweep — swept
write — wrote
see — saw
kneel — knelt
know — knew
tell — told
take — took
begin — began
forget — forgot
get — got
run — ran
ring — rang
lose — lost
dig — dug
drive — drove
learn — learnt
play — played
pray — prayed
clean — cleaned
wash — washed
bath — bathed
laugh — laughed
shout — shouted
visit — visited
smile — smiled
walk — walked
change — changed
kill — killed
share — shared
cook — cooked

V. Conclusions

Schools are a critical site for engaging multiple stakeholders and preventing violence occurring both within and outside schools, with the potential of large and sustained effects. More than half of all interventions reviewed were developed in the Global South and considered the social, cultural, and political contexts in which they were implemented. It is important to create operational definitions for the type of violence addressed by the programme as determined by the local context and specific to the country and district. This should preferably be done through formative or baseline studies in consultation with local stakeholders, as concepts such as bullying and dating violence, amongst others, are often defined differently within Global South contexts. Very few interventions presented a theory of change or theoretical framework that underpinned the programme design. Researchers and practitioners should carefully consider the theory underpinning the programme as this provides the space to articulate assumptions as well as pathways to outcomes. The theory of change should also take into account the local context and anticipate implementation barriers to be considered in the implementation phase of the project.

As noted in a successful programme implementation, *"evaluation studies should examine in more detail which components, in which contexts, and for which students, may be more effective"*. This requires implementers and researchers to use an intersectional lens with an implementation science approach to document and monitor the process of implementation, including the programme elements or components over the implementation cycle.

It is important to generate evidence on sub-groups to determine for which groups of learners and other stakeholders the interventions are most effective. This was shown in the delivery of therapeutic interventions where girls benefitted more than boys. Studies have also highlighted that gender needs to be considered both in the programme design and when monitoring outcomes. Gender norms, structures and systems condoning inequity and violence, therefore, are important to consider in programming on violence prevention through schools.

High levels of violence in many contexts in the Global South point to the need to implement multi-component interventions as they have better success in achieving improved and sustained outcomes. Programming also has to consider that high levels of violence results in children experiencing multiple forms of violence during childhood across different settings. As teaching and learning spaces are transitioning between physical and virtual spaces, it is important to recognize and include online violence in violence prevention programmes. Resource constraints in the Global South have meant that many programmes have had small-scale implementation and non-experimental evaluation designs, without further investment to refine and re-evaluate. We need urgent investment to adapt the few successful and promising programmes in order for us to develop an evidence base of programmes that has the potential to be adapted and taken to scale (Devries & Naker, 2021). This has meant that the evidence base for promising interventions, although an emerging area, will need further urgent investment in well-designed studies using larger sample sizes and study designs that go beyond formative evaluations. Most of the programmes that have been scaled up have been supported by donor funding, and few programmes have been integrated into the school programme. This will affect the sustainability of programmes and the scalability of effective programmes. Very few interventions have conducted a cost-benefit analysis or sustainability studies, which are crucial for policy-makers to consider investing in interventions for them to be taken to scale.

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VII. Appendix

Addendum 1: Search terms

Interventions

data collection OR primary prevention OR secondary prevention OR tertiary prevention [MESH]

Key word terms: prevention OR intervention OR programme OR programme OR project OR initiative OR evidence-based OR method OR operations research OR evaluation OR model

AND

Violence

Violence OR Child Abuse [MESH]

Key word terms: violence OR aggression OR violent behaviour OR aggressive behaviour OR abuse OR physical abuse OR emotional abuse OR sexual abuse OR social abuse OR economic abuse OR psychological abuse OR corporal punishment OR spanking OR bullying OR bullied OR IPV OR GBV OR VAC OR force OR physical power OR maltreatment OR maldevelopment OR deprivation OR coercion OR caning OR defilement OR restraining OR exclusion

AND

Children

Child OR Adolescent [MESH]

Key word terms: Child OR children OR adolescent OR adolescents OR adolescence OR boy OR boys OR girl OR girls OR juvenile OR juveniles OR learner OR learners OR minor OR minors OR preadolescent OR preadolescents OR preadolescence OR pre-adolescent OR pre-adolescents OR pre-adolescence OR pubescent OR pubescence OR pre-pubescent OR prepubescence OR preschool OR preschools OR pre-school OR pre-schools OR pubertal OR puberty OR scholar OR scholars OR school OR schools OR sibling OR siblings OR student OR students OR teen OR teens OR teenager OR teenagers OR young adult OR young adults OR young people OR youth OR youths OR girl-child OR boy-child

AND

Schools

Schools [MESH]

Key word terms: School OR Schools OR classroom OR learning institution OR educational institution

AND

Low-middle income countries

Global South OR Deprived Countries OR Deprived Population OR Deprived Populations OR Developing Countries OR Developing Country OR Developing Economies OR Developing Economy OR Developing Nation OR Developing Nations OR Developing Population OR Developing Populations OR Developing World OR LAMI Countries OR LAMI Country OR Less Developed Countries OR Less Developed Country OR Less Developed Economies OR Less Developed Nation OR Less Developed Nations OR Less Developed World OR Lesser Developed Countries OR Lesser Developed Nations OR LMIC OR LMICS OR Low GDP OR Low GNP OR Low Gross Domestic OR Low Gross National OR Low Income OR Lower GDP OR lower gross domestic OR Lower Income OR Middle Income OR Poor Countries OR Poor Country OR Poor Economies OR Poor Economy OR Poor Nation OR Poor Nations OR Poor Population OR Poor Populations OR poor world OR Poorer Countries OR Poorer Economies OR Poorer Economy OR Poorer Nations OR Poorer Population OR Poorer Populations OR Third World OR Transitional Countries OR Transitional Country OR Transitional Economies OR Transitional Economy OR Under Developed Countries OR Under Developed Country OR under developed nations OR Under Developed World OR Under Served Population OR Under Served Populations OR Underdeveloped Countries OR Underdeveloped Country OR underdeveloped economies OR underdeveloped nations OR underdeveloped population OR Underdeveloped World OR Underserved Countries OR Underserved Nations OR Underserved Population OR Underserved Populations

OR

Afghanistan OR Albania OR Algeria OR American Samoa OR Angola OR Armenia OR Azerbaijan OR Bangladesh OR Belarus OR Byelarus OR Belorussia OR Belize OR Benin OR Bhutan OR Bolivia OR Bosnia OR Botswana OR Brazil OR Bulgaria OR Burma OR Burkina Faso OR Burundi OR Cabo Verde OR Cape Verde OR Cambodia OR Cameroon OR Central African Republic OR Chad OR China OR Colombia OR Comoros OR Comores OR Comoro OR Congo OR Costa Rica OR Côte d'Ivoire OR Cuba OR Djibouti OR Dominica OR Dominican Republic OR Ecuador OR Egypt OR El Salvador OR Equatorial Guinea OR Eritrea OR Ethiopia OR Fiji OR Gabon OR Gambia OR Gaza OR Georgia OR Georgia Republic OR Ghana OR Grenada OR Grenadines OR Guatemala OR Guinea OR Guinea-Bissau OR Guyana OR Haiti OR Herzegovina OR Hercegovina OR Honduras OR India OR Indonesia OR Iran OR Iraq OR Ivory Coast OR Jamaica OR Jordan OR Kazakhstan OR Kenya OR Kiribati OR Democratic People's Republic of Korea OR Kosovo OR Kyrgyz OR Kirghizia OR Kirghiz OR Kyrgyzstan OR Lao PDR OR Laos OR Lebanon OR Lesotho OR Liberia OR Libya OR Macedonia OR Madagascar OR Malawi OR Malay OR Malaya OR Malaysia OR Maldives OR Mali OR Marshall Islands OR Mauritania OR Mauritius OR Mexico OR Micronesia OR Moldova OR Mongolia OR Montenegro OR Morocco OR Mozambique OR Myanmar OR Namibia OR Nepal OR Nicaragua OR Niger OR Nigeria OR Pakistan OR Palau OR Papua New Guinea OR Paraguay OR Peru OR Philippines OR Principe OR Romania OR Ruanda OR Rwanda OR Samoa OR Sao Tome OR Senegal OR Serbia OR Sierra Leone OR Solomon Islands OR Somalia OR South Africa OR South Sudan OR Sri Lanka OR St Lucia OR St Vincent OR Sudan OR Surinam OR Suriname OR Swaziland OR Syria OR Syrian Arab Republic OR Tajikistan OR Tadzhikistan OR Tajikistan OR Tadzhik OR Tanzania OR Thailand OR Timor OR Togo OR Tonga OR Tunisia OR Turkey OR Turkmen OR Turkmenistan OR Tuvalu OR Uganda OR Ukraine OR Uzbek OR Uzbekistan OR Vanuatu OR Venezuela OR Vietnam OR West Bank OR Yemen OR Zambia OR Zimbabwe

Addendum 2: Screening Tool

Only screen Title and Abstract - If unclear the abstract will be discussed

Title:	
Authors:	

Screening Questions	Exclude	Include	Unclear
1. Date published (keep if published in 2000 onwards)	☐	☐	☐
2. Language (keep if in English or translated to English)	☐	☐	☐
3. Population (teachers; children and adolescents of school going age; or their parents)	☐	☐	☐
4. Study Region (keep if in the Global South)3	☐	☐	☐
5. Intervention / programme (keep if the paper is describing the implementation of an intervention / programme)	☐	☐	☐
6. Explanatory variable i) Is it a school-based study? ii) Does it mention violence prevention? (Immediately exclude if the study is not school based and does not have violence prevention as one of its outcomes)	☐	☐	☐
7. Research design - is the study or report a i) Qualitative and / or Quantitative empirical study reporting on primary or secondary data ii) Secondary data analysis or Review paper (Exclude if the paper is theoretical, conceptual or a policy paper)	☐	☐	☐
8. Methods - are evaluation methods described? (Exclude if no methods included)	☐	☐	☐

3 Countries to include: Afghanistan, Albania, Algeria, American Samoa, Angola, Armenia, Azerbaijan, Bangladesh, Belarus, Byelarus, Belorussia, Belize, Benin, Bhutan, Bolivia, Bosnia, Botswana, Brazil, Bulgaria, Burma, Burkina Faso, Burundi, Cabo Verde, Cape Verde, Cambodia, Cameroon, Central African Republic, Chad, China, Colombia, Comoros, Comores, Comoro, Congo, Costa Rica, Côte d'Ivoire, Cuba, Djibouti, Dominica, Dominican Republic, Ecuador, Egypt, El Salvador, Equatorial Guinea, Eritrea, Ethiopia, Fiji, Gabon, Gambia, Gaza, Georgia, Georgia Republic, Ghana, Grenada, Grenadines, Guatemala, Guinea, Guinea- Bissau, Guyana, Haiti, Herzegovina, Hercegovina, Honduras, India, Indonesia, Iran, Iraq, Ivory Coast, Jamaica, Jordan, Kazakhstan, Kenya, Kiribati, Democratic People's Republic of Korea, Kosovo, Kyrgyz, Kirghizia, Kirghiz, Kyrgyzstan, Lao PDR, Laos, Lebanon, Lesotho, Liberia, Libya, Macedonia, Madagascar, Malawi, Malay, Malaya, Malaysia, Maldives, Mali, Marshall Islands, Mauritania, Mauritius, Mexico, Micronesia, Moldova, Mongolia, Montenegro, Morocco, Mozambique, Myanmar, Namibia, Nepal, Nicaragua, Niger, Nigeria, Pakistan, Palau, Papua New Guinea, Paraguay, Peru, Philippines, Principe, Romania, Ruanda, Rwanda, Samoa, Sao Tome, Senegal, Serbia, Sierra Leone, Solomon Islands, Somalia, South Africa, South Sudan, Sri Lanka, St Lucia, St Vincent, Sudan, Surinam, Suriname, Swaziland, Syria, Syrian Arab Republic, Tajikistan, Tadzhikistan, Tadzhik, Tanzania, Thailand, Timor, Togo, Tonga, Tunisia, Turkey, Turkmen, Turkmenistan, Tuvalu, Uganda, Ukraine, Uzbek, Uzbekistan, Vanuatu, Venezuela, Vietnam, West Bank, Yemen, Zambia, Zimbabwe.

Addendum 3: Additional Graphs

Figure 7: Published studies by country

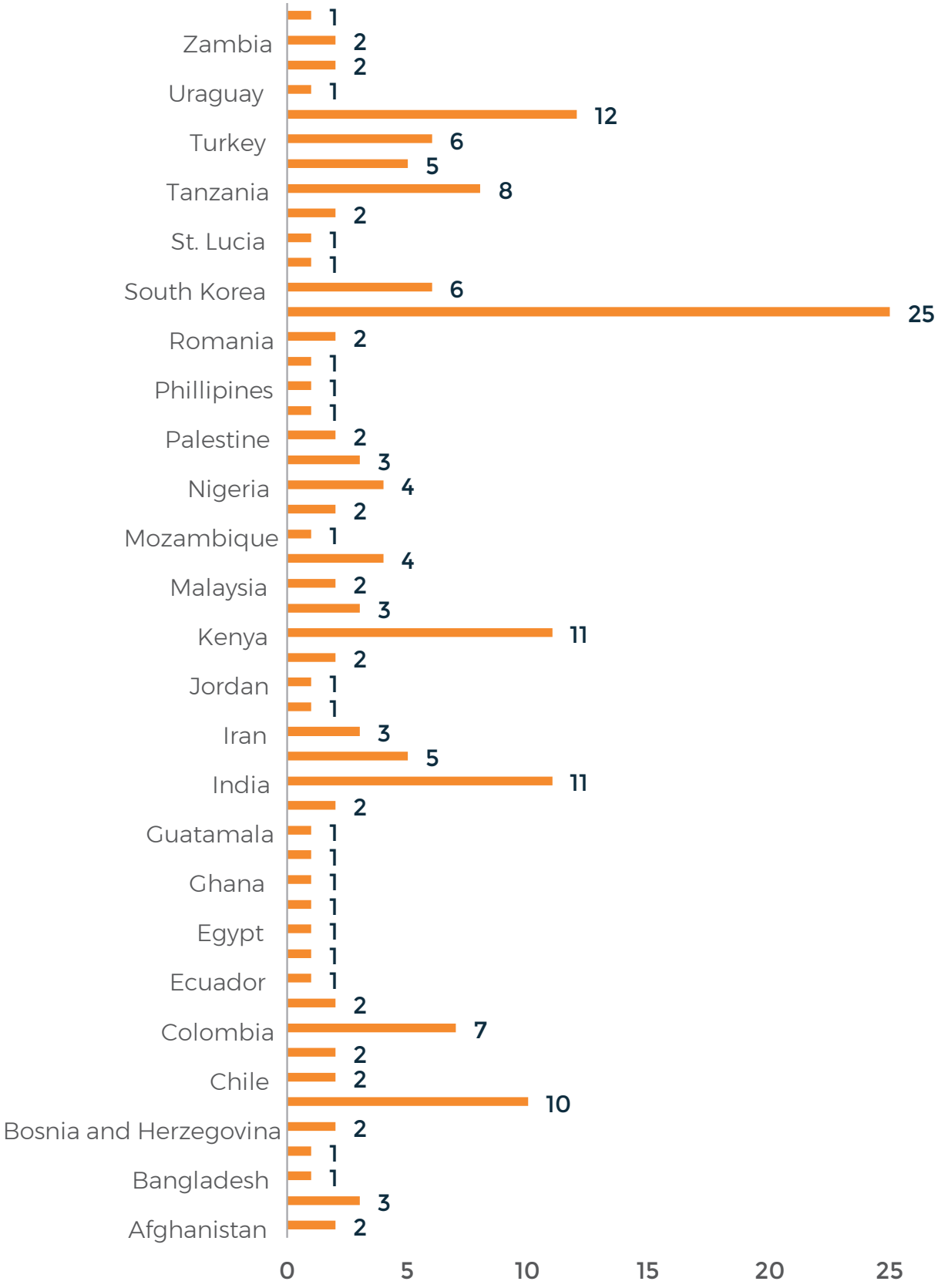
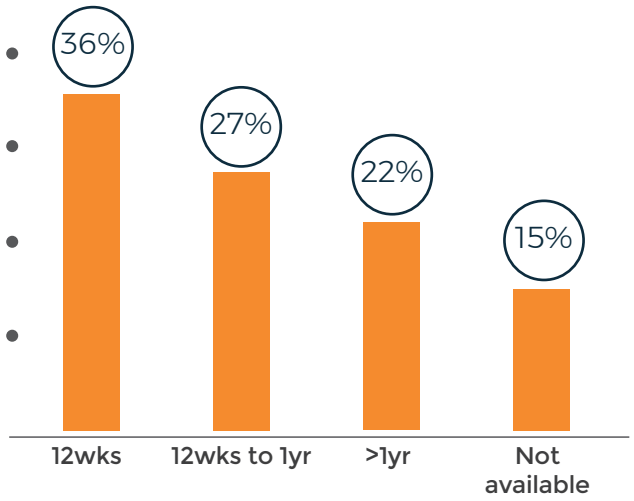


Figure 8: Length of implementation



Addendum 4: Definitions used by studies

i) Violence against children / school violence

One study defined the term *"school violence"* as, *"The intentional use of aggressive behaviour or power against others within school or on the way to or from school, and is likely to cause physical or psychological harm"* (Abdul Hakim Al-Shamiry).

ii) Corporal Punishment

Corporal punishment was also termed violent disciplinary measures (Ssenyonga, Hermenau, Nkuba & Hecker, 2018) and was characterised by four studies as *"an act intended to cause some degree of physical and/or emotional pain/discomfort, for the purposes of correcting/controlling/regulating children's behaviour, as a form of punishment"* (Nkuba, Hermenau, Goessmann & Hecker, 2018; Ssenyonga, Hermenau, Nkuba & Hecker, 2018; Thumann, Nur, Naker & Devries, 2016; Naker & Sekitoleko, 2009). One study offered definitions for physical, emotional and sexual violence (Thumann, Nur, Naker & Devries, 2016), while three studies only focused on defining physical and emotional violence (Nkuba, Hermenau, Goessmann & Hecker, 2018; Ssenyonga, Hermenau, Nkuba & Hecker, 2018; Naker & Sekitoleko, 2009). Physical violence was similarly defined by three studies as, *"Including the use of hands or objects, such as a cane, whip, or stick, by teachers and school staff to inflict bodily pain on the students. Other forms of punishment include flogging, lashing, shaking, scratching, kicking, and pinching"* (Ssenyonga, Hermenau, Nkuba & Hecker, 2018); punishment through the use of slapping, twisting arms and ears, throwing objects, hitting, caning, kicking, forced physical labour, withholding food, burning, choking, cutting, beating, as well as including questions such as *"Hit your fingers or hands with an object as punishment? Crushed your fingers or hands as punishment? Made you stand/kneel in a way that hurts to punish you? Made you stay outside for example in the heat or rain to punish you? Forced you to do something that was dangerous? Tied you up with a rope or belt at school?"* (Thumann, Nur, Naker & Devries, 2016); *"Hitting, smacking, slapping, spanking children with the hand or with an implement—whip,*

stick, belt, shoe, wooden spoon, kicking, shaking or throwing children, scratching, pinching, burning, scalding, or forced ingestion, for example, washing children's mouths out with soap or forcing them to swallow hot spices" (Naker & Sekitoleko, 2009). Emotional violence was also similarly defined by two studies as: *"Cursed, insulted, shouted at or humiliated you? Referred to answered no to all items your skin colour/gender/religion/tribe or health problems you have in a hurtful way? Stopped you from being with other children to make you feel bad or lonely? Tried to embarrass you because you were an orphan or without a parent? Embarrassed you because you were unable to buy things? Stole or broke or ruined your belongings? Threatened you with bad marks that you didn't deserve? Accused you of witchcraft?* (Thumann, Nur, Naker & Devries, 2016); *"Punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child" (Naker & Devries, 2016). Only one study defined sexual violence as "Teased you or made sexual comments about your breasts, genitals, buttocks or other body parts? Touched your body in a sexual way or in a way that made you uncomfortable? Showed you pictures, magazines, or movies of people or children doing sexual things? Made you take your clothes off when it was not for a medical reason? Opened or took their own clothes off in front of you when they should not have done so? Kiss you when you didn't want to be kissed? Make you touch their genitals, breasts or buttocks when you didn't want to? Touch your genitals, breasts or buttocks when you didn't want them to? Give you money/things to do sexual things? Involve you in making sexual pictures or videos? Threaten or pressure you to have sex or do sexual things with them? Actually make you have sex with them by threatening or pressuring you, or by making you afraid of what they might do? Make you have sex with them by physically forcing you, have sex with you?* (Thumann, Nur, Naker & Devries, 2016).

iii) Intimate-Partner Violence (IPV)

Only three studies focused on IPV and gender-equitable men. IPV was defined by two studies *as "A range of behaviours that anyone in a relationship could perpetrate or experience, including excessive jealousy or control over a partner and other behaviours that cause emotional, physical or sexual harm"* (Makleff, Billowitz, Garduño, Cruz, Silva Márquez, Marston, 2020); *"A pattern of assaultive and coercive behaviours that may include physical injury, sexual assault, psychological abuse, and threats, perpetrated by someone who is, was, or wishes to be involved in an intimate relationship with an adult/adolescent"* (De Koker, Mathews, Zuch, Bastien & Mason-Jones, 2014). Only one study defined the term gender-equitable men as, *"Men representing certain characteristics and beliefs and are, respectful to women, show concern about the feelings and opinions of their sexual partners, and seek relationships based on equality and intimacy rather than on sexual conquest. Believe that men and women have equal rights. Assume, or share with their partners, responsibility for reproductive health and disease prevention issues. Are, or seek to be, involved domestic partners and fathers, who are responsible for at least some of the household chores and their children's care giving. Are opposed to violence against women in their intimate relationships. Are not homophobic"* (Pulerwitz, Barker, Segundo & Nascimento, 2006).

iv) School-Related Gender-Based Violence (SRGBV)

Three studies defined the term SRGBV similarly as: *"Including any form of violence, based on gendered stereotypes or that targets students on the basis of their sex; where the underlying intention is to reinforce gender roles and perpetuate gender inequalities; including, but not limited to, rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying and verbal harassment; that*

takes place in the school, on school grounds, going to and from school, or in school dormitories; that may be perpetrated by teachers, students or community members and/or where both girls and boys can be victims as well as perpetrators" (Bhatla, Achyut, Khan, Walia & Tranquilli); *"Results in sexual, physical or psychological harm to girls and boys. It includes any form of violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex. It includes, but is not limited to: rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying and verbal harassment. Violence can take place in the school, on the school grounds, going to and from school or in school dormitories and may be perpetrated by teachers, students, or community members. Both girls and boys can be victims as well as perpetrators"* (Jere & Kadzamira); *"Including any form of violence: based on gendered stereotypes or that targets students on the basis of their sex; where the underlying intention is to reinforce gender roles and perpetuate gender inequalities; including, but not limited to, rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying and verbal harassment; that takes place in the school, on school grounds, going to and from school, or in school dormitories; that may be perpetrated by teachers, students or community members and/or where both girls and boys can be victims as well as perpetrators"* (Bhatla, Achyut, Verma, Khan & Walia).

v) Bullying

Three studies offered a definition of bullying as *"kicking and hitting, extortion of money from victims, locking inside a room, sending of nasty note, isolation, teasing and threat to beat others"* (Dorcas Oluremi Fareo); The study by (Ahmed & Braithwaite) used the definition by (Olweus, 1993; Rigby, 1996), where they described bullying as *"the exposure of a student, repeatedly and over time, to intentional injury or discomfort inflicted by one or more other students"* and they go further to define bullying as *"an imbalance in power in which one student is victimized by more powerful other(s) through physical, verbal, and/or psychological assault"* (Ahmed & Braithwaite); *"a form of aggression, a particular kind of violence to which students are exposed. It is a form of social interaction in which a more dominant individual - the bully, exhibits aggressive behaviour intended to cause distress to the less dominant individual -the victim"* (Oyaziwo Aluede).

vi) Child trafficking

Only one study defined child trafficking as *"sale of children for the purpose of receiving materials benefits, for labour and sexual exploitation, as well as use of child labour in his/her home area, cruel treatment of children by parents and caretakers, departure of children and their parents for labour migration"* (El-Pikir).

vii) Sexual exploitation

Only one study defined sexual exploitation as *"treating a child as a sexual and commercial object by an adult and abused for remuneration in cash or kind to a child or a third party. In the context of school settings, it involves sexual abuse in exchange for good grades as well as transactional sex, where the victim is coerced into sexual favors or sexual activity in return for educational benefits such as school fees and materials"* (Taylor & Conrad, 2008).

Addendum 5: Programmes included in the review

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Winarto et al, 2018	Indonesia	BUSAPAKSA (Buku Saku Pintar Anti Kekerasan Seksual/ Prevention CSA Smart Pocket Book) was a pocket book programme designed to improve the conceptual understanding of child sexual abuse by introducing sexual education through the use of various learning activities.	Pre-test and post-test, Conceptual understanding test. Comic testing was conducted on n=360 students from twelve elementary schools.	Evidence of increased knowledge on CSA. The students' score achievement was 0.43 which was classified into "moderate" category. Requires further investigation to investigate the sustained effect.
Lee et al 2013	Taiwan	WebQuest Cyberbullying prevention course - a 4-week theme-based teaching activity that assists students (seventh grade) engaging in online (cyber) activities to be aware of the formal rules of the internet, enhances self-protection; prevention measures and guides students to learn about their own responsibilities on the internet.	Quasi-experimental design with intervention (N=30) and control group (N=31). Pre-test, post-test, and follow up test two weeks after the end of the course.	Evidence of significant increase in knowledge of cyber-bullying, - programme has after learning retention effects. However, there was no significant effect on improving the attitude towards cyberbullying. However, a small study and post-test 2 weeks after intervention - not a significant impact on cyberbullying attitudes.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Visser, 2005	South Africa	The programme established a peer support programme aimed at contributing to the creation of a caring community in schools by providing learners with psychosocial support. The aim of the peer support system was to develop a sustainable structure that could enhance a caring school environment. The programme was implemented for over 2 years in 13 schools known to have learners with psychosocial problems. Programme implemented by psychology students with limited involvement of school staff.	Monitoring through focus group discussions with teachers (n=13) and peer supporters (n=170) twice a year. Quantitative data collected amongst n=698 learners from all the schools included in the programme.	The programme provided hope and created informal relationships based on shared contexts, culture, age, and experiences with peers which resulted in learners sharing personal experiences. However, teachers did not support the programme - did not view their role as including caring for the emotional well-being of learners. Pointed to the need to improve the school climate as well as involvement of all role-players.
Weatherley et al, 2012	Malaysia	**The Keeping Me Safe** curriculum ("Keeping Me Safe") is a six-session programme which provides learners with information about their body, safe and unsafe situations, building a support system, and to impart safety strategies and skills. NFocus of the programme is on sexual abuse prevention (9 yr olds) programme provide information about their body; safe and unsafe situations; building a support system and developing safety strategies - but few learners attended the programme consistently.	Quasi-experimental design. Pre-test and post-test, N = 261 9 yr old at 5 primary schools enrolled. Observational analysis, Interviews with 10% sample of experimental group students.	Significant increase in knowledge and retained two months after completion of the programme. At the second post-test no significant change amongst 20-25% of participants in the experimental group. Curriculum based approach to improve safety limited effect - require a wider approach considering a socio-ecological approach.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Cecen-Erogul, & Kaf, 2013	Turkey	Psycho-educational School-based Child Sexual Abuse Prevention Training Programme on Turkish Elementary Students. Six 60-minute sessions programme carried out in four consecutive days investigating the effectiveness of a school-based child sexual abuse prevention programme on elementary school using passive approaches such as video and lecture, active techniques such as role-playing, modelling, and rehearsal teaching techniques.	Quasi-experimental design. post-test, 8 weeks after intervention , in experimental group subjects with the effect size of 0.80 analysed by "paired sample t-test". Sample n=36 grade 4 learners. .	Small study Significant evidence of the effectiveness of the CSA prevention programme in the post test but follow-up analysis showed no significant difference between the experimental group post-tests and follow-up test scores (t= .644; p>0.05). Conflicting evidence.
Da Silva et al, 2018	Brazil	Intervention focussed on building social skills to reduce bullying experience. The intervention was conducted in eight weekly sessions, with 50 minutes each, addressing topics related to good manners, making friends, empathy, self-control, emotional expressiveness, assertiveness and solution of interpersonal problems. The structure of the sessions was based on cognitive-behavioural techniques: role-play, dramatizations, positive reinforcement, modelling, feedback, videos and homework.	quasi-experimental design: pre-test in March 2015, post-test in June 2015. Final evaluation June 2016, 12 months after intervention. Six public schools were enrolled N=78 participants, (40 typical victims and 38 bully-victim).	Significant reduction in difficulty the victims of bullying had in social skills, effects maintained one year after the intervention. There was an increase in social support and the capacity to defend themselves from aggression. However victimization was significantly reduced in both groups (intervention and control), considered as a promising intervention due to the small sample size.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Trip et al, 2015	Romania	Bullying Prevention in Schools by Targeting Cognition, Emotions, and Behaviour: Evaluating the **Effectiveness of the REBE-ViSC Programme**. Bullying prevention programme. The rationale of the study was to combine a programme.based on the cognitive mechanism of change (REBE) compared to a programme based on behavioural mechanisms of change (ViSC) to reduce bullying and aggressive behaviours.	Longitudinal quasi-experimental. The REBE-ViSC programme was implemented in 5 schools (14 classes), the ViSC-REBE programme was implemented in 3 schools (9 classes), and 3 schools (11 classes) served as an untreated control group. In total, 970 Grade 6 students **(315 control, 270 ViSC-REBE, 385 REBE-ViSC)**, nested in 35 classes in 11 schools, participated in at least one occasion of measurement.	Evidence of significant violence reduction. The REBE-ViSC condition was more effective in changing negative emotions than the ViSC-REBE condition. Both experimental conditions were effective in reducing dysfunctional cognitions, whereas no behavioural change was found in the 2 experimental groups when compared with the control group.
Snyman, 2007	South Africa	A psycho-educational programme to target aggression in adolescents at one secondary school. Four group sessions of aprox-60 minutes (over 4 days) using psycho-educational in a secondary to facilitate improvements in their mental health.	Quasi- experimental research design combined with qualitative methods. 16 learners in intervention group and 16 controls.	Evidence of significant reduction in aggression. Statistical difference between the experimental and control groups improved interpersonal relationships and for awareness of aggression In the qualitative evaluation - intervention increased knowledge but not behaviour. Small scale study long-term effects of programme need to be further investigated.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Botha, 2007	South Africa	Psycho-Educational programme to manage aggression in secondary schools in Mpumalanga province. The programme was implemented to improve self-awareness, interpersonal relationships and conflict management to decrease aggression.	Quasi-experimental design using .pre-post test with a sample of n= - 21 intervention and 20 controls in one school. Published as a thesis.	Evidence of reduction in aggression. The programme led to an increase in self-awareness, interpersonal relationships and management of conflict. Small sample - require further investigation of efficacy of intervention in larger sample and longer follow-up.
Chamroon-sawasdi et al, 2010	Thailand	Gender roles, physical and sexual violence prevention in primary schools extend to secondary school in Samutsakorn Province, Thailand. Eleven sessions programme using participatory learning targeting learners and teachers - aimed at motivating students to express their feelings, thoughts and interactions with other people; to increase their life skills and how to improve themselves to reduce physical and sexual violence. Adapted from the Washington Middle School Project.	A quasi-experimental design - 2 schools in Samuthsakorn Province. the study sample n=134 students in grade 4-6 of primary school and 179 students in grade 1-3 of secondary school. While the control group, 122 students in a primary school and 95 students in a secondary school. A post-test was conducted 2 weeks after completion of the programme among both groups using a self-administered questionnaire to assess gender attitude on gender roles.	Significant reduction in harmful norms and beliefs among the intervention group. Small sample with post test soon after completion of programme - will require further testing through a larger scale evaluation.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Bustamante et al, 2019 Gubbels et al 2021	Ecuador	A school-based child sexual abuse prevention programme implemented in Ecuador. The intervention was adapted from the programme created by Maggie Escartin in 2001, **"I have the right to feel safe at all times"** (Escartin, 2002). The intervention used psycho education to provide learners with tools to achieve: increase self-esteem, identify a personal safety net of trusted adults, distinguish between good and bad secrets, identify appropriate and inappropriate touching, avoid situations of risk, practice the right to say "no," disclose abuse, and recognize that abuse is never the child's fault. The programme consisted of ten one-hour sessions in classes.	Experimental design cluster randomised control trial . Six elementary schools in Equador -learners aged 7 to 12 participated in the prevention programme (n = 4932). Only a random sample of 939 learners was selected to answer the questionnaire to evaluate CSA self-protection knowledge.	Evidence of an increase in knowledge. Findings showed that the programme was effective in increasing medium-term knowledge of self-protection strategies and retained the knowledge 12 months after the intervention was completed. Learners struggled with distinguishing potential abusers from people they can trust.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Kaltenbach et al, 2019; Nkuba et al, 2018 ; Ssenyonga et al, 2018; Nkuba, 2017	Tanzania	**Improving Interaction Competencies** With Teachers: ICC-T intervention to Reduce School Corporal Punishment. The preventive intervention approach, Interaction Competencies with Children (ICC) focused on preventing maltreatment and improving the adult-child relationship by introducing essential interaction competencies in the work with children.	Outcomes / effectiveness evaluation Experimental design using a Cluster RCT. Programme implementation was evaluated by trainers, two independent raters also clustered the data into small content-related parts. Common themes were grouped. The study included four randomly selected regions of the 25 regions in Tanzania. In total, 158 teachers and 486 students participated in this study.	Evidence of significant improvements in the teacher-student relationship. The significantly stronger decrease in the use of emotional and physical violence reported both by teachers and students as well as the stronger decrease in positive attitudes of teachers towards physical and emotional violence in the intervention schools at follow-up provide initial evidence of the efficacy. However, further evidence is needed to establish the sustainability of its effect. **Note** - this intervention was first tested as a Pilot feasibility study by Nkuba then evaluated as part of an cluster RTC - Ssenyonga et al 2018 and currently in the field with an adaptation in Uganda as an RCT.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Naidoo et al, 2016	South Africa	The study assessed the effects of a school-based psycho education programme through an integrated model of behaviour change through a 20 week programme using external facilitators to deliver the programme to address GBV and bullying. The programme addresses attitudes, social norms, and self-efficacy as well as on belittling behaviour. The 20 weekly modules focused on addressing gender-based violence and bullying.	Experimental design using a (RCT). 434 learners participated in the baseline and a follow-up survey of sample after 5 months. 16 school (8 urban and 8 rural) randomly selected from one province in South Africa - grade 10 learners included in the study.	Evidence of significant reduction in experiences of verbal bullying. And increase in knowledge and awareness but no shift in personal behaviour. Better outcomes for older children compared to younger children.
Shechtman & Ifargan, 2009	Israel	School-Based Integrated and Segregated Interventions to Reduce Aggression. The study assessed two arms—a class intervention (integrated) and a small group counselling (segregated) intervention for highly aggressive children to determine which of the two is more effective to reduce individual and classroom aggression, lessening internalizing and externalizing behaviour, and increasing positive classroom. Both interventions consisted of 12 sessions over 4 months (December to March). The classroom intervention used psycho education and focussed on improving classroom climate; the counselling used small group psycho dynamic approach drawing on cognitive behavioural principles.	Pre-post assessment. Study included 904 children from 39 class-rooms (5th–8th grade) in 13 schools attended by a middle class population. Each school selected one grade level and three classrooms in that grade were randomly assigned to one of the three treatment conditions: psychoeducational (the whole class participated in the program), counselling (children identified as aggressive attended a group outside the classroom), and control (no intervention was administered).	Significant reduction in child and class aggression in both groups. Both interventions were effective to reduce aggression in both groups but no further implementation of the programme has been found.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Moon et al, 2017	Korea	Sexual Abuse Prevention Mobile Application *(SAP_MobAPP)* for Primary School Children in Korea. The intervention utilized a mobile app-based SAP education programme for primary school children and tested its effectiveness. The app was aimed to improve recognition and avoidance skills to prevent sexual abuse through building the capacity of children to recognise CSA and enable them to avoid and protect themselves from abuse.	Quasi-experimental. 2nd grade learners (10 yrs old) at two schools 15 subjects in the experimental group, 15 subjects in control group A (Web based SAP education), and 15 subjects in control group B (text based SAP education). With a 20% drop-out rate.	Found an increase in knowledge in identifying CSA. Findings of the study suggest that learners watching character animation greatly induced learner's attention, confidence and satisfaction that learning through textbooks. The study was largely a feasibility study and will require a larger sample to establish the efficacy and sustainability of effects.
Avşar & Alkaya, 2017	Turkey	Assertiveness training programme developed based on a review of literature for school-aged children to reduce peer-bullying and increase assertiveness. The training programmes were designed to improve on individual's assertive beliefs and behaviours to change how they perceive themselves, establish self-confidence and reduce social anxiety. The training programme varied from 8 to 12 sessions The program was implemented using groups of 10 victims and 10 perpetrators. Groups ran after school and in a different classroom from the students' usual classroom.	A quasi-experimental design using pre-and post-test design. Eighty students with high scores for victimization and/or bullying were selected randomly for the intervention group, and 80 randomly selected for the control group. In one district	Evidence of reduced victimisation and increased assertiveness, however, there was no reduction in bullying perpetration - need to explore sustained effect of intervention.
Park et al, 2017	South Korea	Data was used from the Youth panel survey to explore the longitudinal influences of PE classes, extracurricular sports activities, and leisure satisfaction on changes in adolescents' aggressive behavior over 4 years.	Used latent curve modelling to explore associations 2,647 learners (male: 1,380, female: 1,267) included in the final analysis.	Extracurricular sports activities significantly contributed to the changes in adolescents' aggressive behaviour with age. There was no change in physical education classes.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Abdulmalik et al, 2016.	Nigeria	**"Thinking group"** is a group-based problem solving intervention based on the "Brain Power Programme". It targets aggression primary school pupils in Ibadan, Nigeria. Pupils in the intervention school received 6 twice-weekly sessions of group-based intervention, which included problem-solving skills, calming techniques and attribution retraining. The groups were 40 minute-sessions twice weekly for 3 weeks to a group of 10 boys in each group.	Experimental design (RCT). Intervention study with treatment and wait-list control groups at two public primary schools in Ibadan - sample were male students in primary five - 20 males intervention and 20 controls. Compared pre and post intervention scores.	Controlling for baseline scores, the intervention group had significantly lower scores for aggression 1-week post intervention with a large effect but the other outcome measures were not significantly different between the groups post-intervention. Also to note the sample size are very small and test were conducted 1 week post intervention.
Loui, 2017	South Korea	Stand By Me: Bullying Prevention and Bystander Empowerment programme delivered through a presentation to high school students. The presentation was made by a ROK police officer and the objective was to alter students' attitudes about bullying and to get them to act. The presentation was developed based on programs (primarily from the U.S. and other western countries) Presented to South Korean high school students in spring 2016.	Quasi experimental in design - treatment group and comparison group. Two schools - 60 students from the comparison group school and 55 students from the treatment group school.	The treatment group were less likely to support bullying and more likely to be willing to intervene in bullying incidents compared to students who did not participate in the presentation. The survey was conducted immediately after the presentation and does not show long term retention of the information - as it will most likely not reduce behaviour significantly.
Chen et al, 2012	Taiwan	Pilot Evaluation of a Sexual Abuse Prevention Programme for Taiwanese Children. Two x 50 minutes sessions CSA prevention programme providing learners with skills on how to avoid and report abuse: focused on increasing information and building skill.	Experimental design (RCT). 46 children age 6 to 13 were enrolled into the control and intervention groups.	No increase in knowledge of sexuality and safety.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Şahin, 2012	Turkey	The effectiveness of empathy training as an intervention program on bullying behaviors among six graders in primary schools was investigated. The empathy training programme was prepared focuses on developing learner's sensitivity and cognitive abilities including empathic reactions, recognizing, evaluating and naming feelings required in an empathic process.	Experimental design (RCT). Students divided into four groups (two experiment groups and two control groups). n= 38 students enrolled into the study.	Evidence significant reduction in peer-peer violence, Reduced perpetration, Increase in empathy. This study size would be seen as a feasibility study and a larger sample is needed to determine efficacy.
Sinclair et al, 2013.	Kenya	**"No Means No Worldwide"** self-defence course for reducing the incidence of sexual assault in Kenyan adolescent girls. Six 2-hour sessions of the No Means No Worldwide programme, held weekly for 6 weeks, followed by 2-hour refresher courses at 3-, 6-, 9-, and 10-month intervals. The self-defence curriculum is manual-based to address the special needs of women and children living in areas where the incidence of rape is high.	Longitudinal study, non-randomised census-based longitudinal cohort study. N= 522 at baseline. 10 month follow-up n = 489.	Evidence of reduced victimisation, reduced sexual assault, reduced assault by boyfriend ($p < .0004$) and relatives ($p < .002$); in disclosure (55.6% to 97.1%; $p < .0001$). There was decrease in sexual assault incidence (24.6% at baseline to 9.2% at follow-up) ($p < .001$). physical skills, and 36 (17%) used physical skills alone.
Gage et al, 2016	Haiti	A violence-prevention curriculum on knowledge of dating violence among high school students in Port-au-Prince, Haiti. The curriculum was a ten x 50 minutes sessions adaptation of the **SAFE Dates** curriculum known to reduce physical and sexual DV perpetration and victimization among male and female adolescents. Teachers were trained to implement the programme.	Pre post test design; (RCT). Both males and females included. N=263 students at baseline and n=221 at post test.	Significant increases in knowledge of all DV including on two warning signs of DV victimization (from 6.2% at pretest to 90.5% at posttest) as compared to perpetration (from 6.2 to 72.6%). The was a difference between knowledge acquired between students taught by male compared to female teachers. - students had better outcomes when programme delivered by female teacher.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Cho & Park, 2015	Korea	**The "We, Education, Emotion" (WEE)** project was developed to curb the increasing tide of school bullying The goal of the project was to create a comprehensive counselling support for learners who are at risk delivered through schools in Korea as part of the Korean National Counselling programme.	Quasi-experimental study design with before-and-after measures of bullying. N=2122 seventh-grade students were enrolled in the intervention group and n=850 seventh grade students in the control group.	Evidence of no effect.
Soleiman et al, 2013	Iran	Domestic violence prevention programme using the **PRECEDE-PROCEED Model** on preventive behaviours of domestic violence among Iranian high school girls. To change students' attitude towards domestic violence prevention. The intervention was designed based on the Precede-Proceed Model this programme integrates and awareness raising component combined with changing attitudes through group discussion as well as advocating to change the school environment to be supportive and provide counselling.	Mixed methods: Pre-test and post-test, Focus groups, Interviews. An interventional study was completed during 2010-2011 in 10 high schools in the district 17 of Tehran municipality with 510 female students. 12'th grades senior students of each school, a sample size was randomly selected.	Positive increase in preventive behaviours in the intervention group from baseline to two months. Skills-based education is an effective way to enable students to reduce violence and promote non-violent behaviours.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Dinarte, 2017 Dinarte L & Egana-delSol P. 2019.	El Salvador	**Glasswing's After-School Clubs (ASP)**: The ASP analyzed consists of clubs implemented after school hours within school facilities Participants are between 10-16 years old and enrolled in public schools in El Salvador. The programme consists of two sessions per week, which lasted 1.5 hours each. Every session included (i) a discussion oriented towards fostering children's social skills and conflict management and (ii) the implementation of the club's curricula, such as scientific experiments, artistic performances, and so forth. The intervention was implemented by volunteers of Glasswing International, a local NGO working in Central America and Mexico. NGO's theory of change, the intervention's main objective is to successfully modify children's violence and attitudes through the learning of life skills, and therefore improve their academic performance.	Outcomes / effectiveness evaluation. Experimental design (RCT). The study sample includes 1056 enrolled students between 10-16 years old randomly assigned to treatment or control groups. Randomization was done such that group size, and club categories (leadership, art and culture, sports and science) were balanced in both types of treatments.	Evidence of significant violence reduction: Decreased violent and criminal activities, decreased antisocial behaviour. The programme reduced bad behaviour reports by 0.17 standard deviations, school absenteeism by 23%, and increased school grades by 0.11-0.13 standard deviations. An additional novel result is that participants with a greater propensity for violence are more likely to increase their academic achievement and reduce their school absenteeism, compared to the less violent group.
Dunn, 2011	South Africa	Hands Off Our Children (HOOC): The school programmes catered for learners of all ages and included an educational crime prevention puppet show for the foundation phase learners. A video about child abuse was screened and used in a group discussion with learners in Grades 3 to 5. The HOOC project aimed to reinforce self-protective concepts by providing each Grade 4 learner with a board game that had a preventative focus. The HOOC board game was therefore used as part of a school-based programme. Grade 6 and 7 learners were educated on abuse, drugs and alcohol by means of the Lions/Quest for Adolescence life skills programme.	Impact evaluation. Experimental design (RCT). Mixed methods. A proportionally representative sample of approximately 2 000 children from the population of children between 9 and 12 years who are currently in Grade 4 in the Western Cape were selected for the control group and 500 participants for the experimental group were randomly selected from the schools.	Increased knowledge of inappropriate touching. The experimental group's knowledge of body awareness after the implementation of the HOOC board game did improve significantly between the pre-, post- and follow-up tests. These findings support the effectiveness of the HOOC board game as a strategy to increase prevention knowledge. Post test conducted same day as intervention - retention of knowledge not established and ability to protect themselves.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
No Means No, 2019; Decker et al, 2018; Sarnquist et al, 2019; Baiocchi et al, 2017	Kenya, Uganda and Malawi	Impower rape prevention programme with 10-19-year-old females. The programme was developed by No Means No Worldwide (NMNW) and is a group-based intervention to teach females verbal and physical skills to prevent sexual assault. The NMN system consists of three components: 1) NMN curriculum: 12 hours of content taught in two or three-hour classes. 2) Network referral system: Connection to services for participants who disclose violence and request assistance. 3) Survivors in Recovery Anonymous (SIRA): Support groups for those who have disclosed violence and request for support.	Four evaluations completed Two Impact evaluations and one Outcomes / effectiveness evaluation with Experimental Designs (RCT).; and Process / implementation evaluation: Mixed methods: Pre-test and post-test, Interviews. March and September 2019, the programme reached 24,081 girls age 10-19 through 551 interventions in 35 sub-counties within the target districts. On average, the NMN programme cost approximately $18 per graduate.	Evidence of significant violence reduction. Reduced intimate partner violence, Reduced victimisation; Reduction in harmful norms and beliefs; Increased knowledge and confidence. Community stakeholders had positive perceptions of the programme, saying that girls were more assertive, confident, and independent; that disclosure rates had increased; and that school attendance was increased. **Costing shows 18 dollars per graduate**
Unterhalte & Heslop, 2012	Tanzania and Nigeria	**The Transforming Education for Girls in Nigeria and Tanzania** (TEGINT) project is a special education initiative to transform the education of girls in Northern Tanzania and Northern Nigeria, enabling them to enrol and succeed in school by addressing key challenges and obstacles that hinder their participation in education and increase their vulnerability to gender violence and HIV/ AIDS.. the programme is multicomponent and consists of girls' clubs, teacher training and supporting school management.	Outcomes / effectiveness evaluation. Pre-test and post-test. In Nigeria all 72 schools (36 primary and 36 secondary) in which the TEGINT project worked were included in the surveys for the endline study. In Tanzania 30 schools (23 primary schools and seven secondary schools) were selected from the 57 project schools for the study using stratified random sampling. In total 1977 respondents participated in the study (1359 Nigeria and 618 Tanzania).	Evidence of significant violence reduction: increased disclosure, empowerment, and knowledge.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Henry, 2020	Uganda	Ffena Tuzanye project, using Netball play as a tool to build teams which promotes room for acceptance, negotiation and challenging stereotypes that promote GBV. This is a model designed to build resilience & challenge stereotypes while empowering a group of young people that accept each other through building healthy relationships with respect of rights for each other. Over 96 educative netball play based sessions on GBV were conducted in the selected intervention schools benefiting an average of 600 students weekly for 6 months. Over 25 GBV sessions were carried out at community level reaching out to over 200 young people every weekend.	Impact evaluation. Quasi-experimental design: pre-post test, interviews and focus groups. Change in trends was monitored from baseline to end line evaluation assessments. This was a controlled experiment. where all information was compared between the intervention and the control schools. 1200 students were involved in the pilot study. Boys and girls from the intervention and control schools.	Evidence of significant violence reduction: reduction in harmful norms and beliefs; significant increase in knowledge on what GBV is and entails.
Schmid et al, 2010; Peltzer, 2003	South Africa	The Soul City Institute uses mass media interventions ('edutainment') to develop safe and healthy communities in a context of high levels of poverty and unemployment, lack of services and infrastructure, much violence, crime and substance abuse, and a sizeable prevalence of HIV/AIDS. The institute reaches adults through its Soul City programme, while 8–12-year-olds and the adults in their lives are targeted through television, radio and print in the innovative Soul Buddyz programme. The Soul Buddyz programme was extended to Soul Buddyz Clubs (SBCs). In 2003 1800 clubs were established, growing to 5255 in 2009 and representing a quarter of South African primary schools.	Outcomes / effectiveness evaluation Focus groups, Interviews, and an exploratory case study approach. In total, 120 club members, eight facilitators, 15 parents/caregivers, six principals, 10 teachers, 11 former club members and four community members (chosen by the particular facilitator) were interviewed. In addition, project documentation, such as quarterly project reports, a programme proposal, the Soul City learning material, two past programme evaluations and various media reports were examined. Researchers used verbatim notes of the interviews to write a case study for every club.	Evidence of effectiveness to reduce violence and increased knowledge, safe sex behaviours.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Chigunta, 2005	Zambia	Child rights clubs (CRCs), which aim to empower and activate children by creating awareness about their rights and responsibilities. Since the inception of the Project in 2003 to date, 300 child rights clubs have been established in 300 primary, basic, high and community schools in six of Zambia's nine provinces. The Project covers 138 community schools, and 128 high schools and basic schools. These comprise 237 schools - 207 co-education schools, 17 boys only schools and 13 girls only schools. An estimated 10, 970 children are participating in the CRCs, comprising 6,240 boys and 4,730 girls.	Outcomes / effectiveness evaluation. Focus groups, Interviews. The evaluation mainly used a qualitative approach. A total of 661 respondents were selected for the evaluation study. Of these, 621 were pupils, while the rest were non-pupils. In total, 40 focus group discussions s were conducted involving about 349 pupils, while 272 in-depth interviews were conducted with the CRC and non-CRC members in the selected schools.	Evidence of significant violence reduction: positive impact on the awareness and knowledge of the rights of the child in the schools where the clubs operate.
Strydom, 2014	South Africa	*The Birds and Bees* is a peer education programme that aims to create safer schools by decreasing incidents of sexual violence in schools and increasing the reporting of sexual violence. The programme in its current form has been implemented in high schools in Khayelitsha since 2009 and this dissertation focuses on two high schools in Khayelitsha that received the programme throughout 2013.	Pre-test and post-test, Quasi-experimental design, Mixed methods (quantitative and qualitative), using interviews. The evaluation used secondary data collected throughout 2013 and included interviews with the programme coordinator and the two supervisors responsible for the training and supervision of the peer educators. Thirty-nine peer educators from Grades 8 to 10 were selected for the programme. The first group (School A) consisted of 17 learners, 8 male and 11 female with a mean age of 16. The second group (School B) (n = 22) consisted of 10 males and 12 females with a mean age of 14. All participants were African with isiXhosa as their first language.	No / insufficient evidence. In summary, the logical framework for the Birds and Bees programme was not utilised by staff. All the learners enjoyed the training; however some sessions were not well attended. There was no safety plan implemented in either of the schools and there was no data being collected in order to monitor how often learners approached the peer educators, how many accessed the RCCTT's services and how many learners reported rape at their school.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Chamroon-sawasdi et al 2010	Thailand	A 11-week program to motivate students to express their feelings, thoughts and acts and enhance their life skills to reduce physical and sexual violence. The program engaged girls and boys in age group 10-16yrs through 11 two-and-half hour sessions led by teachers. The sessions focused on understanding of happy school and family, relationship, impact of physical and sexual violence, gendered roles, self-esteem, management of emotions, communication and problem solving. While the authors considered this as a whole school-based programme, the basis is not clearly articulated. Except for including all students of select classes to participate in the program, there is no reference of efforts made to engage other stakeholders and change the school environment.	Quasi-experimental pre-post design including two schools – one intervention and another control. A total of 313 students participated in program and evaluation in intervention school and 217 in control school. Mean age of students was 12yrs and 53-54% were male.	Evidence – Significant net increase in mean score on gender attitude among intervention participants compared to control.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Lam et al., 2018	Sri Lanka	The Be Safe and Ten Steps programmes. Be Safe is a personal safety, school-based programme for children ages 5–9, with a focus on preventing sexual abuse. Be Safe introduces young children to the concepts of safe and unsafe touching, children's rights, adult's responsibilities to protect children from harm, and safe and supportive friendships. The lesson cards took around 20–30 min to teach and were delivered in all classrooms over a period of 10–12 weeks. The classroom sizes ranged from 20–30 children depending on the district and size of community. The programme ran from 2008 to 2014 in all 25 districts of Sri Lanka, and in 2238 schools. Building on this program, the Ten Steps program was added which focused on providing support for schools to create policies, structures and other mechanisms to protect children from violence. Ten Steps was implemented from 2010 to 2014 in eight districts in 223 schools. A total of 186,545 parents and teachers, and 125,027 students were reached by these two programs. Around 23% of schools in Sri Lanka were reached by these programs.	A cross-sectional retrospective study design was used. A total of 835 parents of children who participated in the program were surveyed across seven districts in Sri Lanka. This study aimed to evaluate the effectiveness of the Be Safe program in Sri Lanka using a dose-response approach from the perspectives of parents. A cluster sampling approach was used to select schools for this study. First, seven out of the 25 districts in Sri Lanka were randomly selected. Then, seven to eight schools were randomly selected among these districts. In total, the number of schools involved in the study was 54. The Be Safe and Ten Steps programs reached 125,027 students (63,198 males and 62,738 females) across the country. Pure random sampling was not logistically possible. A cluster sampling design was used in which 835 parents of children who participated in the program were surveyed (around 15–16 parents from each school).	Inconclusive evidence. Low to moderate correlations were found between exposure to the program and perceived child safety in schools, school policies, and in the community. The findings provide preliminary evidence of program effectiveness; however, more efforts are needed to validate and sustain outcomes. Despite low exposure to the program interventions and low correlations found, there is some evidence to suggest that increasing exposure to the program contributes to violence against children prevention outcomes. For example, parents that recalled more Be Safe objectives were more likely to perceive that the program benefited their child, and that their child knows who to go to regarding reporting abuse.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Phillips, 2010	South Africa	Silence the violence (STV): a school-based violence prevention programme seeking to reduce violent behaviour by creating awareness of personal triggers, and equipping participants with anger management, conflict resolution, and non-violent communication skills. The programme was implemented in three Cape Town schools in 2009 with a total of 52 participants having completed the programme. Participants are learners between 14 and 21 years of age (Grade 8 to 12) who are regular offenders of violent behaviour at school and/or are experimenting with alcohol and drugs. A total of ten sessions are presented with one session occurring each week. Each of the sessions lasts approximately 90 minutes.	Pre-post test design. Data for the evaluation was collected by reviewing selected programme records such as the programme procedure manual, facilitator briefing notes, and pre-test questionnaires. A modified post-test questionnaire was also administered to the programme beneficiaries as well as an additional questionnaire. Data was also collected through facilitator interviews and a checklist which was administered to the parents of the programme beneficiaries.	No significant differences were found between the pre and modified post-test mean scores for self-awareness and attitude. However, significant differences in the mean scores for violent behaviour from pre to modified post-test were found.
Mutto et al, 2009	Uganda	Mato-Oput5, a school-based violence prevention curriculum. Mato-Oput5 is an individual level intervention that addresses those values and assumptions underlying individual responses to conflict and provocation. It provides alternatives to violent responses. The intervention posits attitudes mediated reductions in conflict and violence, and injury and violence rates among children consequent to their exposure to the curriculum. The curriculum is formally integrated into teaching and learning covering themes such as: conflict, conscience, violence, non-violence, impulse control, anger management, kindness, forgiveness, empathy and reconciliation. At least two 40-minute weekly lessons were taught.	Outcomes / effectiveness evaluation. Mixed methods: Experimental design (Cluster RCT). A purposive sample of six primary schools was selected and randomly allocated to intervention and control arm. A total of 1 027 grade five children (on average, 171 per school and 100 per class) participated in the baseline with mean age 12.3yrs. The male: female ratios of the intervention and control groups were 117: 100 and 104: 100.	Evidence – While there was no reduction in violent incident rates, there were an attitudinal shift in support of offender forgiveness and non-forceful response to provocation in the intervention groups.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Kongsuwan, et al 2012	Thailand	12-week Violence Prevention Programme involving a series of goals and activities focusing on adolescents (12-15 years of age) who demonstrate moderate to high aggressive behaviour. Focuses on engaging in self-care to cultivate a negative attitude toward the use of violence.	Non-experimental. Within group repeated measures design with a pre-test and post-test (N = 45). Scores for aggressive attitudes and behaviours obtained and compared at baseline; twelve weeks later pre-programme, programme; and, upon completion of the 12-week intervention programme.	Evidence of significant reduction in aggression and perpetration, and an increase in violence management skills.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Albayrak et al., 2016	Turkey	Three-month **school bullying prevention program (BPP)** from March – May 2011 conducted by researchers as part of a volunteer nursing program. Students and their families were first provided with education on the subject of bullying, then security measures were taken around the school and its surroundings, unacceptable behavior in and around the school was defined and announced to the entire school, with the cooperation of the students being achieved at every step. The BPP was prepared in accordance with the Behavioral–Ecological Model (BEM) and the Neuman Systems Model (NSM) and it encompassed faculty members, families and students.	Impact evaluation. Pre/post-test quasi-experimental design. The study was conducted with pupils in the 12–15 age group (n=583) who were students at two public elementary schools in Istanbul. Research was conducted in the 2011–2012 academic year with 367 students (222 control, 145 study group).	In the post-test, the mean scores of the study group in all of the sub-scales of the Peer Victimization Scale (PVS) and in the "threatening/ intimidating" sub-scale of the Peer Bullying Behavior Scale (PBBS) were found to be significantly lower than those of the control group (p b .05). It was concluded that the BPP organized in line with the BEM and the NSM was effective in reducing bullying and could be used in nursing practices. Victimization decreased in the study group as compared to the control group, and the threatening-intimidating bullying behaviour of the students in the study group was reduced, but bullying in the other dimensions showed no change.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Klevens, et al., 2006	Colombia	Two interventions to reduce aggressive and antisocial behavior in first and second graders in a resource-poor settings. The first intervention was a teachers' training that focused on standard classroom management techniques and strategies for shaping children's behaviors. The second intervention group received the same teachers' intervention combined with a parenting intervention. Teachers in both groups (n = 78) were invited to attend 10, 4-h weekly workshops for training (40 h total) but were divided into two groups for this training. Parents attended 1-h group discussions once a week for 10 weeks. These differed from the teacher training in that parent groups were smaller (10–12 per group) and grouped by the children's classroom.	A three-arm cluster RCT. Twelve public schools (n = 2491) from a total of 102 public elementary schools in Pereira were selected. Teachers and parents in control schools were given the same information about the project as in the intervention schools.	There were significant group differences in aggression level among children in the three intervention groups, between boys and girls, those with different pre-existing level of prosocial behavior, and students from different schools. Boys and girls differed by group over time as evidenced by the significant interaction between sex group time ($F = 5.53$, $p = .004$). Aggression changed in the same direction for boys and girls in each of the groups with higher levels of aggression for boys at both assessments and a steeper increase in aggression for boys from pre to post-tests among the controls. Prosocial scores increased in the teacher-only group (comparison of slope to control group: $F = 25.15$, $p < .0001$) but remained constant in both the teacher/parent combined intervention group and the control group.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Monteiroa et al., 2015	Brazil	**Culture Circles** in adolescent empowerment for the prevention of violence. In this study, an educational intervention was implemented with adolescents, addressing the construction of proposals to prevent violence. In this process, Paulo Freire's Culture Circle emerged as a health education strategy, enhancing reflection-action as a result of collective construction, through the creation of emancipatory spaces for the strengthening of the community. Small groups were constituted, involving adolescents aged 15-19 from the first and/or second year of secondary education (n=11), including six female and five male participants.	Focus groups and interviews. The data collection took place at two moments: visits to the school made between September and October and an educational meeting guided by the principles of the Culture Circle, held in November 2011, including participant observation with notes in a field diary, photographic records, recordings and play techniques with the elaboration of drawings and the use of play dough. The researchers made five visits in the afternoon period, which took one hour each.	No evidence. Study described the development of a violence prevention programme. The adolescents' aplomb in the Culture Circles highlights the importance of young people serving as protagonists in the discussions and deliberations on public policies of interest to this age group. Promoting the young people's participation in a democratic and solidary pedagogical process is fundamental for the strengthening of the youth's leading role as an action tool that triggers positive changes in the political-social reality. The school context was considered fertile ground for the development of educational practices given the importance of this environment in the education of children and adolescents.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Plummer et al., 2007	Tanzania	**MEMA kwa Vijana (MkV)**: a school-based adolescent sexual health intervention in 62 primary schools rural Mwanza, Tanzania from 1999-2001. MkV consists of three components: A teacher led, peer assisted primary school programme, training healthcare workers to encourage youth friendliness, youth condom promotion and community mobilization. Four 1-week training courses were held for 62 head teachers and 122 other teachers. Three 2-week training courses were held with 63 young, out-of-school trainers-of-peers called class peer educators (CPE). Training courses were conducted annually for both new and experienced MkV teachers and CPEs. Specifically 1-2 additional teachers per school (n=67) were trained prior to the second year of the intervention, and six year Year 5 CPEs were trained annually (n=372).	Process evaluation. The trail took place in 20 communities involving 62 intervention schools, 63 comparison schools, and government health centres in those communities. Annual process evaluation surveys, Qualitative participant observation of teacher training courses in four intervention and five comparison villages (n=158).	Insufficient evidence. The intervention appeared successful in addressing knowledge or risks and benefits of behaviours but not knowledge of perceived susceptibility to risk. MkV found significant and favourable impacts on self-reported attitutdes and behaviour in the surveys. However, a substantial proportion of survey self-reports were inconsistent and may provide an inaccurate assessment of intervention impact. Most teachers taught curriculum content well, but sometimes had difficulty adopting new teaching styles. The study concluded that when introducing an intervention into a context in which both implementers and participants have ver limited educational levels and resources, basic standards of teaching and information must first be established before more complex and interactive work can be done.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Wood, 2012	South Africa	**SHOW(e)D:** A school based intervention using art forms to generate insights, encourage discussion and reflection, and facilitate action. Participants were first prompted to 'Draw how you picture gender injustice', and then to explain their drawings. A subsequent photo voice workshop was then held, where the participants were divided into groups and instructed to take photographs representing: "Ways that you could stop gender injustices." The groups were given about 30 minutes to do this in the surrounding environment. Each group then chose three photographs to work with further, writing narratives to explain the images.	Outcomes were insufficiently measured through focus groups, where findings from workshops were used to assess the trajectory of participants' self-efficacy. Using the drawings to provoke discussion, two focus groups (8 volunteers in each) were held a few weeks later, to further explore learner feelings, beliefs and actions around gender. Throughout the process of data generation, learners met regularly with teachers as facilitators, to devise ways that they could use the knowledge and data generated, in order to design peer interventions (drama, role plays, photographic displays, drawing displays, poetry).	No evidence. This was not an evaluation but a participatory action research project. The research design supported participants when taking action to influence their community; and in the process, they themselves developed a higher degree of self efficacy that enabled them to be more confident and motivated to be peer educators. But no evidence was gathered to support the measurement of self-efficacy.
Pinheiro et al., 2014	Brazil	**Model of life,** an educational intervention using the life activity of breathing with adolescents. Model of Life is composed of 12 activities, namely: 1) Maintain a safe environment; 2) Communication; 3) Breathe; 4) Eat and drink; 5) Eliminate; 6) Taking Care of personal hygiene and clothing; 7) Control body temperature; 8) Mobilize oneself; 9) Work and relax; 10) Expressing sexuality; 11) Sleeping; and 12) Die. It is important to highlight that the model is also composed of the factors that influence life activities, described in five main groups: physical, psychological, sociocultural, environmental, and political-economic.	A qualitative study using action research. There were approximately 70 adolescents between 15 and 18 years old in this modality, but only 25 agreed to do the interview, 12 girls and 13 boys. There were two research periods - the month of April, in which the interviews occurred and, soon after the completion of these, the educational workshops, which occurred in the second half of April until June 2011.	Only baseline findings with programmatic evidence. The programme was not evaluated, but was action research with a reflective practice component. Reflections included the perception of drugs as a harmful agent for the young person; the importance of "empowerment" for self-care and the improvement of the quality of life of the individual and the community; and adolescents reflected on their life context and vulnerabilities.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Masinga, 2019	South Africa	**Think Smart-Take Charge-Turn a New Leaf programme,** a theory-based school violence prevention programme for high school learners (n=8) in the Tshwane south district, Gauteng Province. The premise was that teaching socio-emotional and ethical skills would enable learners to see violence as a violation of people's rights, to think about the consequences of their behaviour for themselves and others, and to subsequently turn around violent behaviour by learning decision-making, problem-solving, conflict-resolution and anger-management skills. A hybrid method involved teaching and learning that incorporated didactic methods, group discussions, modelling, role plays, transfer training, positive role models, as well as information and communications technology (ICT). Programme took place over six 1-hour sessions.	Formative evaluation. One public high school was randomly selected from a list of 20 public and private high schools in the Tshwane South District. Non-probability purposive sampling was used to recruit eight participants (4 males and 4 females) aged between 16-19 years from the Grade 11 class registers. All the participating learners had all experienced school violence as victims, perpetrators or bystanders. Quantitative questionnaires and a qualitative focus group interview were used to collect data. During the qualitative phase, a focus group interview was conducted using a semi-structured interview schedule to evaluate the effectiveness of Triple T. A non-experimental single-group pre-test post-test design was employed during the quantitative phase to evaluate the pilot programme using a self-designed measuring tool.	Inconclusive evidence. Despite the time constraints, the results demonstrate that learners gained more awareness and knowledge about school violence. Overall, the programme made a positive contribution to the learners' attitudes, but could not yet change their behaviour because of the time constraints and the fact that change is a process. The study sample was too small to make any distinct conclusions. The use of transfer training, homework, ICT, modelling and role play was unproductive.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Haseen et al., 2004	Bangladesh	**Nijeka Jan,** a School-based Sexual and Reproductive Health Education Intervention among Adolescents in Rural Bangladesh using educational booklets. The booklets were all grouped under the title 'Nijeka Jano', meaning 'knowing yourself'. The topics of the first booklet, 'Puberty', covered nutrition, hygiene, reproductive anatomy, development (physical, mental, and social), teasing, and sexual harassment. The second booklet, "Marriage and Family Health", covered marriage, family planning, pregnancy, antenatal care, postnatal care, tetanus toxoid, abortion, infertility, and impotency. The third booklet "STI and HIV/AIDS".	The study was quasi-experimental in design. The intervention effects were measured through pre- and post-intervention surveys. Students were assigned to one of three groups depending upon what school they attended: Group A received community sensitization, booklet distribution, and training of providers in the clinics of Ministry of Health and Family Welfare (MOHFW), Government of Bangladesh (GoB) for the provision of adolescent friendly services, Group B received community sensitization and the booklet distribution, and Group C served as controls. Univariate and multivariate analyses, significant improvements in knowledge at intervention schools.	Evidence of no impact. The impact of the intervention was influenced by the introduction of another adolescent reproductive health intervention unconnected to this study. The results of the study provide valuable information on the process of implementing a culturally sensitive intervention. Although the community recognized that reproductive health education is an important need, the efforts required in sensitizing the community indicate that adolescent reproductive health remains a sensitive issue and will face many barriers if not sensitively planned and implemented.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Mallick et al., 2018	South Africa	**Classroom communication resource (CCR) program,** focusing on peer attitudes, teasing and bullying, while using stuttering as an example of a vulnerable population. Schools were assigned randomly to control and intervention groups consisting of grade 7 participants who were typically aged ≥ 11 years. Teachers received 1 h of training before administering the single-dose CCR intervention over a 60–90-min session. The CCR intervention included a social story, role-play and discussion. All participants viewed a video and stuttering was defined at baseline.	A stratified cluster randomised controlled trial (RCT) was conducted using a 1:1 allocation ratio whereby schools were the unit of randomisation and were stratified into two quintile groups (lower versus higher quintile groups). Ten schools were randomly allocated to control (k = 5) and intervention groups (k = 5), with n = 223 participants allocated to intervention and n = 231 to control groups. A total of 454 participants were analysed at baseline and six months after intervention.	Evidence of no impact. There was no statistically significant difference on the global SROM score or on SROM subscales. No statistically significant differences were noted. It is possible that the time frame was too short to note changes in peer attitudes and that further study is required to confirm the findings of this study.
Prakash et al., 2019	India	The **Samata** Intervention to increase secondary school completion and reduce child marriage among adolescent girls. The programme assesses the impact of project Samata on levels of (i) high school entry; (ii) high school retention; (iii) age at marriage; and (iv) age at sexual debut of low caste adolescent girls. In addition to these coprimary outcomes, the programme conducted a survival analysis for marriage, sexual debut, pregnancy and entry into sex work exploring how the intervention has affected the school and the communities' response to premature school drop-out, as well as the processes and causal pathways through which changes occur for the following secondary outcomes: social norms and attitudes related to girl's education, gender roles, early marriage, and sexual harassment; girl's sense of self-esteem and selfconfidence; expansion of girl's networks; girl's experience of harassment in the past six months; and girl's entry into sex work.	A cluster RCT was conducted in eighty village clusters (40 intervention; 40 control) in Bijapur and Bagalkot districts in northern Karnataka. This encompassed 296 villages (119 intervention, 177 control) and 129 secondary schools (69 intervention, 60 control). All low caste (scheduled caste/ tribe) adolescent girls attending 7th standard (final year of primary school) were enrolled and followed for three years. Of the 2457 girls enrolled in the trial, 2275 were interviewed at baseline, and 1788 were interviewed at endline.	No significant differences were found between trial arms in primary and secondary outcomes. The intervention had no overall impact. However, there was a small but significant increase in secondary school entry and completion in intervention villages. Low school drop-out and marriage rates at end-line, coupled with exposure to various government-led campaigns in the control villages, makes it difficult to assess the value of this multi-level, norms-based approach.

Programmes focused on knowledge, attitudes, and life-skills				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Karatas & Ozturk, 2020	Turkey	**A Social Cognitive Theory anti-bullying programme**. The programme comprised of 113 students receiving 6th grade education at 2 randomly selected schools. The training programme for students was conducted as weekly 40-minute sessions over a 5-week period. The programme lasted for 7 weeks with content such as awareness training sessions that included information about bullying, scenario training, problem solving techniques, how to respond to bullying, and a session oriented towards antibullying activities. The parent training sessions took place twice a day, each session lasted for 60 minutes and 26 parents attended the training. In the parent training session content, there was awareness training for bullying, the negative results of bullying, adolescence, and subject of communication with an adolescent. School administrators were also included in this training. In the training session content for teachers, there was awareness training for bullying, the negative results of bullying, activities that could be done to prevent bullying school-wide, and subjects that dealt with the relationship between bullying and teacher attitudes.	This study was made using a quasi-experimental control group pre-test post-test design. This study was carried out in 2 primary schools. Two classes were selected from both schools in order to cover the number of samples. An experiment (N=56) and a control group (N=57) were generated from both schools. The data was collected before the training, 2 weeks after the training, at the 6th month, and at 1 year after the training. A statistically significant difference was found among the control and experimental group victim subdimension point averages in the group interaction (F=68.28, p=0.001), time interaction (F=7.39, p=0.001), and group-time interaction (F=14.04, p=0.001). A statistically significant difference was found between the control and experimental group bully subdimension point averages in the group interaction (F=7.63, p=0.007) and time interaction (F=20.21, p=0.001). No significant difference was determined in the group-time interaction (F=1.10, p=0.349).	In this study, it was found that there was a significant difference between the measurements before the training, the 6-month, and 1-year measurements in the experimental group in which the bullying prevention programme was applied. It was also found that the programme carried out with the students in the experimental group caused more of a decrease in the victim levels than for those students in the control group, and this was a long-term situation. It was found that the bullying prevention programme based on the Social Cognitive Theory is effective in decreasing the rates of students who are bullies or are the victims of bullying, and this effect continues in the victims through to the end of the 1st year; however, it becomes nonsignificant in bullies by the end of the 1st year. A promising programme, but it would need to be tested on a larger sample.

Programmes focused on Safe Environments				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Harada et al, 2010	Brazil	The theater as a strategy for peace building. The Escola Promotora de Saúde was adopted as a strategy for reducing violence using theatrical pieces created by 10 teenagers to showcase problems experienced in the community and reflect on possible approaches for peace building. The strategy was also aimed at building alliance and community by creating awareness about violence and the need to fight against it. Overall, 20 shows were conducted reaching 3000 people.	37 teachers were given questionnaires to evaluate the effectiveness of the strategy in reducing violence and in the building of peace. Evaluation design: Non-experimental with small sample. It did not measure outcome.	Of the 37 respondents, 35 teachers felt that the theatre was an effective strategy for creating awareness. Given the nature of evaluation design, evidence on effect of intervention in creating awareness and peace building is inconclusive.

Programmes focused on Safe Environments				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Mukherjee, 2017	India	Arpan's Personal Safety Education Programme: Engages children and their primary caregivers – teachers and parents – to prevent and respond to child sexual abuse. Among children, the programme focuses on creating awareness and skills to assess situations, use refusal skills and seek support. Among teachers and parents, it creates awareness and inculcates skills to identify and provide necessary support to address CSA. Till March 2017, the programme has reached over 460,000 children and adult stakeholders. Several schools have institutionalized the programme through the school curriculum.	Evaluation: In 2014, the programme was evaluated using quasi-experimental post- test design in 9 schools. In 2017, a qualitative study was conducted in 5 schools to assess efficacy of the program after it is institutionalised as a part of the school curriculum using case study design. 2014 study: Survey with 770 students selected from 9 schools (7 intervention and 2 control). 2017 case study: Focus Groups Discussions with 152 students, In-depth Interviews with 31 students, interviews with 5 headmistress and principals, 10 teachers (who conduct Personal Safety Education programme), 5 counsellors, 9 parents, CEO and Head of Dept were also conducted.	2014 survey: In comparison to schools without intervention, a higher proportion of students from the programme schools had recall of body parts, and were able to identify unsafe situations and seek support in case of violence. 2017 case study: Discussion with children, teachers and parents indicated improved knowledge about child abuse. Children demonstrated self-esteem and help-seeking behaviour. They also articulated feelings and increased body awareness. Parents identified the Personal Safety Education programme in aiding their communication with children on personal safety. Teachers reported that the programme has helped in streamlining the process of handling disclosures of Child Sexual Abuse. Teachers have taken the learnings from the PSE classrooms and have created safe environments in their homes and personal spaces. Weak evaluation design but promising results.

Programmes focused on Safe Environments				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Nicholson & Mukaro, 2018	South Africa	'Zero Tolerance School Alliance' (ZTSA): a Model for Addressing School-Related Gender-Based Violence (SRGBV) in South Africa, by adapting an effective, adult-centric, community-based GBV prevention—the Zero Tolerance Village Alliance—to help mitigate SRGBV among children in secondary school. The ZTSA was implemented in one public secondary school in Vhembe district, Limpopo province, South Africa. The intervention was implemented for 12 months, from March 2016 to March 2017, and involved an intensive community mobilization effort with several interconnected elements including: Community dialogues, Stakeholder forum, Development of community maps, Training, Promotion of adherence to Zero Tolerance School Alliance criteria, and a Pledge ceremony and award of ZTSA membership.	Outcomes / effectiveness evaluation using quasi-experimental with pre- and post-data collection design using mixed methods (survey and FGDs) of data collection. Study participants: Students from grades 8 to 12, teachers and parents. Schools: One intervention and one comparison school were included in the study. Sample size: 356 students at baseline and 420 at endline participated in the surveys; Three FGDs were held with students—two single-sex and one mixed-sex. The other three FGDs were with parents, teachers, and support staff, as separate groups.	The intervention had positive results on witnessing violence enroute to school, experience of bullying in school, and help seeking behaviour. The program was more effective among girls than boys. The intervention significantly contributed to a reduction (12%) in the proportion of intervention site girls who witnessed violence enroute to school, compared to an increase (24%) among their comparison site peers. While the intervention significantly contributed to reducing experience of certain aspects of violence (such as being teased or kidnapped), it did not lead to reductions in other forms of violence, such as being attacked, bullied, or unwanted touching. ZTSA did not lead to a reduction in the proportion of intervention school boys (as opposed to girls) experiencing bullying in school, nor in the proportion of intervention school boys and girls alike who experienced unwanted sexual touching at school.

Programmes focused on Safe Environments				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Alencastro et al., 2020	Brazil	An intervention based on the Theater of the Oppressed theatrical technique, which is aimed at empowering victims of oppression, such as bullying victims. The intervention was composed of two phases: the first phase involved discovering participants' sensitization in relation to bullying; the second phase involved the organization of a theatrical play about bullying, written by adolescents themselves, in which the staged subjects and situations had their origin in the participants' own experience. The intervention had a total duration of two months, performed on alternate days. The study enrolled 232 students from the first year of high school with children aged 10-18 years old.	Quasi-experimental design. Data collection was carried out in two public schools in the city of Cuiabá, capital of Mato Grosso State. One school formed the intervention group, in which the technique of Theater of the Oppressed was used. The other school was the comparison group, which did not participate in the activities proposed in the intervention. Among the 232 adolescents investigated, 134 (57.8%) comprised the intervention group (IG) and 98 (42.2%) were the comparison group (CG). Data collection took place in 2016, pre-intervention assessment was performed in October, Theater of the Oppressed was performed from October to November, and post-intervention assessment was performed in December.	Evidence of no impact. The results indicated a non-significant reduction in direct aggression in IG and CG. Relational aggression also did not reduce meaningfully in both groups. Indirect aggression decreased in the IG and increased in the CG, but at non-significant levels. It is worth noting that IG presented a significant reduction in direct victimization (□=0,102, SE=0.045, p=0.02), whereas in CG there was an increase, although not significant. Relational victimization increased for IG and CG at nonsignificant levels. Indirect victimization decreased not meaningfully in the two groups.

Programmes focused on Safe Environments				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Nambo de los Santos, 2019	Mexico	A National School Coexistence Programme (PNCE) towards the establishment of harmonious, peaceful and inclusive school environments that help to prevent situations of school harassment in public basic education schools. Schools were encouraged to initiate programmes that fit this framework. Programmes initiated were: Reading and cultural activities, Safe School Program, Daily Coexistence, Values Promotion, and Collaboration between parents, teachers and students.	Qualitative open-ended question surveys. The mains objectives of the evaluation were: a) To analyze the components of the School Safety Program carried out in middle-schools of the state of Morelos, Mexico. b) To define actions and strategies to enhance the program. A documentary analysis of the coexistence situation in middle-schools was done and an open-ended survey as the instrument. The sample consisted of 30 middle-school directors (principals) (14 from Traditional Public Schools, 10 from Technical Middle-Schools and 6 from Telesecundary Schools) strategically located in three metropolitan areas of the state of Morelos, Mexico. Also, the instrument was applied to 52 extra school directors, giving a total of 82 middle-school directors to strengthen the sample.	Out of the schools involved, 93.3% of them responded positively to this program by naming activities such as reading and cultural activities, the National Program of Coexistence School (before School Safety Program), promotion of values, as well as the collaboration between parents, teachers and students. On the other hand, 6.7% of the remaining directors argued they did not have coexistence projects or programs in their schools. The findings show school agents have developed metacognitive security practices for the resolution of contextual problems of school violence likewise, they work collaboratively with parents, teachers, students, and the community. There are actions to avoid insecurity that has not been part of a specific policy, but to survive in a community considered dangerous. Actions such as belonging to a specific social group or maintaining a bond with classmates may suggest greater safety among students.

Programmes focused on Safe Environments				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Keegan, 2004	South Africa	Between August 2001 and June 2002, Gun Free South Africa (GFSA) ran the `Igun iflop' project in 27 schools in five provinces across the country. These included primary and secondary schools in various urban and rural areas. This 5-step participatory model ensures a buy-in from all the major role-players who assume responsibility for developing, implementing, and maintaining a school firearm free zone policy. By engaging the local police, community police forums and neighbourhood watches, the approach builds networks that secure the long-term safety of the school. In both rural and urban areas, and areas where crime and gangsterism prevail, youth strongly supported their schools becoming firearm free zones.	Formative evaluation. Pre-post intervention surveys. A few days before participating in these workshops, learners are asked to complete a questionnaire and to draw pictures representing gun violence in their community. Our evaluation process suggests that the participatory approach allowed each school to create a policy that met its own unique needs and to resolve the logistical challenges when implementing that policy. In addition, the project created a space to engage youth around the issues of guns and gun violence and offered youth some opportunity to change their environment. Project took place across 27 schools but does not mention the exact number of participants evaluated.	Only programmatic evidence. Surveys undertaken at the beginning of the project revealed a complex response to the notion of firearm free zone schools, especially on the part of learners. In the beginning, 53% of the learners supported the idea of firearm free zone schools. By the end of the project, however, participants showed overwhelming (70%) support for the concept. While 7% felt that making their school a firearm free zone made it less secure, 23% felt it made no difference, and 70% felt that it made the school a safer place.

Kirsten et al., 2006	South Africa	**Gun free zones (GFZ)** are a space in which firearms and ammunition are not welcome and this is denoted by the 'no-gun' or 'gun-free' sign: a plastic sign showing a crossedout gun and the inscription 'This is a gun-free zone.' GFSA developed a participatory model, aimed primarily at residential communities, but which is also appropriate for institutions and organizations. The GFSA model relies on community participation to establish and maintain a GFZ. The GFZ project was implemented at the grass-roots level through local partnerships and in conjunction with other NGOs and private sector–public sector initiatives to reduce violence, particularly in schools. The project was launched as a pilot in 40 schools in Soweto, Gauteng Province.	Formative evaluation with a mixed-methods design. Qualitative data was gathered from three case studies in three provinces:, Limpopo; Gauteng; and Western Cape. The case studies involved in-depth interviews and focus group discussions. The field research was conducted using semi-structured informant interviews, focus group discussions, and participant observation based on two researchers' experience with GFSA. Research also involved informant interviews and analysis of primary and secondary sources on the proliferation of guns in South Africa. Crime and firearms data was sourced primarily through national statistics released by the South African Police Services. Key informants were selected to illustrate the range of motivation and involvement of key social actors in the process. A total of 53 interviews were conducted.	Only programmatic evidence, with insufficient evidence. The establishment of GFZs has had a positive impact on people's perceptions of personal security. The most commonly reported change across all three case studies was the decrease in hearing gunshots. Generally people felt safer in GFZs than elsewhere. GFZs provide both staff and users with a sense of security, while making gun carriers uncomfortable. The GFZs examined did not act in isolation, but were dependent on a number of interrelated factors such as social cohesion, geographical location, community involvement, crime levels, and police practice. The impact of the GFZs was uneven across the three case studies and was most effective in socially cohesive communities and among groups with a sense of solidarity and interpersonal familiarity.

Programmes focused on norms and values				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Dhar et al, 2020	India	Taaron ki Toli (Legion of Stars): an intervention aimed at creating awareness of gender-based discrimination, change dominant gendered perceptions and promote gender-equitable attitudes, raise girls' aspirations, and provide tools to participants to translate attitude change and greater aspirations into behaviour change. The program was implemented with girls and boys of grades 6 and 7. 27 sessions were conducted over two years by the project team.	Cluster RCT using a sample of 314 government schools across 4 districts in Haryana, India. 150 schools received intervention and the remaining 164 served as control schools. 13943 students participated in the baseline and endline surveys. Two year after the program, another round of surveys was conducted to assess sustainability.	Significant improvement in gender attitude and gender equitable behavior. In addition, self-reported behaviour became more aligned with progressive gender norms, particularly among boys. Positive gender attitude sustained and improved further at 2nd endline after 2years.
Achyut et al, 2011 Achyut et. al, 2016	India	Gender Equity Movement in Schools (GEMS) is a 2-year program promoting gender equality, redefining masculinities and negating all forms of violence. Program engages young adolescents 12-14yrs studying in grades VI and VII at the beginning of the program. The program uses a gender transformative approach that encourages critical thinking and life skills to understand and examine gender norms that define men's and women's roles, and condone violence. The program consists of group education sessions (24 sessions of 45min each), and school based campaigns. It uses participatory methodologies such as school campaigns, role plays, games, debates and discussions to engage students in meaningful and relevant interactions and reflection about key issues. The program builds the perspective and skills of teachers to lead the program with support from teachers. 1200 girls and boys participated in group education activities, while 4000 participated in campaigns in Mumbai. In Jharkhand, around 2000 girls and boys attended GEAs and 4000 in campaigns.	Three arm quasi-experimental longitudinal design with data collection at 3 time points in Mumbai, Maharashtra - baseline, midline and endline. 45 government schools catering lower socio-economic class were randomly allocated to three arms – two intervention arms and one control arm. A total of 754 students in Grade VII (426 girls and 328 boys) across the three arms completed all three rounds. Cluster RCT longitudinal mixed method design in Jharkhand - 80 schools - 40 intervention and 40 control. A total of 3069 students - 1523 from intervention schools and 1546 from control participated in three rounds of data collection. In-depth interviews were conducted with 60 students from intervention and control schools.	Significant positive shift in gender attitude, increased intention to report violence, increase in bystander intervention, reduced gender discrimination, teasing, and abusive language. In Jharkhand, the program showed positive effect on the gender attitude of girls and boys and bystander intervention. Program also showed improved peer communication and engagement with teachers and students, While more girls began with an egalitarian attitude, program effect was higher on boys. .

Programmes focused on norms and values				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Ricardo et al, 2010; Pulerwitz et al, 2006; Taylor, 2013	Brazil	Programme H|M|D were developed to engage youth in critical reflections on gender and help them build skills to act in more empowered and equitable ways. Took place in multiple countries (Croatia, Bosnia & Herzegovina, Serbia; Brazil, Chile, India, Mexico, Costa Rica, Rwanda, Nicaragua, Ethiopia, Jamaica, Tanzania, Kosovo, Belize, Bolivia, Burundi, Colombia, DRC, Ivory Coast, Namibia, Nepal, Pakistan, Panama, and Peru).	Impact evaluations. Programme H has been subject to eight quasi-experimental studies (intervention groups + control groups) in Latin America, sub-Saharan Africa, Asia and the Balkans. Programme H and M was evaluated and scaled in the Balkans – Croatia, Bosnia & Herzegovina, Serbia; Brazil, Chile, India, and Mexico. In Costa Rica, Rwanda and Nicaragua it was scaled up with no evaluation. Ethiopia, Jamaica and Tanzania evaluated programme M. In Kosovo, programme H was evaluated only. And programme H was partially adapted in Belize, Bolivia, Burundi, Colombia, DRC, Ivory Coast, Namibia, Nepal, Pakistan, Panama, and Peru. (In school or community).	Reduction in intimate partner violence, Reduction in support to harmful norms and beliefs. Impact evaluation studies in Brazil and India have found that after participating in Programme H and M activities, young men have reported greater acceptance of domestic work as men's responsibility, improved relationships with their friends and sexual or intimate partners, higher rates of condom use and lower rates of sexual harassment and violence against women; while young women reported increased knowledge and communication with partners about sexual health, increased self-efficacy in interpersonal relationships, decreased drug use and increased condom use.

Programmes focused on norms and values				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Karmaliani et al 2020	Pakistan	The Positive Child and Youth Development Program (also called Red Ball Child Play) aimed to reduce intolerance, gender discrimination, and peer violence. This is a two-year intervention involving two sessions in a week led by a trained coach. Each session consists of play followed by critical reflection and discussion for 30 minutes. A total of 120 sessions were conducted over a two-year program period.	Two arm cluster RCT involving 40 single-sex public schools. A total of 1752 grade 6 students (929 from intervention and 823 from control schools) were enrolled in the trial.	Evidence of positive impact on gender attitudes and peer violence - both perpetration and victimization. The intervention also led to reduction in corporal punishment at school and physical punishment at school and home. Girls reported a greater decline in peer violence, both victimization and perpetration, than boys. The program also had a positive effect on mental health outcomes.
Keller et al 2017	Kenya	Your Moment of Truth" (YMOT) intervention. Standardised 6-week GBV prevention programme for males (aged 15 to 22; mean age 18years) designed to improve attitudes towards women, promote gender equality, develop positive masculinity, and teach boys how to safely and effectively intervene in GBV. The intervention included 6 2-hr weekly sessions conducted by a trained instructor, locally hired, after school hours. In addition, 2-hr refresher sessions were conducted at 4.5 months and 9 months. Control schools received 2hr life skills sessions conducted in schools in Kenya.	Quasi-experimental design with intervention group (N= 1,250) and control group (N=239). Surveys were completed at baseline, immediately after YMOT programme completion (Week 6), and at 4.5 and 9 months post-intervention in intervention schools and 6 weeks and 9 months at control schools.	Significant increase in bystander intervention, increase in equitable attitudes towards women, and decrease in endorsement of myths around rape.

Programmes focused on norms and values				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Namy et al, 2015; Namy et al, 2014.	Balkans	Young Men Initiative (YMI) implemented in four countries in the Balkans (Bosnia and Herzegovina, Croatia, Kosovo and Serbia), Based on a gender-transformative curriculum adapted from Programme H and designed to elicit critical reflection on the gender norms that drive violence and other unhealthy behaviours. YMI is implemented in vocational high schools, among boys ages 14 to 18. 8-10hr YMI sessions, led by trained facilitators, are integrated into the regular school schedule. The program also includes an optional residential retreat. In addition, the program include "Be a Man" campaign. CARE adjusted the programme in two important ways based on results from the pilot: (1) basic YMI sessions became a compulsory part of the curricula in participating schools; and (2) voluntary offsite retreats were added for more intensive training and engagement.	Quasi-experimental design using a mixed method approach was used to evaluate phase II (2011-2013) of the program. Five schools - 4 intervention and 1 control - were included in the evaluation. A total of 1248 students participated in baseline and endline surveys. In addition, 32 IDIs and 60 FGDs were conducted.	Results vary across the sites. There was a significant positive shift in attitude towards gender roles and violence in intervention schools compared to the control school. On violence, one site showed promising result, where perpetration of violence remained the same as baseline, when it increased in control school. The program had a positive effect on SRH knowledge.

Programmes focused on norms and values				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Mathews et al 2016	South Africa	PREPARE - a multi-component, school-based HIV prevention intervention to delay sexual debut, increase condom use and decrease intimate partner violence (IPV) among young adolescents, girls and boys, with mean age 13.7 years. The intervention included an educational programme, a school health service and a school safety programme. The educational programme consisted of 21 1-1.5hr sessions delivered once a week, immediately after school hours in the school premises. Sessions were interactive and skills based. Sessions were conducted by trained facilitators hired by the project. A nurse delivered the health service in the school premises, once a week after school hours. It involved SRH education, assessment of need for services and commodities and referral.	RCT among Grade eight girls and boys in 41 high schools (average age 13 years). 1515 participants from intervention schools and 1519 from control schools completed questionnaires at baseline, 6 and 12 months. Around 60% of students were female. Process data was also collected in the 6- and 12-month follow-up questionnaires.	No evidence of reduced sexual risk behaviour, but evidence of significant reduction in experience of intimate partner violence at 12months from the baseline.

Programmes focused on norms and values				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Sosa-Rubi et al, 2017	Mexico	True Love: a school-based programme to reduce dating violence among adolescents. The program had two components - school climate component and individual classroom curriculum component. The school climate component included 5 4-hr workshops with teachers, counsellors, and administrative staff to improve the school environment. It also included schoolyard activities led by students. The individual component included 16 weekly workshops of 1-hr each conducted with students of grade tenth. These workshops covered issues of gender, violence, and dating violence. Workshops with teachers and students were conducted by external facilitators. School climate was open for all students, while the individual component was only for selected students. The programme was implemented in 2 public schools with 1604 students of grade 10.	Quasi-experimental design. 1604 students participated in baseline and 956 in endline. A comparable sample of 885 students (381 students exposed to the classroom-based curriculum of the individual-level component (SCC, IL- 1) and 540 exposed only to the school climate component (SCC)) was used to evaluate programme effect on: changes in dating violence behaviours (psychological, physical and sexual), beliefs related to gender norms, knowledge, and skills for preventing dating violence. Mean age – 16.4yrs; 56% male students.	Students exposed to comprehensive intervention (SCC, IL-1) showed better results than those who were exposed to only SCC. Boys exposed to SCC, IL-1 reported reduced perpetration and experience of psychological violence, while girls improved attitude than their counterparts exposed to SCC. No significant changes in the perpetration or victimization of physical violence among males or females.
Segura & González 2020	Colombia	The intimate partner violence prevention programme aimed at improving gender attitudes and reducing acceptance of partner violence and violence against women. The program also built socio-emotional competencies preventing gender-based partner violence. It was a three months program consisting of 2 1-hr weekly sessions conducted in the classroom in presence of a teacher. Though not explicitly mentioned, it seems that the sessions were conducted by the project team.	Quasi-experimental pre and post data collection design. The sample included children enrolled in the second and third grades of primary education. A total of 344 students (average age 7.8yrs) - 200 from intervention schools and 144 from the control - participated in the evaluation.	Experimental group showed lower levels of approval towards gender stereotypes and acceptance of peer violence and physical violence against women. The program also showed positive effect on affective empathy.

Programmes focused on norms and values				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Makleff, et al, 2020	Mexico	Comprehensive sexuality education program in Mexico City. It consists of 10 2-hour sessions delivered over one semester to mixed-gender groups of approximately 20 young people. The manual-based curriculum comprised participatory activities to reinforce key messages about sexuality, gender, equitable relationships, IPV and other sexual and reproductive health topics. The intervention was gender transformative in its aim to generate critical reflection on gender norms and shift individual attitudes towards norms related to gender, sexuality and violence.	The study used quasi-experimental longitudinal design with mixed methods of data collection. Methods used in this study are in-depth interviews, repeat interviews, self-administrative questionnaires, focus group discussion and observations. 9 students (mean age 15.1yrs) participated in the evaluation.	Evidence of significant reduction in harmful norms and beliefs Multiple participants described their perception that the intervention introduced new ideas that countered the status quo in terms of common beliefs and norms about relationships and IPV. However, there were many negative interactions including conflicts and arguments breaking out during the intervention.
Jewkes et al 2008	South Africa	Stepping Stones - a 50 hour program (13 3-hr sessions), aims to improve sexual health by using participatory learning approaches to build knowledge, risk awareness, and communication skills and to stimulate critical reflection. The program engaged both young men and women aged 15-26yrs in single sex groups. The program was implemented after school hours by trained project staff.	Cluster RCT with 70 clusters (64 villages and 6 townships) included in the study. These clusters are equally allocated to intervention and control arms. From each cluster 20 men and 20 women were included in the study. Thus, a total of 1,360 men and 1,416 women aged 15-26 years, who were mostly attending schools participated in the study. Data was collected at baseline, 12 and 24 months.	The intervention led to reduction in perpetration of intimate partner violence at 24months and reduction in transactional sex and substance abuse at 12 months follow-up among men. There was no evidence of any desired behaviour change among women.

Programmes focused on norms and values				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Henry, 2019	Nigeria	The program aimed to educate girls in the schools and school staff about Sexual-Based Violence Against Girls and to develop mechanisms and action plans to address SBVAG in their schools. The intervention with girls (8-18years) included a day long sensitization rally with all the girls, followed by one day-long training for select peer educators. Subsequently, with support from a counselor, weekly sessions were conducted as part of the girls' club. The program also engaged the school management committee, school counselor and administration. The program was implemented in six public and private schools and 408 girls participated in it. The community-based model was implemented in Dutse and Wumba communities.	Impact evaluation - post-intervention without any comparison arm using mixed methods - survey and in-depth interviews. 248 girls participated in the survey and 32 IDIs.	More than 80% girls reported that their schools have put things in place that made them feel safer from sexual abuse. However, the report does not articulate systems and structures schools put in place other than school plan.
Gaetane le Grange	South Africa	Situated within the context of HIV/AIDS, Inkunzi Isematholeni project was designed to guide boys and young men away from the violent and destructive behaviour and support their development into good fathers and sexually responsible partners. The project included 20 rural schools for the intervention. One committed teacher from each school was selected to guide the process. These teachers, then, selected 10 participants from their school for activities. Three sets of activities were undertaken - a) 3-days training for the participants on HIV and SRH, gender norms and management and negotiation skills; b) regular supportive supervision by project coordinator; c) setting up vegetable gardens in schools to promote caring behavior.	Project used multiple methods to assess the effect of the program. These included preventative counselling, focus-group discussions, and message development. As part of the preventive counseling, 173 participants were given a questionnaire to elicit their sexual behavior.	Data indicates improved gender attitude and decreased risky sexual behavior. However, in absence of rigorous evaluation, it is difficult to the ascertain extent of effect on different outcomes of interest.

Programmes focused on norms and values				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Global Early Adolescent Study (GEAS), 2019	DRC	Passages Project Growing Up Great (GUG): an intervention aimed at improving gender equitable attitude and behavior, and SRH knowledge and behavior among young adolescents (10-14yrs). The program uses the ecological framework and engages parents and other community influential people, in addition to young adolescents. In school, around 20 weekly club sessions were conducted by YA leaders. 3 teachers from each school trained to conduct sessions in the classroom (no fixed frequency). In addition, one health provider led session was conducted.	RCT with longitudinal design. A total of 1815 young adolescents (914 from intervention and 901 from control) who were in school participated at baseline and endline surveys.	The program showed a positive shift towards gender-equal endorsement of household chores compared to the controls. The program led to improved SRH knowledge.
Das et al., 2015	India	**Parivartan - Coaching Boys into Men.** The programme used a specially designed Parivartan kit, consisting of a card series (discussion points about respectful language, sexual harassment or 'Eve teasing', consent), reference handbook, and a diary. The mentors engaged their adolescent boys and young men in conversation on topics related to respect, ethics, the notion of 'fair play' (including within the sport of cricket), gender norms, gender-based violence, relationship skills, consent, and related topics using a total of 12 cards with scripted discussion points. After completion of a 3-day workshop on how to implement the Parivartan program, coaches were asked to discuss the Parivartan cards with their athletes over a 4-month period (about one card per week). Coaches reported spending about 45 to 60 minutes discussing each card on average.	Pre/post-test survey with a 12 month follow up. Attitudes disapproving of violence against females were modeled as a mean of responses to seven items modified from the GEMS scale and including items from the GEM scale program in India. From an initial list of 115 schools in the region where cricket coaching was taking place as part of school activities, 46 high schools agreed to participate. Of the 741 male athletes approached to participate, 89% (n = 663) returned parent consent forms and completed a baseline survey. Forty-seven percent of athletes aged 10-16 completed a follow-up survey 12 months later (n = 309).	Some evidence of effect, but nearly half of participants were lost by endline, which makes it difficult to draw proper conclusions. Athletes whose coaches were trained in the program demonstrated greater improvements in gender-equitable attitudes compared to athletes whose coaches provided standard coaching only. Marginally significant improvements were seen in reduction of negative bystander behavior. Violence prevention programs which utilize coaches as positive messengers for respect and non-violence may be a useful addition to global prevention efforts to reduce violence against women.

Programmes focused on psychosocial support				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Kim 2006	South Korea	**Bullying prevention programme** (BPP) derived from reality therapy and choice theory as well as **Olweus' bullying prevention programme** for group counselling on responsibility and victimization of children bullied in the classroom and school. The progarmme was delivered by counsellors - and used roleplay, games, assertiveness training and a focus on concrete problem solving.	A quasi-experimental pretest-posttest intervention (N=8) and control group (N=8) design. The participants for this study were children in grade five and six.	Evidence of reduced victimisation and Increased responsibility for their own behaviour to reduce bullying. Study sample very small - there results are exploratory more of a feasibility study - will require further investigation to determine efficacy in a population sample and sustainability of effect.
Jordans et al 2010	Nepal	**Classroom-Based Intervention (CBI)**, a school-based psychosocial intervention in conflict-affected, rural Nepal. It is a 5-week x 3 sessions per week manualised group intervention based on concepts from creative-expressive and experiential therapy, cooperative play and cognitive behavioural therapy. Programme delivered by trained lay counsellors - combines therapeutic approaches CBT; psycho education, drama and trauma processing.	Experimental design (RCT). Study participants (n = 325) were school-going children, aged 11 to 14 years. Data collection took place during December 2006 and January 2007 for screening and baseline, pre-intervention (T1) interviews and March 2007 for post-intervention (T2) interviews.	The intervention reduced psychological difficulties and aggression among boys and girls while also increasing prosocial behaviour among girls, and increased hope for older children. The intervention did not result in reduction of psychiatric symptoms. But shows promise to increase resilience.

Programmes focused on psychosocial support				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Meyer & Lesch, 2000	South Africa	The programme was based on **Patterson's (1986) Social Interactional Model** for the development of aggressive behaviour. The components of the 17-session behavioural intervention included: a token economy system for reinforcing positive behaviours; self-observation; positive reinforcement; homework tasks; modelling and role-plays. Intervention took place in three schools. Within each school, bullying boys (n=18), identified using a Peer Report, were matched according to level of bullying, and were randomly allocated to one of three experimental conditions.	Impact evaluation. Experimental design with treatment and control groups including tests pre-, post- and one month after intervention. Sample consisted of 3 groups 18; 18 ; 18 n =54 (12-16 yr old boys). Within each school, bullying boys (n=18), identified using a Peer Report, were matched according to level of bullying, and were randomly allocated to one of three experimental conditions. Those who had been identified as bullies were randomly allocated to groups. For each school 6 to the programme for 3 months; 6 played games under adult supervision for 3 months; 6 received no supervision and no intervention.	Evidence of no impact Results insignificant for all three experimental conditions. Also very small study should be considered a feasibility study. The author noted that the programme was developed in the global north and the conceptualisation of bullying was problematic for the social context and argue that violence conceptualisation should take a systemic approach and consider the home and community in its conceptualisation.
Baker-Henningham et al 2019.	Jamaica	Teacher training programme to improve classroom behaviour management. The intervention was based on selected core content from the **IRIE Classroom Toolbox**. In-class support was provided to each intervention teacher once a month for 8 months (September to April) for approximately 1 hour each session. The teacher training programme consisted of 12 hrs of training and in-classroom support for 8 months - focus is on classroom behaviour management to promote social and emotional competence.	Experimental design (RCT). Fourteen primary schools were randomly assigned to receive training in classroom behaviour management (n = 7 schools, 27 teachers/classrooms) and a control group (n = 7 schools, 28 teachers/ classrooms). Four children from each class (Grade 1) were randomly selected to participate in the evaluation (n = 220 children).	Significant benefits of intervention were found for teachers' use of violence against children was reduced but not completely eliminated; however, no significant benefits were found for class-wide child aggression. Large significant benefits were found for the quality of the classroom environment in the emotional support domain, but there were no benefits to children's class-wide prosocial behaviour and teacher well-being.

Programmes focused on psychosocial support				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Susanty et al 2016	Indonesia	**Classroom Based Intervention** (CBI) to reduce psychological distress among school children who were exposed to communal violence in Poso, Indonesia to reduce psychological distress among girls and boys. The CBI's combined concepts of creative expressive and cognitive behavioural therapy. - 15 session manualised intervention - group based intervention facilitated by para professionals.	This evaluation cluster RCT trial with children aged 7-15 yrs from 14 randomly selected schools (seven schools for treatment condition n=182, seven schools for waitlist control condition n=221).	The CBI moderately reduced PTSD symptoms and functional impairment for girls and helped maintain hope for both boys and girls. Evidence of reduced psychosocial distress and strengthened resilience. Girls benefitted more from the intervention than boys. Authors suggest that girls and boys express emotion differently.

Programmes focused on psychosocial support				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Sandhu & Kaur 2016	India	Intervention combined the development of **Anti Bullying Committees in School with Parental Group Therapy** to reduce the behavioural problems of cyber bullies and cyberbullies.	Experimental design (RCT). 30 adolescents (15 female subjects, 15 male subjects) with cyberbullying experiences along with their parents were selected and formed the experimental group of study. Study conducted in two phases: first was to establish an anti bullying committee at the school to increase disclosure of bullying; second was to determine whether bullies and bullied had behaviour problems through an RCT and to introduce the parental group therapy intervention; and to determine the effect of the intervention up to 6 months afterwards After obtaining the pre-intervention scores from the experimental group, the parents of the adolescents from this group were invited for the Group Therapy sessions. - 30 adolescents (15 female subjects, 15 male subjects) with no such experiences formed the control group. The age range for participants in both the groups was 14–18 years.	Reduced victimisation, Reduced perpetration, Reduced behaviour problems of bullied and bullies, increased parental support and effective parenting practices. Parents reported a tremendous increase in their ability of giving support and appropriate parenting practices to their children, which they lacked earlier. Small study - should be considered a feasibility study as it will require a larger sample to determine efficacy.

Programmes focused on psychosocial support				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Bhusiri et al 2018	Thailand	**The Parenting Skills Training Programme (PSTP)** is designed to change parents' behavioural, normative, and control beliefs to enable them to shift attitudes to manage the child's aggressiveness. This includes increasing subjective norms; enhancing perceived behavioural controls; and encouraging parents' intentions to engage in modification of the child's behaviour. The Parenting Skills Training Program (PSTP) was developed for this study by the principal investigator (PI) and validated by five experts and consisted of 5 x 2hr parenting skills training targeting children's aggressive behaviour - intervention delivered by a nurse and focussed on caring communications, modelling and discipline The model of behaviour change was underpinned by a theoretical framework / Theory of change.	Quasi-experimental design. Two secondary schools were purposively selected to be the experimental and comparison schools. The parents in the experimental group attended the parenting skills training, whereas those in the comparison group were on the waiting list for receiving the PSTP after this study was completed. There were 100 parents and their sixth graders who agreed to participate in this study (50 parents per group).	Significant evidence of reduced aggression. Statistically significant increase in parents' intentions and behaviours regarding their child's aggressive behaviour modification. The increased parents' intentions, which in turn caused an increase in parents' behaviours, resulted in reduction of children's aggressive behaviour. Although the study has positive effects it will require larger scale evaluation and explore sustained effects.
Jewkes et al, 2019	South Africa	**Skhokho:** A holistic school intervention to prevent gender-based violence among South African Grade 8s in one district. Multi-component intervention: primary prevention intervention focused on grade 8 learners, parents and strengthening teachers capacity to integrate GBV into the curriculum; aim to test if intervention prevented IPV and non-partner rape. The interventions were: i) a schools' package: A Life Orientation (LO) curriculum workbook for the Grade 8 national curriculum and teacher training; ii) a workshop for caregivers and teenagers, supported by clubs in the second year. The intervention was also underpinned by a theory of change.	Impact evaluation experimental design: Cluster RCT. Unit of randomisation was the school (8 schools) noted as a pragmatic trail. The schools constituted twenty-four clusters. Three study arms in the trial: there was a control arm (business as usual); the other two arms both receiving the schools intervention package, and in one of these arms, caregivers were invited to attend a 4 day workshop with their child on parent teenager relationships (the "families" arm). there were 1376 children who were interviewed (of 2071 in Grade 8 in these schools) and 1144 of their caregivers agreed to participate in the project and themselves completed an interview.	Inconclusive evidence. The incidence of physical orsexual IPV was higher in all measures in the control arm than in the intervention arms. Findings not significant but direction of effect is towards reduction in IPV and non-partner rape for girls and reduction on perpetration for boys. Requires further research with a larger sample size.

Programmes focused on psychosocial support				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Undie & Mak'anyengo, 2020	Kenya	Sexual violence screening tool: - a four-component intervention, implemented from January through April 2017, involved parent dialogues; student sensitization; provider training to administer a child-friendly screening tool and respond to child survivors; and SV screening, paired with SV service provision. This intervention was implemented in 2 Nairobi primary schools and screening intervention was implemented in the Casualty Department of Kenyatta National Hospital in Nairobi.	Feasibility Study - to assess the acceptability and demand for the programme. The intervention was evaluated using a mixed methods study design, with quantitative data collected primarily via the screening tool, and qualitative data generated via fieldnotes recorded during interactions with child survivors and parents, group interviews with hospital personnel who supported the intervention, and semi-structured individual interviews with school personnel who supported the intervention. A total of 222 fieldnotes were compiled (i.e., one set of notes per child disclosing SV).	Screening was found to be feasible by parents and children. Teachers called for the expansion of screening beyond the 2 pilot schools. Hospital staff also reported that screening tool was appropriate and called for scale-up of the tool.

Programmes focused on psychosocial support				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Kaljee et al, 2016	Zambia	The **Teachers' Diploma Programme on Psychosocial Care, Support, and Protection** is a child-centered 15-month long-distance learning program focused on providing teachers with the knowledge and skills to enhance their school environments, foster psychosocial support, and facilitate school-community relationships. A total of 583 teachers and 2168 students were randomly selected to participate in the RCT. The RCT was conducted in four districts in Lusaka Province (Kafue and Luangwa districts) and Eastern Province (Katete). Within the four districts there were a total of 47 school zones which were randomly assigned as 'intervention' or 'waitlisted'. Research populations included: (1) students in the 3rd and 4th grades (at baseline) in government primary schools within Kafue and Katete districts; and (2) teachers in primary government schools within the four study districts.	Impact evaluation. A randomized controlled trial was implemented in 2013–2014. Both teachers (n=325) and students (n=1378) were assessed at baseline and 15-months post-intervention from randomly assigned primary schools in Lusaka and Eastern Provinces, Zambia. RCT. All teachers in the intervention zones within the four study districts were invited to participate in the RCT. Control teachers were randomly selected from waitlisted zones in Katete and Kafue Districts. Overall, 447 teachers and 1792 students completed baseline surveys for response rates of 76.7% and 82.7% respectively. At follow up, data was collected from 325 teachers (72.7%) and 1378 students (76.9%).	Multilevel linear mixed models (MLM) indicate positive significant changes for intervention teachers on outcomes related to self-care, teaching resources, safety, social support, and gender equity. Positive outcomes for intervention students related to future orientation, respect, support, safety, sexual abuse, and bullying. Outcomes support the hypothesis that teachers and students benefit from a program designed to enhance teachers' psychosocial skills and knowledge.

Programmes focused on psychosocial support				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Kaltenbach et al, 2019; Nkuba et al, 2018 ; Ssenyonga et al, 2018; Nkuba, 2017	Tanzania	**Improving Interaction Competencies** With Teachers: ICC-T intervention to Reduce School Corporal Punishment. The preventive intervention approach, Interaction Competencies with Children (ICC) focused on preventing maltreatment and improving the adult-child relationship by introducing essential interaction competencies in the work with children.	Outcomes / effectiveness evaluation Experimental design using a Cluster RCT. Programme implementation was evaluated by trainers, two independent raters also clustered the data into small content-related parts. Common themes were grouped. The study included four randomly selected regions of the 25 regions in Tanzania. In total, 158 teachers and 486 students participated in this study.	Evidence of significant improvements in the teacher-student relationship. The significantly stronger decrease in the use of emotional and physical violence reported both by teachers and students as well as the stronger decrease in positive attitudes of teachers towards physical and emotional violence in the intervention schools at follow-up provide initial evidence of the efficacy. However, further evidence is needed to establish the sustainability of its effect. **Note** - this intervention was first tested as a Pilot feasibility study by Nkuba then evaluated as part of an cluster RTC - Ssenyonga et al 2018 and currently in the field with an adaptation in Uganda as an RCT.
Behavioural Insights Team, 2017	Tanzania	This study examines impact of messaging on teachers' attitude on corporal punishment. Three sets of modules were developed. First used rights and rules based approach where teachers learnt about Code of Conduct and rights of children. Second module was empathy based where teachers had to reflect on their own experiences and link with those of students. Third module used clinical evidence to present effect of corporal punishment of students. Each module was of approximately 60min duration. Teachers were randomly allocated to different modules and invited to enroll in the intervention. 1042 teachers participated in the study. Enrollment in different modules ranged between 58% (Empathy) to 61% (other two).	Experimental design (RCT) with post-intervention test.	Compared to the Rights and Rules module group, teachers who attended the Empathy module showed a significant decline in favourable attitude towards corporal punishment and supported fewer classroom situation for corporal punishment. Findings suggest that the Empathy based approach can bring attitudinal change among teachers, which may lead to behavioral change.

Programmes focused on psychosocial support				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Suh, 2017 V0025	South Korea	**Therapeutic group drumming intervention program.** The program was based on Bandura's (1986) Social-Emotional Learning (SEL) that teaching social skills such as empathy, anger management, impulse control, and listening skills is effective in reducing middle school students' aggression. This study investigated how therapeutic group drumming affected school violence prevention. A school music teacher and a music therapist designed and implemented the program collaboratively, and mainly used dyadic, synchronized, and improvisational drumming based on the Social Emotional Learning core competencies.	Mixed methods: The Korean version of the Aggression Questionnaire was used for quantitative data collection in a pre- and post-test non-equivalent group design and interviews as qualitative.. A total of 65 students participated in a weekly 45-minute program for 10 weeks. Ten participants out of 65 were selected for interviews and the rest of the 55 participants were asked to fill out an open-ended survey. Content analysis of the survey and interviews produced 492 meaningful statements, which were categorized into seven themes: somatic responses to drumming, emotional processing, group cohesion, empathy, relationship with peers, self-esteem, and self-regulation.	The programme Improved social skills, including management of aggression and negative emotions. The findings of this study indicated that this group drumming intervention was associated with school violence prevention, especially by enhancing peer relationships. As adolescents who had aggressive behaviors tended to be identified as perpetrators of school violence, they had difficulties expressing their emotions verbally. However, drumming may have offered a pathway for the participants to express inner experiences, identify emotions, and manage their negative emotions. However, the sample size was too small and the research design not rigorous enough to provide sufficient evidence.

Programmes focused on psychosocial support				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Avci & Kelleci, 2016	Turkey	**Anger Coping Programme.** The programme aimed to help an individual to recognize and control anger, which significantly affects intra-personal and inter-personal relationships. Sessions were conducted in accordance with standard practice for group sessions based on cognitive behavioural approaches. All sessions were held in the following way: asking the students how they feel, summarizing the previous session, reviewing home activities, discussing agenda items, assigning new homework, final summarizing and receiving feedback. The study population comprised of 385 (229 female and 156 male) high school students.	Experimental design: RCT. Sixty-two students who met the inclusion criteria were matched by gender and the scores they obtained from the scale and were randomly assigned to two groups. The experimental group included 32 (20 female, 12 male) students; the control group included 30 (18 female, 12 male) students. The students in the experimental group met 1 day a week for 1.5h, and the study lasted 10 weeks. The scales were administered three times: before the programme was started, immediately after the programme was completed and 6 weeks later.	Evidence of some effect, but needs to be replicated with a larger sample. The mean aggression scores of the experimental group were consistently significantly lower than those of the control group students immediately after the programme and at 6 week follow up. The same held true for the mean scores of the experimental group students for the total, anxiety, depression, negative self and hostility subscales of the Brief Symptom Inventory, which were significantly lower than those of the control group students. However, the experimental group mean scores of the somatization subscale were lower than those of the control group, but the difference was not significant.

Programmes focused on psychosocial support				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Hasanović et al., 2009	Bosnia & Herzegovina	**Psychosocial PTSD assistance programme.** The target groups were students, survivors of war trauma and exile aged 12-15 years, and belonging to three different nationalities (Bosniaks, Serbs and Croats) in primary and secondary schools. The parents of the involved students, teachers and professors of involved students, and school managements of the schools were involved in the project. The project involved 450 students in ten schools. The main objectives of this School Project were to support the transition period for students moving from one entity to another, so that they may freely continue with their schooling, not dropping a school year or passing additional exams in certain subjects who differ from one entity to another.	Quasi-experimental design. The stratified sample of 336 students in primary and secondary schools located in two entities of North-East Bosnia and Herzegovina, involved in psychosocial support, was compared with 72 voluntarily selected same-age students from the same schools that were not involved in this project. Statistical tests included descriptive statistics, Student's t-test and chi-square test. Paired sample test was used for analysis of reduction of PTSD symptoms severity after five months of School Project influence.	Evidence of a decrease in the severity of PTSD symptoms and cluster symptoms of re-experience and avoidance were significantly reduced amongst students where the members of the School project team worked in compliance with their plan and program of psycho-social help and decrease of prevailing prejudices on acceptance and difference as well as on decrease of aggressive features among children by connecting children, parents, teachers and school management in both entities, as well as establishment of Students' clubs as a legal part of schools in which they work. Involvement of parents and teachers in the psycho-social program may have improved the home and school milieu, thereby facilitating recovery from PTSD.

Programmes focused on psychosocial support				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
El-Khodary & Samara, 2020	Palestine	**Intervention on the Students' Mental Health After Exposure to War-Related Trauma, a** psychosocial support counselling program with children who were exposed to war trauma. The short psychosocial support program was carried out over 1 week (five continuous days, 4 h per day). It consisted of specific cognitive behavioral techniques, including psychoeducation and speaking about past traumatic experiences along with the group, expressive elements, such as structural movements (e.g., physical exercises), cooperative games, and drama. The intervention activities were similar for all age groups, and the number of students in each group ranged between 4 and 10 according to the type of the activity of the group.	This study is a longitudinal pretest and posttest experimental design with no control group. The sample consisted of n=572 students aged 12–18 years old. Of these, 331 (57.9%) were female and 241 (42.1%) were male. The entire sample attended a psychosocial support counselling program led by trained school counsellors, social workers, and teachers. The data was collected in September 2014, 1 month after the 51-day war that was conducted against the people in the Gaza Strip (pre-intervention) and 2 months after the intervention (3 months after the war).	Many children reported improvement in their mental health after the application of the intervention. The results also showed that there is no significant effect of time, gender, and gender/age interaction on the level of anxiety before and after the intervention, while for depression, there was only a significant effect for time; depression increased after the intervention. Girls exhibited greater improvement in PTSD symptoms over time after the intervention. However, the intervention was implemented for all students, so there is no control group to allow for any causal interpretation.

Programmes focused on psychosocial support				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Peltonen et al., 2012	Palestine	**Gaza Community Mental Health Programme (GCMHP).** The intervention examined the effectiveness of the School Mediation Intervention (SMI) in preventing mental health problems and promoting social functioning amongst 225 boy and girl children in the middle of a war and military violence in Gaza Strip. The intervention was intended to enhance conflict resolution and social dialogue. It was also meant to prevent disruptive behaviour by introducing self-regulation techniques to attune provocative and aggressive behaviour; offering an atmosphere of safety and mastery for victims of peer aggression and bullying; and enhancing attitudes, behavioural rules, and social conduct that improve school commitment and adjustment. Twenty teachers were trained as field supervisors and 8 students as mediators. The SMI was manualized, monthly workshops were held and trained mediators were supervised at school to ensure support and implementation of the programme.	Quasi-experimental design. The intervention was conducted during the school year as a routine part of the schoolwork. The experimental group (n=141) was randomly selected from three school classes in two schools. For the control group, 84 children from two school classes were also randomly selected from schools without SMI in the same areas. Children were assessed at baseline and immediately 8 months after the intervention. Scales were used to assess PTSD symptoms, general aggression, prosocial behaviour, friendship quality, psychological distress and depression. 225 children were enrolled,36% were girls and 64% boys. 141 (101 boys and 40 girls) were allocated to the intervention group. 84 (43 boys and 41 girls) were enrolled into the control group. 53 dropped out between baseline (T1) and postintervention (T2), accounting for 23.5%.	Evidence of no impact. School Mediation Intervention was not effective in enhancing social relationships and mental health, however, compared to the control group, the intervention group did not experience any deterioration in social functioning. There was an improvement in friendship qualities amongst girl children. It contributed to the maintenance of existing friendships and prosocial attitudes toward peers. Authors suggest that this could imply that the intervention can facilitate successful seeking of support and intimacy when faced with threat for girls. The ineffectiveness of the intervention to increasing good friendship quality, prosocial behaviour and non-aggressive behaviour in the intervention group was linked to the intervention being implemented during severe military violence. The study suggests that teachers, mediators and intervention staff were beneficial in retaining children into the group during its implementation period.

Programmes focused on psychosocial support				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Askary et al., 2017	Iran	**Attachment-based therapy.** The programme examined the effectiveness of attachment-based treatment on sleep quality and aggression in elementary schoolgirls with attachment problems and a body mass index above 98 percentile from two elementary schools in Ahvaz City. Parents of the children (n=17) in the experimental group were engaged in ten sessions to rehabilitate the emotional attachment between them and their children. The programme included techniques for modifying parent-child communication, the availability of the mother, providing child's physiological and mental needs, providing child's safety, physical contact especially eye contact, responsiveness, increasing the time of conversation, playing and two by two interaction with children and gradually building trust between the daughter and mother relationship.	The study was semi-experimental with pre-test, post-test, and control group. Random sampling was used for both groups and 34 girls with insecure attachment style (Score of above 30 in Randolph Attachment disorder) and eating disorders (Score of above 5 in Children's Binge Eating Disorder Scale) and high body mass index (above 98 percentile) were selected as the research sample and randomly assigned to the experimental group (17 girls) and the control group (17 girls).	The results of the study showed that sleep quality and aggression is associated with attachment problems in children. Therefore, attachment-based treatment helps emotional adjusting and then regulating unpleasant emotional strategies. Attachment-based treatment enhances the relationship between mother and child by applying techniques to create a relationship based on trust. Covariance analysis showed there is a significant difference between experimental and control groups in sleep quality and aggressive behaviours scores in post-test. Given the results, attachment-based treatment can be applied as an intervention to reduce disorder in sleep quality and aggression in children with Attachment Problems.

Programmes focused on psychosocial support				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Rana et al., 2018	India	Intervention to reduce bullying among adolescents. The classroom-based curriculum delivered through groups with the adolescents in their classrooms. Three group activities were conducted i) slogan making competition on bullying; ii) poster making competitions depicting the problem of bullying in schools; and iii) experience sharing sessions on bullying incidents in school. Followed by a parent's module, a teacher's module, and a school committee principal and teachers.	The bullying intervention program was pretested among 60 adolescents studying in 7th (n=30) and 8th (n=30) grades in a school located outside the study area for feasibility, applicabil-ity of the content, and estimating the duration for delivery of each component of the intervention program per school. Pretesting was done in October 2016. Evaluation was conducted among 846 students of grade 7th and 8th in the intervention and control schools (425 in control and 421 in intervention arm).	No evidence only baseline data. This study was a protocol. Data should be monitored to show the impact of the programme on violence reduction. The primary study outcome will be the proportion of students experiencing any kind of bullying (bullying, victimization, or both), in each study arm. The effectiveness of the intervention will be measured by performing difference in difference analysis and generalized estimating equations.

Programmes using whole school approaches				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Knight et. al. 2018; Kyegombe et al 2017; Merrill et al, 2018; Greco et al 2018; de Vries, 2015; de Vries et al, 2017; de Vries et al, 2018	Uganda	Good School Tool Kit - a complex behavioural intervention which aims to change the operational culture in schools. The toolkit consists of few material and facilitation guides for about 60 different activities to be implemented over 18 months. These activities are related to creating better learning environment; mutual respect; understanding power relations; non-violent discipline techniques; and improving classroom management techniques. 42 schools participated in the study and 21 received program. Two-three teachers from each school received 3-days residential training to implement the program with one-to-one supportive supervision from the project team.	The Good School Study incorporated four evaluation components: a randomised controlled trial, a qualitative study, a process evaluation, and an economic evaluation. A total of 3814 (92·3%) of sampled students were interviewed at endline.. Most students were aged 11–14 years (13·0 years), 52% were female, and 7·3% reported some form of disability. Sample characteristics were similar across intervention and control schools.	Evidence of significant reduction in experience of physical violence from school staff and improvement in students' feelings of safety and well-being at school. The intervention contributed in creating positive teacher-student relationship, provided space for students to voice, participate and engage with teachers.

Programmes using whole school approaches				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Shinde et al, 2018	India	The SEHER (Strengthening Evidence base on school-based interventions for promoting adolescent health programme in the state of Bihar, India) project was designed to improve school climate and health-promoting behaviours and undertaken at three levels – individual, group and whole school. The intervention identified four priority areas for action: promoting social skills among adolescents (girls and boys of grade 9 age 13-14yrs); engaging the school community (ie, adolescents, teachers, and parents) in school-level decision-making processes; providing access to factual knowledge about health and risk. behaviours to the school community; and enhancing problem-solving skills among adolescents. The study used two different set of personnel to implement the program - a new, low-cost, lay counsellor—called a SEHER Mitra (SM) and an existing teacher called Teacher SEHER Mitra (TSM). One week training was organized separately for SMs and TSMs. In addition, a team of supervisors provided supportive supervision to the SMs and TSMs.	Evaluation design – The study used three arm cluster RCT with 25 government-run secondary schools in each arm. In one intervention arm, SM implemented in the program, while in another TSM implemented it. In the control arm, regular adolescent program was implemented. A total of 13035 students participated in the baseline survey using self-reported form and 14414 in the endline across 74 schools.	Evidence – SEHER program led by SM improved school environment, reduced violence victimization and perpetration and improved mental health outcomes for adolescent girls and boys compared to schools where program was implemented by TSM and control schools.

Programmes using whole school approaches				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Wong et al 2011	China	A Restorative Whole-school Approach (RWsA) to build a long-term positive school environment to prevent bullying. The program included drafting antibullying policies, workshops and talks for parents, mediation services for resolving conflicts, peace education curriculum, students' competitions relating to building a harmony school, and training programs for general office staff and janitors. In-depth professional training were provided to select school staff to lead the program. out of the 4 schools, 1 conducted complete program over 15months, 2 partial and 1 none.	A 2-year longitudinal (pre–post) design to compare the effectiveness of the RWsA among the intervention group, partial intervention group, and control group. 1480 students (both girls and boys) in age group 12-14yrs participated in the evaluation from 4 schools. Evaluation focused on range of measures – bullying, hurting others, lack of empathy, caring behavior, self-esteem, positive perception towards teachers and level of school harmony.	Evidence of reduced bullying behaviour and perpetration, and an increase in self-esteem and empathy. An effective restorative whole-school project must be closely monitored and have the wholehearted support from senior management of the school for the desired result.
Berthelon & Kruger, 2011	Chile	Full-day school reform (FDS), a nationwide, massive school reform in Chile, which extended the length of the school day to reduce the number of hours that teenagers spend without adult supervision to reduce pregnancy and crime among adolescent boys and girls. The program increased school duration by almost 3hrs. Earlier students had to stay in school till 1pm, which was increased to 4pm under FDS. While ensuring increased adult supervision, it seems that the reform has not made specific effort to ensure school as a safe space.	Given temporal and regional variation in the implementation of the FDS, it provided opportunity to use quasi-experimental design to assess impact of FDS access on adolescent pregnancy and juvenile crime rate — including total, property and violent crimes. Data from multiple sources – data on crimes being prosecuted from 2005-08, municipal-level socio-economic variables from CASEN surveys and FDS implementation – used for the analysis.	Evidence of significant reduction in adolescent pregnancy and violent juvenile crime. The study hasn't looked at experiences of adolescents within the school premise.

Programmes using whole school approaches				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Salimi et al 2019	Iran	A social cognitive theory (SCT)-based intervention on reducing bullying and victimization in elementary school students. The intervention was targeted at multi groups involving students, parents and teachers/ school staff. It included four training sessions for six weeks for students, four 20 min sessions for teachers and school staff, and one 90-min training sessions for parents. Duration of sessions for students is not mentioned.	Experimental design (RCT). Eight schools were randomly assigned to intervention and control group, and one class of 5th or 6th grade was randomly selected and all students in that class were invited to participate in the study. A total of 134 boys from 4 intervention schools and 136 from 4 control schools participated in the study.	Evidence of reduced bullying experience and victimisation; increased knowledge on bullying and self-efficacy; and improved perceived social norms and social support.
Corboz et al 2019	Afghanistan	Help the Afghan Children (HTAC), a two-year school- and community-based program to reduce violence against and between children in school and at home. It consisted of 99 45-min sessions for students of grades VII and VIII and includes topics such as peaceful, non-violent conflict resolution methods, positive role modeling skills, tolerance for others, respect for women and girls, and rejection of violence. These sessions were conducted before or after school hours by trained teachers. In addition, training on conflict resolution were conducted with other teachers, parents and other community stakeholders. Community organizations working with women were trained to build skills in non-violent conflict resolution and mediation strategies, and skills to support meaningful participation of civic affairs. The program also formed peace committees at community level and conducted radio messaging. The program was implemented in 20 schools and their corresponding 10 communities. A total of 2000 boys and 1500 girls were enrolled in the program.	Cross-sectional, interrupted time series design with three data collection points 0, 6months and 12 months. Data was collected from students in 11 schools with HTAC program (7 girls' and 4 boys' schools). Around 700 students participated in surveys.	Evidence of reduced peer-peer violence victimization and perpetration, corporal punishment at school and home. Significant increase in equitable gender attitudes and significantly fewer symptoms of depression. Girls' school attendance was also significantly higher at endline.

Programmes using whole school approaches				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Ju & Zhang 2009	China	A 5-week program designed to reduce bullying on the way to school and way back home. The program included teachers' training, class activities with students and meeting with parents. The class activities with students included politeness training and self-confidence. Duration of each session is not mentioned. Also, article does not mention number of teachers and parents who participated in the program, nor duration of training/meeting.	Quasi-experimental with pre- and post-test design was used to assess effect of the program in one school. Two classes of grades 3 and 5 are randomly allocated to intervention arm and two classes to control arm. A total of 354 students – 233 in intervention and 121 control – participated in the intervention and evaluation.	Evidence – Overall, there was reduction in experience of bullying on the way to school and way back home in both intervention and control arms. Program also resulted in improved school environment with decline in bullying. However, net decline in severity of bullying was significant among intervention participants than control. Given the aim of the study (reduce bullying en-route to school), locating intervention and control arm within same school was not appropriate.

Programmes using whole school approaches				
Study	**Country**	**Intervention**	**Evaluation method**	**Key findings**
Hinerman et al., 2014	Belize	**Childhood Resiliency Effects from Schoolwide Treatment (CREST),** a comprehensive school wide social and character development programme aimed at decreasing violence among students and assist students exposed to violence in Belize City. The program includes curriculum, school infrastructure elements, as well as parent and community involvement activities that help to transform all areas of life in which children are exposed, including home and family. Throughout all Standards, Positive Action is organized into six units which allows school personnel to align an entire school behind the lessons and concepts: (1) Self-concept; (2) Positive actions for your body and mind; (3) Managing yourself responsibly; (4) Treating others the way you like to be treated; (5) Telling yourself the truth; and (6) Improving yourself continually. Stories, games, activities and vignettes from HFLE were identified through a curriculum crosswalk that was provided to all teachers so that additional resources were available to emphasize the six Positive Action units.	This one-year pilot program implemented portions of the Positive Action curriculum with a cluster RCT design. A sample of N = 24 schools were randomly drawn from the Belize District with 12 schools randomly assigned to implement the CREST program, and 12 schools assigned to a control group. Students (N = 7564) from the 24 schools enrolled in standards Infant I to Standard 6 (generally aged 5-12 years, respectively). The design was a pre-test post-test control group design with random assignment to treatment and control groups, otherwise known as a cluster-RCT.	Infant 1 and 2, Standards 1 to 3, and Standards 4 to 6 all experienced positive main treatment effects for at least one composite outcome as a result of participation in the CREST treatment programme. The statistically significant main treatment effect for the Standard 1 to 3 on the "Engage" outcome indicates students' assigned to the CREST treatment group reported an increase in measured behaviours associated with positive youth development. While the absence of a statistically significant main treatment effect on the mirrored "Feel" items seems to suggest both treatment and control groups report similar levels of concern about negative behaviour and appreciation for approval when engaging in positive behaviour. In other words, students from the treatment and control groups may both report experiencing negative feelings when engaging in behaviours seen as indicative of negative youth development traits; however, CREST treatment students report engaging in fewer negative youth behaviours. A programme with inconclusive evidence that requires a follow-up study.

Addendum 6: Studies with programmes conceptualised in the Global South

Studies with programmes conceptualised in the Global South				
Developing knowledge, attitudes, and life skills				
School bullying prevention program (BPP) Albayrak et al., 2016	**Assertiveness training** Avşar & Alkaya, 2017	**School-based child sexual abuse prevention program** Bustamante et al., 2019	**Child Rights Clubs** Chigunta, 2005	**WEE project** Cho & Park, 2015
Skill-Based Intervention for Victims of Bullying Da Silva et al., 2016	**Glasswing's After-School Clubs (ASP)** Dinarte, 2017	**Hands Off Our Children (HOOC)** Dunn, 2011	**Nijeka Jano** Haseen et al., 2004	**Ffena Tuzanye** Henry, 2020
Intervention to reduce aggressive and antisocial behavior Klevens, et al., 2006	**12-week Violence Prevention Program** Kongsuwan et al., 2012	**WebQuest** Lee et al., 2015	**Culture Circles in adolescent empowerment for the prevention of violence** Monteiro et al., 2015	**Sexual Abuse Prevention Mobile Application (SAP_MobAPP)** Moon et al., 2017
Mato-Oput5 Mutto et al., 2009	**Educational Intervention Using the Integrated Model for Behavior Change** Naidoo et al., 2016	**Adolescent aggressive behavior reduction programme** Park et al., 2017	**Soul City - life skills education** Peltzer & Promtussananon, 2003	**Silence the violence (STV) programme** Phillips, 2010
MEMA kwa Vijana (MkV) Plummer et al., 2007	**IMPower and Source of Strength** Sarnquist et al., 2019	**Soul Buddyz Clubs** Schmid et al., 2010	**Segregated Intervention to Reduce Aggression** Shechtman & Ifargan, 2009	**Psycho-educational programme to cope with aggression** Snyman, 2007
Birds and Bees programme Strydom, 2014	**Peer support in secondary school** Visser, 2005	**The Keeping Me Safe curriculum** Weatherley et al., 2012	**BUSAPAKSA** Winarto et al., 2018	**SHOW(e)D** Wood, 2012

Creating safe environments				
Theater of the Oppressed Da Silva Alencastro et al., 2020	**Escola Promotoras de Saude programme** Harada et al., 2010	**Igun iflop** Keegan, 2004	**Gun free zones** Kirsten et al., 2006	**Arpan's Personal Safety Education Programme** Mukherjee, 2017
National School Coexistence Program (PNCE) Nambo de los Santos & Salvador, 2019	**Zero Tolerance School Alliance (ZTSA)** Nicholson & Mukaro, 2018	**School Area Road Safety Assessments and Improvements (SARSAI)** Poswayo et al., 2018		
Challenging gender norms and promoting equitable relationships				
GEMS "Gender Equity Movement in Schools" program Achyut et al., 2011	**Breakthrough** Dhar et al., 2020	**Stepping Stones** Jewkes et al., 2008	**The Positive Child and Youth Development Programme (Red ball child play)** Karmaliani et al., 2020; McFarlane et al., 2015	**Your Moment of Truth" (YMOT)** Keller et al., 2017
Inkunzilsematholeni Project Le Grange, 2004	**Classroom communication resource program** Mallick et al., 2018	**PREPARE** Mathews et al., 2016; Röhrs et al., 2019	**Young Men Initiative (YMI)** Namy et al., 2015; Namy et al., 2014	**Programme H|M|D** Pulerwitz et al., 2006; Taylor, 2013; Ricardo et al., 2010
The gender-based intimate partner violence prevention program Segura & González, 2020	**True Love** Sosa-Rubi et al., 2017			
Psychosocial support for children, parents, and teachers				
Anger Coping Programme Avci & Kelleci, 2016	**Violence-Prevention Programme with Jamaican Primary School Teachers** Baker-Henningham et al., 2019	**Communication resource program** Behavioural Insights Team, 2017	**Parenting Skills Training Program** Bhusiri et al., 2018	**Whole School programme for Gender roles, physical and sexual violence prevention** Chamroonsawasdi et al., 2010

Aulas en Paz Chaux, 2007	**Intervention on the Students' Mental Health After Exposure to War-Related Trauma** El-Khodary & Samara, 2020	**Psychosocial PTSD assistance programme** Hasanović et al., 2009	**Skhokho** Jewkes et al., 2019	**Teachers' Diploma Programme on psychosocial care, support and protection** Kaljee et al., 2016
Interaction Competencies with Children for Teachers (ICC-T) Kaltenbach et al., 2018; Ssenyonga et al., 2018; Nkuba et al., 2018	**Gaza Community Mental Health Programme (GCMHP)** Peltonen et al., 2012	**Parental Group Therapy** Sandhu & Kaur, 2016	**Therapeutic group drumming intervention program** Suh, 2017 V0025	**Classroom based intervention (CBI)** Susanty et al., 2016
Whole-school approach				
Full-day school reform (FDS) Berthelon & Kruger, 2011	**Good School toolkit** Devries et al., 2015; Greco et al., 2018; Merrill et al., 2018; Knight et al., 2018; Kyegombe et al., 2017; Devries et al., 2017; Devries et al., 2018	**Intervention research on school bullying** Ju & Zhang, 2009	**Intervention to reduce bullying among adolescents** Rana et al., 2018	**A social cognitive theory (SCT)-based anti-bullying intervention** Salimi et al., 2019
Restorative Whole-school Approach (RWsA) Wong, 2011				

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