



EVIDENCE REVIEW

Preventing violence against children through schools in Sub-Saharan Africa

October, 2024



Coalition for
Good Schools

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Contents

Background	5
Method	7
Findings	13
What we found: Unpacking the interventions	18
Developing knowledge and life skills	19
Building safe environments	22
Challenging harmful gender norms and values	23
Income and economic strengthening	24
Psychosocial and support programmes	28
Whole-school approaches	30
Emerging lessons from practice and programme implementation	33
Investing in the role and psychosocial support of teachers	34
Involving children as agents of change	35
Involvement of caregivers and wider community	35
Fostering relationships with school leadership	36
Embed programmes into the life of the school	36
Intentional Programme adaptation	37
References	38
Appendums	41

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Background

It is estimated that approximately 1 billion children annually are affected by violence across the world (Hillis et al., 2016). But children do not experience violence equally across regions and countries (Know Violence, 2017). Estimates on violence against children (VAC) highlight that children in the Global South are more likely to experience violence in their daily lives.

The sub-Saharan Africa (SSA) region reportedly experiences some of the highest levels of corporal punishment, bullying and physical fights as well as physical and sexual violence against adolescents (Akobirshoev & Nandakumar, 2017). These forms of violence are interconnected and occur across settings, such as the home, residential settings, school, online and in the community, with lifelong consequences (Know Violence, 2017). It is important to prevent violence during childhood, considering the complexity of violence and its consequences. Interventions to prevent violence against children should therefore be based on sound evidence and strategies.

Schools offer a unique opportunity to reach a large number of children and address violence against children through innovative and systematic programmes (Naker, 2017; Naker, 2019). In addition, schools are environments in which young people learn and develop social and behavioural norms. Therefore, the education sector presents an entry point for shaping future generations' ideas of healthy relationships and balanced power dynamics (Leach, et al 2014). The Coalition for Good Schools conducted an evidence review to map and synthesize evidence from violence prevention programmes in and through schools implemented and evaluated in the Global South (Mathews et al., 2021).

This research brief builds on the 2021 evidence review and focuses specifically on the SSA region to understand the context of violence prevention programming in and through schools, and to determine what works in the region. Furthermore, it aims to provide insights to practitioners working in the field in SSA to further guide efforts to strategically tackle violence prevention programming. Lastly, we aim to also inform funders' priorities and policy-makers decisions around policies to support this work as well as attempting to provide guidance on funding priority setting for the region.



Methods

Methods

This review followed a systematic scoping review approach informed by Arksey and O'Malley's (2005) methodological framework. The review includes published and grey literature studies that described the evaluation of a school-based programme with violence prevention as one of its outcomes. The target population was defined as children of school-going age, not including those in early childhood institutions. The review's interest was the description and evaluation of programmes. Studies and reports were included if they described qualitative and/or quantitative empirical studies reporting on primary or secondary data. The review also included programmes documenting outcomes based on routine monitoring and evaluation data, case studies or qualitative inquiries. However, studies were excluded if they were policy-related, theoretical, or conceptual.

Inclusion and exclusion criteria

Papers or reports were included in the review if they described a programme that was implemented in the SSA region, focused on a reduction of violence against children as a primary or secondary outcome and was implemented in or through schools.

The search terms consisted of five distinct concepts with several variations of the terms, which were:



Data was extracted from 82 published articles, describing the evaluation of 51 distinct violence prevention programmes.

Articles were excluded if:

- (a) **they did not explicitly refer to preventing or reducing exposure to violence among school-aged children, either as a programme aim or outcome;**
- (b) **they were not conducted in or through schools as a delivery mechanism;**
- (c) **they were implemented in countries outside of SSA;**
- (d) **the full text was not published in English or if an English translation was not readily available;**
- (e) **the articles were published before 1 January 2000 or after 31 August 2023.**

Published literature search

A search was conducted of multiple databases: PubMed, Ebscohost (AfricaWide information, CINHALL, ERIC, APA PsychInfo), Scopus, and Web of Science, to identify published literature. Search strategies were developed for each database using controlled vocabulary and key MESH terms. The initial search for articles from 2000 to 2020 was conducted in September 2020 and the additional search for articles from 2020 to 2023 was conducted in October 2023. 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.

During the October 2023 search, 8,150 articles were identified as relevant for the review. After all duplicates were removed, 6,658 records were identified for pre-screening of titles. 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. After pre-screening was concluded, 6,267 records were excluded, and 391 records were put through for abstract screening. During abstract screening, a further 367 articles were excluded, leaving 24 articles for data extraction. We further extracted data from **50 articles contained in the 2021 review** that recorded implementation in a SSA country. **Altogether data was extracted from 82 published articles**, describing the evaluation of **51 distinct violence prevention programmes**.

Grey literature search

This scoping review also included a grey literature search to be more comprehensive and balanced. Grey literature (such as reports and briefing papers) contains information on programmes implemented in SSA by aid agencies, non-profit organisations and research organisations that are often overlooked when reviews only focus on published literature.

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. However, we received few responses from October to December 2023 and the grey literature search needed to be limited due to project time constraints. Furthermore, a search was conducted through grey literature databases and through the website suggestions from practitioners in our networks using similar search terms. The grey literature search focused on databases related to children and violence prevention, but other broader databases were also included where identified.

Databases and targeted websites included Google Scholar, Cochrane Library, UNICEF, WeProtect Global Alliance, Institute for Security Studies, End Violence Against Children, Prevention Collaborative, Research Gate, Sexual Violence Research Initiative (SVRI), Violence Research Centre, APA PsychNet, Together for Girls, Giving Evidence, End Violence Now, and Proquest.

We checked the contributions for relevance against the same inclusion criteria. The short time frame for this process affected the literature we could access. Sometimes this strategy led us to published research we already found in the database screening process. Other times, it showed us records on programmes that had wider target groups than required by our study. **A total of nine additional publications were included in the review.** We see this as an evolving process of adding programmes as they are identified.

Analysis framework

Through the abovementioned process of searching for both published and grey literature, **we reviewed 51 distinct programmes and 82 related articles/reports.** A data extraction sheet was developed to guide the extraction of data from the identified studies. The analysis for this scoping review included three levels of categorisation.

We drew 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 six strategies and adapted our framework as follows: (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); (5) income and economic strengthening; and (6) a whole-school approach. We understand that programmes usually combine multiple strategies, but we have clustered them pragmatically for our analysis. We also recognise that the whole-school approach often combines several strategies and created a grouping for such approaches. We finally grouped programmes by the main strategy they used.

Evaluating the effectiveness of a programme is an important part of understanding whether it is having the desired effect and ensuring its long-term sustainability. An evaluation can help identify what is working well and what can be improved in the implementation of a programme to maximise its impact. The choice of evaluation design is based on the learning questions identified by the project team and on where in the programme cycle or implementation phase a programme is.

INSPIRE STRATEGY	REVIEW CATEGORY
Implementation and enforcement of laws	No evaluations identified
Norms and values	Reframed as “Challenging harmful gender norms and values”
Safe environments	Reframed as “Building safe environments” (not shown to be successful)
Parent and caregiver support	Included this category in “Psychosocial support for children, parents and teachers”
Income and economic strengthening	Income and economic strengthening
Response and support services	Included this category in “Psychosocial support for children, parents and teachers”
Education and life skills	Reframed as “Knowledge and life skills”

Various types of evaluations were included in this review and they fall into the following main categories:

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 activity is being adapted or modified and therefore linked to the design of a programme. These studies are normally smaller in design and not experimental. They will only provide evidence on whether a programme holds promise but will require more rigorous evaluation to determine the impact of the programme.

Process/implementation evaluations determine whether programme activities have been implemented as intended and if the programme is reaching its intended audiences and producing the desired outcomes. This includes programmes documenting outcomes based on routine monitoring and evaluation data, case studies or qualitative inquiries. This will allow you to determine if a programme is promising but will not provide information on the success or overall impact of a programme.

Outcome/effectiveness evaluations measure programme effects on the target population by assessing the progress towards meeting a programme's goal and objectives. They normally measure effectiveness. This can be achieved through experimental or non-experimental evaluation design determining the strength of the evidence of the success of a programme.

Impact evaluations assess programme effectiveness in achieving its ultimate goals in the larger population through experimental or non-experimental design. An impact evaluation address questions regarding the impact or causal effect of a programme on an outcome/s of interest. The best evidence of impact is obtained through an experimental design, with an intervention and comparison group to estimate the causal effect or impact of a programme on the outcome(s) of the programme.

Not all evaluations are equal as there is a 'hierarchy of evidence' for assessing the effectiveness of a programme. The evaluation designs that are thought to produce the most powerful evidence that a programme works are usually situated at or near the top of this hierarchy, with randomised controlled trials (RCTs) at the top (Gertler et al., 2016). These are usually followed by 'quasi-experimental' designs using comparison groups. These types of evaluation designs aim to measure changes for participants before and after the programme and may compare these changes to other groups of participants who did not go through the programme.

There are also a range of other non-experimental designs such as pre- and post-test studies or case studies. These may not be able to produce such strong evidence for programme effectiveness but can be more appropriate depending on the situation.

Based on the strength of the evidence and the evaluation findings, we used a four-level classification to rank the effectiveness of identified programmes as outlined below:

Successful programmes	Evaluated through well-designed experimental or quasi-experimental studies with evidence of significant sustained effect on outcomes.
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.
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.
Ineffective programmes	Failed to demonstrate an effect using a robust research design.

These four analysis categories were used to inform discussion of programmes in this report, firstly we used the main delivery mechanism, and then the evidence generated by the programme evaluation to contribute to our evidence base of what works to prevent violence prevention in and through schools.

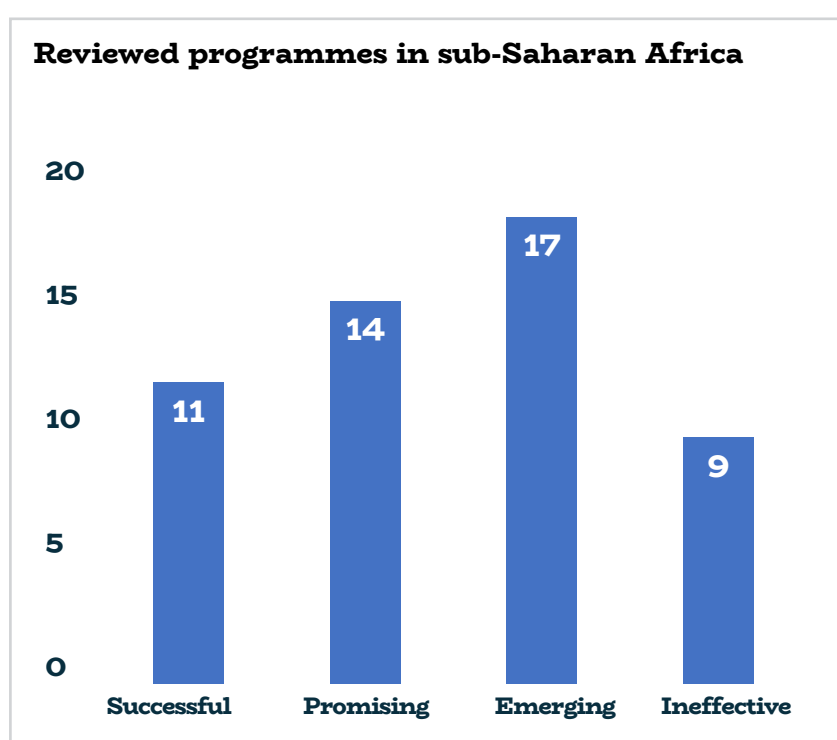


Findings

Findings

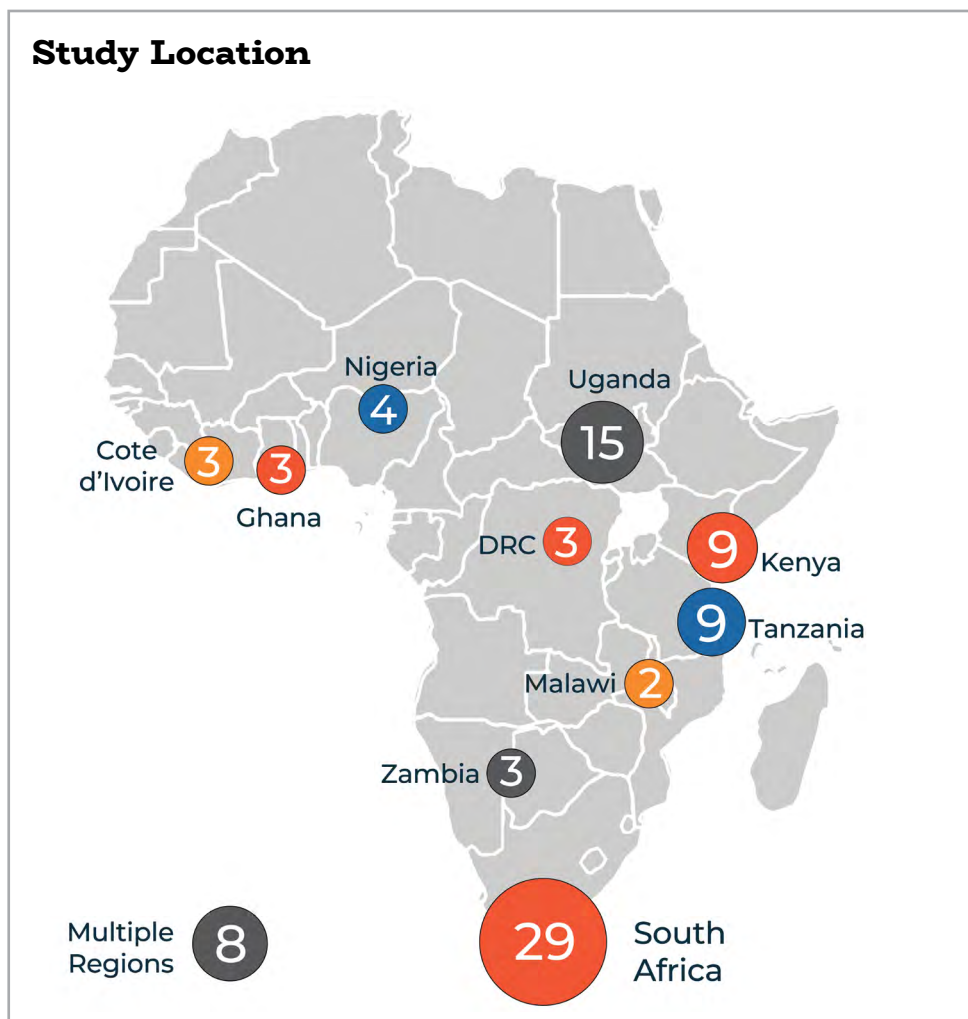
We included 82 papers and reports in this review that documented 51 programmes in SSA. This review identified 11 successful, 14 promising, 17 emerging and nine ineffective programmes (see Figure 1). Most of the studies that were published had applied experimental or quasi-experimental methods for evaluating impact on outcomes. The grey literature briefs and reports had mainly used formative evaluations, process evaluations, or programme data reviews to measure programme achievements and outcomes

Figure 1: Programmes by rank (N = 51)



More than a third of the 82 identified studies emerged from South Africa (see Figure 2). However, it is important to note that most of these are standalone articles detailing a single intervention, whereas in other countries there are often numerous articles detailing different elements of the same programme. A unique feature of the South African context is the number of public universities (n=26), providing post-graduate (Masters and PhD) students with the opportunity to generate evidence and document it in theses and dissertations. But few of these interventions are translated into long-term programmes, which is a limitation for successful programmes identified through post-graduate studies.

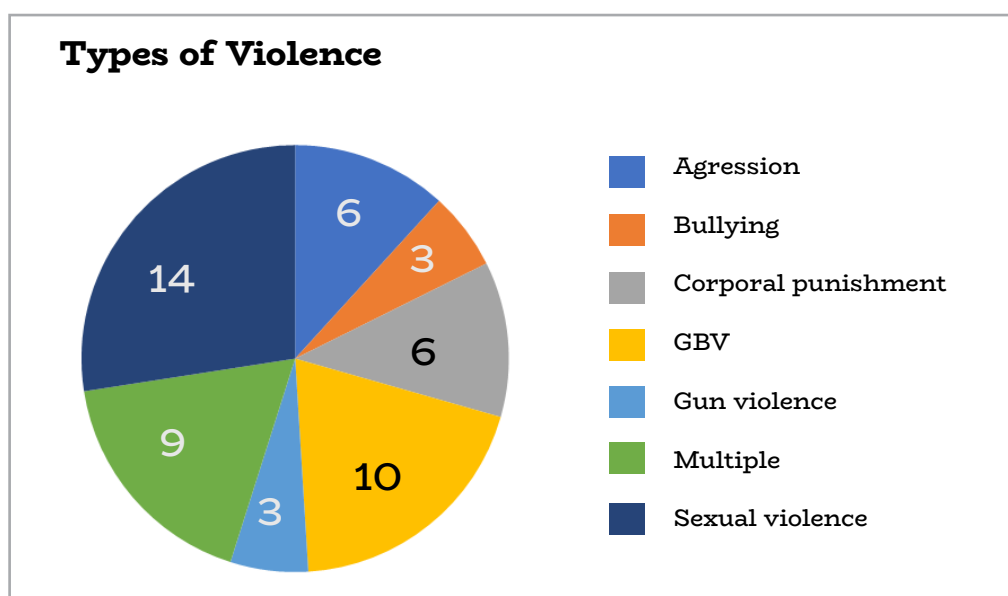
Figure 2: Location of study (implementation country)



The forms of violence experienced by children are not the same across countries and regions (Know Violence, 2017). This is reflected in this review, with programmes mainly targeted at sexual violence by known perpetrators (including teachers) and strangers (27%), gender-based violence (19%), and multiple forms of violence (18%) (see Figure 3). Programmes targeting bullying in schools only made up 6% of this review compared to the findings of the Global South evidence review, where 23% of programmes targeting bullying were identified. The share of corporal punishment interventions also increased from 7% in the Global South review to 12% in the SSA review, indicating that many of the corporal punishment programmes in the Global South were implemented in SSA. This shows that programmes are not just responsive to the forms of violence experienced by children in the region, but based on the interest of organisations delivering programmes combined with available funding by donor agencies that all shape the issues being promoted.

This review identified 11 successful, 14 promising, 17 emerging and nine ineffective programmes.

Figure 3: Number of programmes by type of violence



In this review we found that most programmes were of short duration (less than 12 weeks, n=29 programmes), followed by medium duration (n=10), and more than one year (n=5). Notably, seven of the programmes we reviewed did not note the programme duration.

Of the 11 successful programmes, most were either of medium or longer term duration. One teacher training programme that was shown to be successful took place in less than 12 weeks. However, some successful programmes of shorter duration were implemented with longer-term support from implementation staff. For example, a five-day teacher training programme continued to provide ongoing support to teachers to manage classrooms (Kaltenbach et al., 2018).

In this evidence brief we highlight and discuss the 25 successful and promising programmes that were identified under each strategy. We highlight key programmatic findings and programme characteristics. For further details on all identified programmes, [see Addendum 2](#).



What we found: Unpacking the Interventions

What we found:

Unpacking the Interventions

There is an emerging body of evidence on programmes that show promise for reducing violence in and through schools in the Global South. **Of the 51 programmes we identified, just under half (n= 25) were found to be effective or promising in reducing VAC.** Drawing on a public health approach, most programmes identified as preventing VAC have a focus on primary prevention (the prevention of child victimisation before it occurs). Fewer programmes are targeted at responding to violence with a focus on helping children cope with exposure to violence and trauma to reduce the long-term effects (Edwards et al., 2024).

Lastly, universal programmes primarily facilitate a whole-school approach but, in the context of SSA, this is still an emerging practice with only one programme identified as taking on this holistic approach. Overall, we found that it is possible to reduce physical, emotional/psychological, or sexual violence and /or improve behaviours, attitudes, and knowledge that promote gender equality and healthy power dynamics among young people in SSA. The ensuing discussion of programmes is focused only on successful or promising interventions and organised based on an adaptation of the INSPIRE framework for pragmatism.



1 Developing knowledge and life skills

Building children's knowledge, as well as their emotional and social coping skills, can help them form positive relationships and manage and adapt to difficult circumstances in the future. This is the most widely used approach in programming through schools, with 25 of the 51 identified programmes falling in this category. We identified **seven promising and successful programmes** that focused on group-based learning to build the child's knowledge of different forms of violence, learn about the negative outcomes of risky behaviours, or enhance their social and emotional skills to avoid engaging in violence, criminality, and anti-social behaviour. In this review we found that programmes mainly used strategies to empower and build resilience through school clubs or peer support groups. By participating in group-based learning, learners can develop positive aspirations through activities such as art, sport, and social action on issues such as violence or girls' education (Know Violence, 2017). The key features of this approach are that the programmes are run by trained external facilitators or peer mentors and they occur after school as a structured programme with scheduled sessions.

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By participating in group-based learning, learners can develop positive aspirations through activities such as art, sport, and social action

In this section we further clustered programmes based on their main approach:

- i) Building knowledge to reduce violence and anti-social behaviour
- ii) Empowerment and shifting gender norms.

Four such programmes focused on a reduction of violence and anti-social behaviour with promising results. An outcomes evaluation (n=661) in Zambia found that **Child Rights Clubs**, aimed at raising awareness of rights and duties, were found to improve knowledge and lower violence (Chigunta, 2005). A small-scale **nurse-led training programme** delivered by the department of nursing at Babcock University in Nigeria (n=109) used participatory learning to build adolescent girls' knowledge about sexual violence to reduce their risk in secondary schools. It showed a significant increase in learners' knowledge of sexual violence but did not show a reduction in experience of sexual violence and thus requires



further evidence with a larger sample (Beatrice et al., 2021). An outcomes and an impact evaluation (Peltzer, 2003; Schmidt et al., 2010) assessed *Soul Buddyz Clubs* in South Africa. The evaluations showed a reduction in children's exposure to violence. The programme was delivered by trained peer mentors and incorporated a social mobilisation strategy. It was also expanded to cover a quarter of children in state-funded primary schools. A process evaluation conducted ten years after participation in the programme (Letsela et al., 2021) still showed positive outcomes on HIV prevention knowledge and attitudes for those who once belonged to a club (n=2 198), but it did not report on the violence outcomes, which makes it difficult to determine long-term violence reduction impact. Another *peer group support programme* delivered by University of Pretoria students in South Africa aimed to create a caring school environment to lower high-risk behaviour (Visser, 2005). The study used mixed methods, and the qualitative study showed that the programme's weakness was the lack of buy-in and support from the teachers or school leaders. The authors suggested that to strengthen the programme impact, it should adopt a 'whole-school approach' in which school leadership is included in the programme implementation, as this is a core aspect in facilitating the programme's effectiveness (Visser, 2005). These programmes

have potential and show the value of participatory interventions that are child-centred and provide an open and interactive environment to build knowledge and life skills to underscore violence prevention. However, the outcomes of this group of programmes are inconsistent due to the limitations of the research methods used in the study designs.

Three programmes focused on empowerment and challenging gender norms as a mechanism to reduce violence and build resilience among young people. The *Transforming Education for Girls programme* was assessed through a quasi-experimental study (n=1 977) in Nigeria and Tanzania (Untehalte & Heslop, 2012). The programme used girls' clubs as a modality to address the barriers to girls' participation in school and their vulnerability to gender-based violence (GBV) and HIV, and to challenge gender norms. The study reported a decrease in violence and an increase in empowerment (Untehalte & Heslop, 2012). *Ffena Tuzanye*, a similar programme in Uganda (n=1 200), used netball to form teams and empower youth to foster healthy relationships and challenge the social norms that fuel GBV (Henry, 2020). The programme trained peer facilitators to run the educational netball "play" session with a GBV toolkit. The evaluation showed reduced violence and reduced harmful attitudes and practices that cause GBV. No Means No



Worldwide (a global NGO) has introduced the *IMpower* rape prevention programme across three countries in SSA, namely Kenya, Malawi, and Uganda, and it has been evaluated in five studies (Baiocchi, 2016; Decker et al., 2018; Sarnquist et al., 2019; Sinclair, 2013; Kågesten et al., 2021). *IMpower* is a 6-week group-based programme that trains girls in physical (self-defence) and verbal skills. The adapted programme is multi-pronged and classroom-based, including both girls and boys, and was costed at US\$18 per graduate. The first pre-post study in Kenya showed reduced sexual assault among the participants (Sinclair, 2013). To further the evidence on this approach, an RCT in Kenya showed that young girls in the programme had a 3.7% lower risk of sexual assault (Baiocchi et al., 2016). Similarly, in an RCT in Malawi, there was a significant past year drop in sexual assault (RR 0.68) (Decker et al., 2018). The programme shows evidence of increasing protective factors and reducing sexual abuse (Sarnquist et al., 2019). The *IMpower programme* has been adapted by adding a male component in two studies. In Kenya, *Sources of Strength* was added as a male component and was evaluated as part of the What Works programme but did not show the same promising reduction in sexual violence (Sarnquist et al., 2023). 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



2 Building safe environments

Programmes focused on building safe environments aim to change the social landscape and physical environment to enhance and reinforce protective factors. Evidence shows that programmes implemented through schools can make the school, home and community safer, and can help reduce children's experience of violence. There is a limited evidence base using this strategy in SSA. We only found **two programmes, both from South Africa, that drew on elements of community mobilisation to build safer environments to prevent VAC.**

The first is the *'Zero Tolerance School Alliance' Model*, evaluated through a quasi-experimental study (n=420), which aimed to prevent sexual GBV and strengthen school and community response to GBV in a rural community. It is a multi-component intervention aimed at both the child and the community surrounding the school, but it was focused on GBV and did not invest in structural changes at the school level such as the development of policy and operational guidelines to reduce VAC. This intervention improved outcomes for girls in terms of witnessing violence and experiences of bullying, but not for boys (Nicholson & Mukaro, 2018). This shows that interventions have differential gendered outcomes that need to be considered in the design of interventions.

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Evidence shows that programmes implemented through schools can make the school, home and community safer, and can help reduce children's experience of violence.

Similarly, the *Igun iflop programme* used a 5-step participatory model to create school firearm-free zones in rural and urban areas. However, there is limited evidence of its effectiveness although it was expanded into a programme called Gunfree Zones, which used a participatory model to engage communities through schools (Keegan, 2004; Kirsten et al., 2006). A formative evaluation using qualitative methods in three provinces in South Africa showed positive effects on perceptions of personal safety, but more rigorous evidence is required to determine its effectiveness.



3 Challenging harmful gender norms and values

Norms and values shape attitudes and behaviours of individuals that can increase the risk for violence victimization and/or perpetration. Transforming and challenging harmful gender norms can help prevent and reduce violence in the long term. This review identified **eight programmes** that have positioned their intervention within a gender equality framework where the main goals are to promote gender transformation and gender equitable relationships to reduce the perpetration of intimate partner (dating) violence. **One of these programmes not only focused on GBV but also included a focus on bullying.** These programmes all have adolescents as the central focus, using group-based activities and participatory techniques to encourage critical thinking and reflection within a supportive peer environment.

Three programmes focused on **improving gender-equitable norms and sexual and reproductive health** knowledge and behaviour, with gender violence prevention as a sub-theme and secondary outcome. *Stepping Stones* was a 13-session programme in South Africa (n=2 776) that used participatory learning approaches to build knowledge, risk awareness, and communication skills to stimulate critical reflection and gender equity as a central theme of the programme (Jewkes et al., 2008). Similarly, in the Democratic Republic of Congo, *Growing Up Great* was a 20-session programme that engaged over 2000 young adolescents (aged 10-14 years), parents, and influential community members. Both *Stepping Stones* and *Growing Up Great* engaged both boys and girls to stimulate critical reflection aimed at transforming gender norms and attitudes to reduce the risk of perpetration. *Stepping Stones* showed significant evidence of an effect on the perpetration of intimate partner violence (IPV) among young men and on transforming gender norms. Whereas *Growing Up Great* showed significant improved sexual and

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These programmes all have adolescents as the central focus, using group-based activities and participatory techniques to encourage critical thinking and reflection within a supportive peer environment.



reproductive health knowledge and some gender-equitable attitudes and behaviours, but did not shift gender norms (GEAS, 2019; Gayles, 2023). *The Gender Roles, Equality and Transformations (GREAT) programme* in Uganda was a multi-component narrative-based programme to promote gender-equitable attitudes and behaviours and improve sexual and reproductive health and GBV outcomes (Dagadu et al., 2022). The programme was tailored to four life-stages ranging from very young adolescents to adults over 20 years of age (n=1 299 females and n=1 150 males at endline). The programme was not intentionally delivered through schools, but elements were integrated into existing adolescent school clubs and groups, and 21% of those who used the toolkit did so through schools. This promising programme showed statistically significant effects across all three outcomes (gender equity, GBV and sexual and reproductive health (SRH) among older and newly married adolescents and adults. Among older adolescents, the programme effects included shifts in inequitable gender attitudes, inequitable household roles, inequitable attitudes towards GBV, inequitable SRH attitudes, and percentage of boys who sexually assaulted a girl in the past three months.

Four programmes focused on preventing IPV/dating violence and GBV. Your *Moment of Truth*

(*YMOT*) was a 6-week Kenyan GBV prevention programme (n=1 250) designed to improve male attitudes towards women, promote gender equality, develop positive masculinity, and teach boys how to safely and effectively intervene in instances of GBV. A quasi-experimental design showed a significant increase in equitable attitudes towards women, a decrease in endorsement of myths around rape, as well as a significant increase in the number of times boys in the treatment group intervened when they witnessed violence against girls, compared to boys in the control group (Keller et al., 2017). The programme was also implemented as the male arm in the *IMpower programme*, which showed evidence of promoting positive, nonviolent masculinities and a rejection of harmful stereotypes (Kågesten et al., 2021).

Similarly, *PREPARE* is a multi-component programme designed and implemented by the South African Medical Research Council in partnership with the Department of Education in a province in South Africa. It consisted of a 21-session curriculum aimed at strengthening adolescents' knowledge and skills combined with transforming gender norms. This intervention also aimed to improve the school environment through workshops with teachers and staff. *PREPARE* was evaluated through an RCT with a sample of approximately 3,000 learners and showed a significant



reduction in the experience of IPV/ dating violence (Mathews et al., 2016).

Another South African programme, the **I-Change Model (Integrated model for behaviour change)**, was designed and tested by the School of Public Health at the University of KwaZulu-Natal. This programme is a 20-session psycho-educational programme focused on addressing GBV and bullying through a focus on attitudes, social norms, self-efficacy, and belittling behaviour. The programme focused on learners and engaging school management to garner support for the programme implementation and was also evaluated through an RCT (n=685) in South Africa (Naidoo et al., 2016). Two papers on the same study focused on the outcomes of bullying and physical violence (Naidoo et al., 2016; Taylor et al., 2020). Baseline measures were taken for experiences of sexual violence, but no outcomes were measured (Naidoo et al., 2017). The evaluations demonstrated a reduction in verbal bullying and improvement in norms and attitudes towards bullying but did not report on sexual violence outcomes. The programme also reduced learners' experiences of peer physical violence but did not change their perpetration.

Finally, the **Connect with Respect: Preventing gender-based violence in school (CWR)** is a promising intervention that focuses on advancing interpersonal skills and the prevention of school-related GBV. It was delivered in 92 schools across Tanzania, Zambia and Eswatini by teachers through learning activities (Cahill et al., 2021; Cahill et al., 2023). This promising programme is targeted at high school adolescents and is supported by a 5-day teacher training programme which provided

opportunities for teachers to sample and discuss the learning activities designed for the learners, along with a focus on the use of positive discipline strategies, and additional activities through which to contribute to a whole-school approach. The process evaluation made use of a mixed-methods study design, including focus groups and pre- and post-test components. Across the 92 schools, 24 schools were in Zambia (17 primary and 7 secondary), 18 secondary schools in Eswatini, and 50 schools (20 primary and 30 secondary) in Tanzania, with a total of n=9 090 learners and n=296 teachers responding at baseline. The programme achieved a reduction in reports of unwanted sexual comments and sexual touch by peers, reductions in the rates of negative bystander behaviours such as laughing, and an increase in positive bystander behaviours such as referral to a teacher among learners if they witness GBV.

These programmes aimed to prevent discrimination and violence by teaching adolescents about inequitable gender norms and how to change them. They also evaluated and showed an impact on gender attitudes, violence, and other related behaviours.



4 Income and economic strengthening

Income and economic strengthening as a strategy to reduce violence against children aims to reduce the economic stress and vulnerability that can increase the risk of violence in families and communities. These interventions can have positive effects on reducing violence against children when they are combined with strategies such as building knowledge to reduce violence and to enhance the self-esteem through the empowerment of young girls with the aim of keeping girls in school and reducing the risk of early marriage. **Evidence has shown cash-only interventions (social protection) to be less effective than economic empowerment “cash plus” programmes** that combine cash transfers with other programmatic elements (Rogers et al., 2024). In this review, we identified **three successful/promising programmes focusing on income** and economic strengthening combined with youth empowerment and life skills development elements.

The *Adolescent Girls Initiative - Kenya (AGI-K)*, developed by the Population Council, is a two-year intervention for young adolescent girls aged 11-14 years. It was found to be a promising intervention to reduce violence against girls (Kangwana et al., 2022; Austrian et al., 2021). The programme includes violence prevention through community conversations, an education intervention comprised of cash and in-kind transfers conditioned on school enrolment and attendance, health and life skills education provided through mentor-led group meetings, and wealth creation including financial education and savings activities. The AGI-K was evaluated through a complex RCT (N=4 500 girls) and through a two year follow-up survey with nearly half the participants (n=2 075). This was combined with in-depth individual interviews with adolescent girls, parents and teachers, mentors, facilitators, and community gatekeepers. Although the intervention showed a reduction in early marriage, the study design was unable to estimate the impact of the violence prevention component of the intervention on its own.

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The promotion of saving and planning for the future appears to shape how young people imagine their future selves.

YouthSave is another promising programme implemented by Save the Children in Ghana. This was an economic and financial inclusion project providing access to youth-oriented in-school banking products for 10–19-year-olds (Chowa et al., 2015; Masa et al., 2020). The programme was evaluated through an RCT and schools were assigned to either a school-based savings programme (SBSP), a marketing campaign, or a control group. The study found that the SBSP had a significant effect on condom use, and sexual victimization as a secondary outcome. Furthermore, the SBSP group were less likely to



engage in transactional sex with sustained outcomes at a three-year follow-up. The promotion of saving and planning for the future appears to shape how young people imagine their future selves.

A third programme, the *HIV Prevention Trials Network (HPTN) 068* (or '*Swa Koteka*'), is a conditional cash transfer programme in South Africa (Selin, 2015; Pettifor et al., 2016; Kilburn et al., 2019; Kilburn et al., 2020). *Swa Koteka* paid monthly cash transfers equivalent to US\$10 directly to young women and US\$20 to their guardians on the condition that the girls attend school at least 80 percent of the expected time. An RCT was conducted over three years in Mpumalanga province with young women (n=2 448) enrolled in grades 8 to 11. The initial programme did not intentionally add violence prevention as an outcome, but by including experiences of physical IPV in the measures, a 34 per cent reduction in the annual risk of physical IPV was found. Thus, cash transfers have the potential to delay sexual debut and lower the number of sexual partners, reducing the risk of IPV.

Programme findings from SSA confirm that cash by itself is not enough to achieve targeted outcomes for violence reduction, but it is a promising component when added to other strategies to help young girls navigate remaining in school and to empower young girls and boys to make decisions for their futures.



5 Psychosocial and support programmes

Childhood exposure to violence can lead to lasting mental health and psychosocial issues (Know Violence, 2017). **We identified five school-based programmes that focus on providing psychosocial support to learners, parents, and teachers.**

Two of these programmes focus on learners, with one being delivered through a targeted therapeutic and behavioural management programme, and the other incorporating parental/family support elements. The first is a small, **emerging therapeutic, behavioural intervention** to address conduct disorder delivered by Redeemer's University at a school in Abedan, Nigeria. The programme delivered cognitive-behavioural therapy (CBT) sessions and social skills training (SST) to a very small sample of high school learners (n=16) with conduct disorders (Kumuyi et al., 2022). Results showed a difference in the level of conduct disorder and improved outcomes among participants in the experimental combined CBT + SST group, compared to the control group or CBT and SST only groups but it requires further testing with a larger sample.

Another promising programme focused on psychosocial support of learners was *Asking and Telling*. This programme was designed and tested by the Population Council and consisted of four components to improve the management of child sexual abuse in Kenya (Undie & Mak'anye, 2020). The programme consists of a child-friendly screening tool, parent dialogues, learner sensitization, provider-training, and sexual violence screening paired with service provision implemented in two Kenyan primary schools and a one-stop medical facility. A mixed methods feasibility study (n=222) was conducted to establish the acceptability and feasibility of the programme. The study found that the programme increased disclosure and care received while also increasing communication between children and teachers and their parents (Undie & Makanye, 2020).

We also identified three programmes that trained teachers to foster positive classroom behaviour by avoiding physical discipline. The most successful programme was the *Interaction Competencies with Children for Teachers (ICC-T)*, which is a 5-day programme that aims to foster positive interactions between teachers and learners

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Violence interventions should address the psychosocial needs of learners, parents and teachers to promote coping and social skills.



to promote better classroom conduct. It was originally developed and implemented in Tanzania, and later adapted for the Ugandan context (Kaltenbach et al., 2018; Nkuba et al., 2018; Nkuba et al., 2017; Ssenyonga et al., 2019). Two evaluations of the programme indicated that it reduced corporal punishment and enhanced the quality of teacher-learner relationships (Kaltenbach et al., 2018; Nkuba et al., 2018). The effectiveness of the adapted version was examined through RCTs in Uganda and Tanzania, which showed the same positive results (Ssenyonga et al., 2022; Masath et al., 2023).

The *Teachers' Diploma Programme on Psychosocial Care, Support, and Protection developed in Zambia by REPSSI* (Kaljee et al., 2016) aims to enhance school environments, foster psychosocial support, and facilitate school-community relationships by equipping teachers (n=447) with knowledge and skills. This programme emerged as successful for primary school learners in grade 3 and 4 (n=1 792). These two programmes stand out for their sustained positive outcomes more than one year after implementation, suggesting the potential for lasting impact. An interesting *communication resource programme developed by the International Rescue Committee* and implemented in Tanzania (Behavioural Insights Team, 2017) aims to shift teachers' (n=1 042) attitudes on corporal punishment through messaging. It showed evidence that using empathy for learners as an approach significantly contributed to the decline in favourable attitudes towards corporal punishment. However, further evidence is needed to determine the sustained effect over time.

Violence prevention interventions should address the psychosocial needs of learners, parents and teachers to promote coping and social skills. Empathy and compassion are important in violence prevention programming in schools with teachers: if they understand the level of harm that violence causes children, they will be less likely to use violence towards children. However, less is known about group response programmes in the SSA context. If we hope to break the cycle of violence, it is important that this modality of therapeutic programming is further explored.

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6 Whole-school approaches

Whole-school approaches aim to transform the school eco-system by engaging various stakeholders such as the school administration, teachers, parents, and learners. They teach adolescents how to deal with conflict non-violently and how to intervene when they witness violence, while also addressing the power dynamics between learners and teachers to improve their relationship and create space for learners to express themselves and seek help when needed (UNESCO & UN Women, 2016; UNGEI, 2019). Engaging with parents, neighbourhoods and the broader community can also foster prosocial behaviour. Effective communication and information sharing among different stakeholders can enable a context-specific and comprehensive approach to violence prevention.

Only one successful whole-school programme was identified in SSA. The *Good School Toolkit*, developed by Raising Voices in Uganda, is delivered by teachers, learners and with parental involvement during school hours and requires capacity building and supportive supervision of teachers for successful implementation. The *Good School Toolkit* is a programme that aimed to change the operational culture in schools through 68 activities implemented over 18 months with a focus on addressing power relations, non-violent discipline, and classroom management techniques (Devries et al., 2018). These activities are related to creating better learning environments, mutual respect, understanding power relations, non-violent discipline techniques, and improving classroom management techniques. The total cost to run the intervention is US\$7,429 per school annually, or US\$15 per primary school pupil annually, in the trial intervention schools, taking into account the development costs (Carlson et al., 2021). However, the per pupil cost is reduced to US\$5 per pupil with further rollout in Uganda (UNGEI, 2021).

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The idea of tackling violence prevention through a whole-school approach is gaining momentum and shared learning from practitioners who have done this successfully is critical for this to be integrated as an approach in programmes with the region and beyond.



This successful programme has been implemented in over 1,500 schools with young people aged 11-14 years. It was evaluated through eight papers in this review, including formative, impact and outcomes evaluations, an RCT, a qualitative study, a process evaluation, and an economic evaluation (Merrill et al., 2018; Devries et al., 2017; Devries et al., 2018; Greco et al., 2018; Kygombe et al., 2017; Devries et al., 2015; Knight et al., 2018). The programme contributed to creating positive teacher-learner relationships and provided space for learners to voice, participate and engage with teachers (Greco et al., 2018).

Adopting a whole-school approach is an emerging area in SSA. Although we have only identified one holistic programme, there are a few programmes such as the *Connect with Respect: Preventing gender-based violence in school (CWR)*, delivered by teachers in Tanzania, Zambia and Eswatini, that have elements of a whole-school approach but fail to work across the school eco-system (Cahill et al., 2021; Cahill et al., 2023). Nevertheless, the idea of tackling violence prevention through a whole-school approach is gaining momentum and shared learning from practitioners who have done this successfully is critical for this to be integrated as an approach in programmes within the region and beyond.





Emerging lessons from practice and programme implementation

Emerging lessons from practice and programme implementation

The past decade has witnessed significant advances in the knowledge of violence prevention programming in SSA, with significant investment by donors in research to strengthen our evidence base. The review of evidence from school-based violence prevention programmes in the Global South has further enriched our understanding of how to prevent violence during childhood by using schools as a platform for intervention (Mathews et al., 2021).

This review reiterates these lessons and points to ways to strengthen the implementation and outcomes of interventions delivered in and through schools.

These lessons point to the need to:

1 Invest in the role and psychosocial support of teachers

2 Involve children as agents of change

3 Involve caregivers and the wider community

4 Foster relationships with school leadership

5 Embed programmes in the life of a school

6 Intentionally adapt programmes

This review reiterates these lessons and points to ways to strengthen the implementation and outcomes of interventions delivered in and through schools.

Investing in the role and psychosocial support of teachers

Teachers play a critical role in violence prevention programmes through schools. Through this review we have shown that programmes to reduce teachers' personal harmful behaviours, beliefs and norms through trainings and self-reflection have successfully worked thus teachers should be seen as central to violence prevention programme delivery (Nkuba et al., 2017). This is important as they can act as change agents through their role in the delivery of programmes in school (Cahill et al., 2023). However, training is not enough; supporting teachers in the delivery of programmes is important for programme fidelity (Kirk & Winthrop, 2005; Nkuba et al., 2018; Cahill et al., 2023; Uysal et al., 2023).

Practitioners highlight that teachers are often overburdened with the demands of their teaching responsibilities and personal family responsibilities (Fabbri et al., 2021). Therefore, teachers can face a challenge in balancing the delivery of additional programmes with empathy and self-care while juggling the demands of normal teaching responsibilities (Bakari et al., 2023). Support programmes for

teachers are important to manage their own thoughts and beliefs so that they can build empathy towards children and better support others before engaging them in programme implementation (Visser, 2005; Behavioural Insights Team, 2017; Ssenyonga et al., 2018). Training should also be provided to ensure that teachers can identify their own triggers and self-regulate using support systems such as debriefing and counselling therapy to avoid burn out (Behavioural Insights Team, 2017; Cahill et al., 2023). Involving school management to gain their support and providing incentives for teacher involvement can also help address teacher fatigue (Ssenyonga et al., 2018; Henry, 2020).

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Supporting teachers in the delivery of programmes is important for programme fidelity.

Involving children as agents of change

Several programmes in this review focus on building life skills through peer support programmes with young people actively engaged. Programmes not only target young people, but children also lead, advocate, and are involved in the recruitment, leading to complete ownership of the programme and building leadership among this group (Schmid et al., 2010; Le Grange, 2004; Keegan, 2004). However, the socio-cultural norms around the positioning of children in SSA can hinder such participation. These norms need to be challenged as child participation is crucial for increasing participation and retention as demonstrated in sports, social, and girls' clubs and facilitates better outcomes (Unterhalter & Heslop, 2012). Even when a programme is adult-led, including children meaningfully can increase commitment, agency, and learner leadership (Mutto et al., 2009). When children of the same gender and age as the target population endorse the programme, it is likely to increase interest and participation amongst other children (Visser, 2005; Masa et al., 2020). Peer experiences are also important in clubs, as they can help create a sense of belonging and provide support (Beatrice et al., 2021).

Involvement of caregivers and wider community

Caregiver and community involvement is crucial in violence prevention programmes through schools as the child is part of a larger ecosystem which includes the family and community. The shift that young people experience can have a spillover effect on families, but it requires a more deliberate approach to engage parents to change household norms (Karmaliani et al., 2020; Abdulmalik et al., 2016; GEAS, 2019). Some programmes report improved outcomes among both parents and children when interventions are expanded to the family and community, which further reinforces the impact on the child (Jewkes et al., 2019). There is a need for parental involvement and working with the household to promote healthy family relationships (Jewkes et al., 2019; Beatrice et al., 2021). Whole-school programmes that involve parents and the wider community are costly but this approach requires consideration in programme design as it is a strategy for increased efficacy of programmes. Engaging parents in flexible ways such as through parent-teacher associations or lighter touch parent days has shown effect in certain contexts (Karmaliani et al., 2020), parent

dialogues or group-based discussions (Undie and Mak'anyengo, 2020) or by expanding current school-based interventions to the wider community (Abdulmalik et al., 2016).

Fostering relationships with school leadership

Consultation with, and buy-in from, school management as well as support from community institutions are essential for successful implementation and sustainability of programmes (Chigunta, 2005; Snyman, 2007; Masa et al., 2020). Practice highlights that when interventions are implemented but lack the support of teachers and school administration, messages are not reinforced by school staff or communities, thus limiting programme success (Khuzwayo et al., 2020). In addition, school management plays a crucial role in assisting with the rollout of programmes by providing an enabling school climate (Visser, 2005). This highlights the need for a whole-school approach that focuses on nurturing and maintaining relationships with community institutions and school management, supporting teachers, and reinforcing programming messages in the life of the school. Therefore, delivering interventions without integrating them into the eco-system of the school has a decreased chance of success.

Embed programmes into the life of the school

The timing of when a programme is delivered matters as it can affect participation and overall impact. Programmes conducted during school hours, after school hours, or those that are embedded within the school curriculum all have their own pros and cons. Programmes conducted during school hours can be interrupted by the normal ebb and flow of the school calendar, which affects continuity in delivery (Mathews et al., 2016). Whereas after-school programmes often struggle to achieve high attendance rates and tend to selectively attract participants who are at lower risk of adverse outcomes (Mathews et al., 2016). Therefore, embedding certain interventions into

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Embedding interventions into classroom teaching is the most efficient way to ensure that learners receive the same level of exposure to a programme.

classroom teaching is the most efficient way to ensure that learners receive the same level of exposure to a programme. Several programmes in South Africa for example, are delivered through the Life Orientation curriculum.

Similarly, life skills classes are often used in the Global South, which points to an opportunity to streamline content delivered through modules in the school curriculum (Snyman, 2007; Jewkes et al., 2019; Masinga et al., 2019). However, several programmes in this review note that schools face challenges such as resource scarcity, and logistical issues such as overscheduling weekdays and overcrowding, which limit teacher capacity and availability to deliver programmes (Gayles et al., 2023). Early consultations with schools can help mitigate these challenges when embedding programmes into the school's operational culture or way of operation as an effective means of addressing violence (Mathews et al., 2016).

Intentional Programme adaptation

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Countries across SSA differ vastly in their social, cultural, and economic environments. When a programme works in one context it does not mean that it will work in another.

No matter how successful a programme is, it needs to be adapted for local context (Cahill et al., 2023). Countries across SSA differ vastly in their social, cultural, and economic environments. When a programme works in one context it does not mean that it will work in another. In-country variations can also have an impact on the success of a programme. Community engagement is vital, and using participatory approaches to co-design a programme can facilitate local ownership (Chigunta, 2005; Cahill et al., 2023). Consultation with local stakeholders can help ensure the success of a programme as they know the context best and can point to the shifts that are required for the programme to become contextually relevant (Keegan, 2004; Kirsten et al., 2006; Beatrice et al., 2021). Notably, there needs to be a willingness to consult the programme originators to facilitate a process of knowledge sharing and to enhance fidelity to the model, while taking contextual relevance into account in the adaptation process (Khan et al., 2023). To maintain programme fidelity means that one must consider both the design and implementation elements that made the original programme effective. This is critical to ensure adaptation success.

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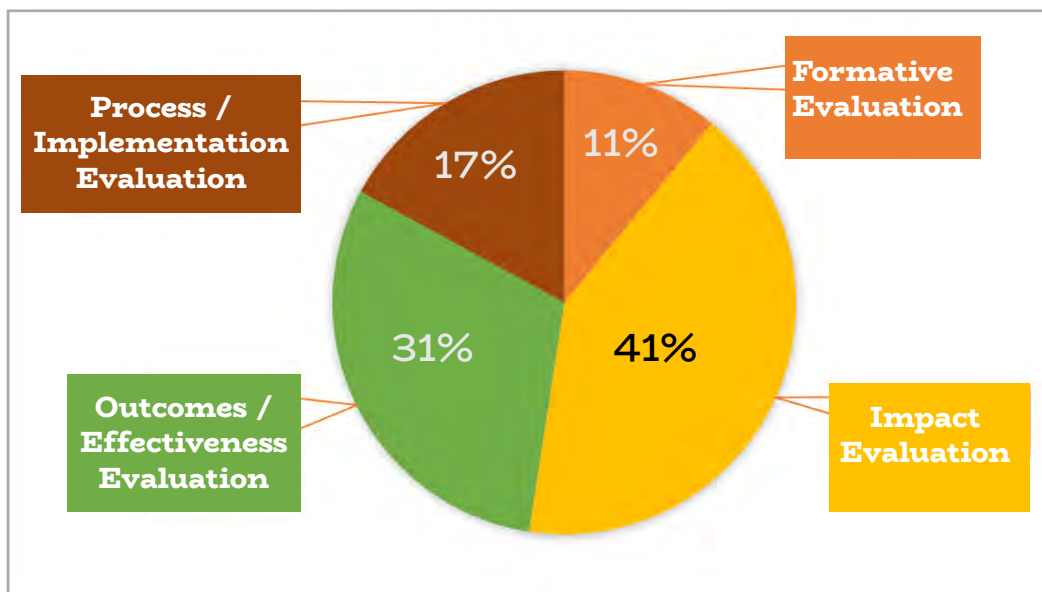
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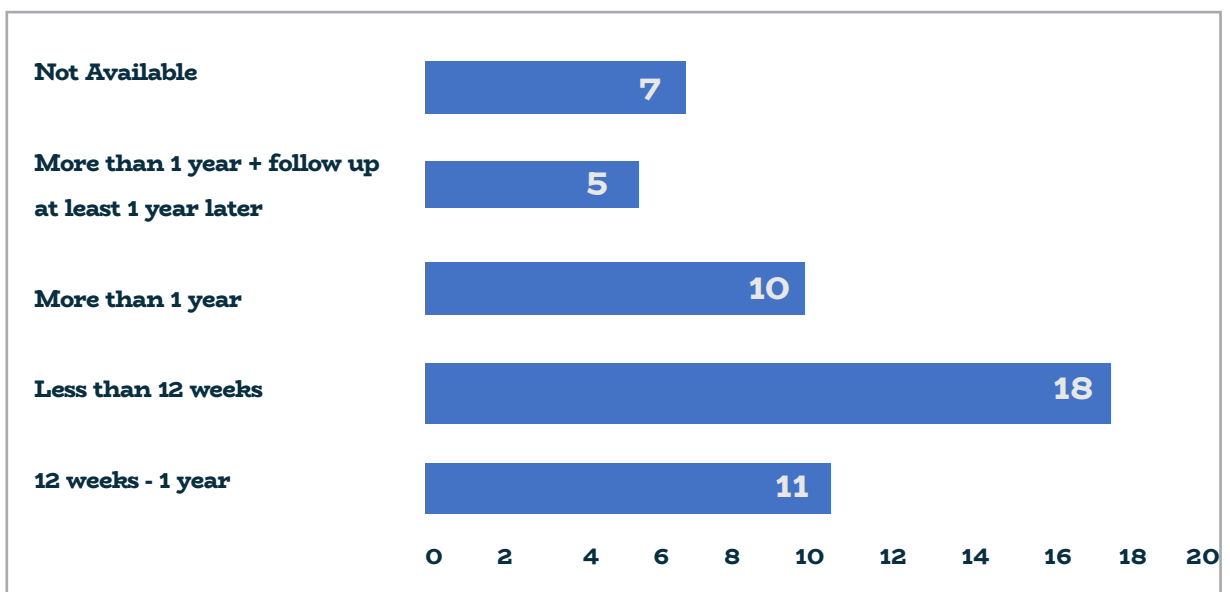
Appendums

ADDENDUM 1: Supplemental Figures and Graphs

Type of Programme Evaluation N = 51



Programme duration N = 51



ADDENDUM 2: Programmes included in the review, by effectiveness of programme

Successful programmes

Jewkes et al., 2008	South Africa	Stepping Stones – a 50 hour program (thirteen 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 24 months and reduction in transactional sex and substance abuse at 12 month follow-up among men. There was no evidence of any desired behaviour change among women.
Kaljee et al., 2016	Zambia	The Teachers' Diploma Programme on Psychosocial Care, Support, and Protection is a childcentered 15-month longdistance 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 'wait-listed'. 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.
Kaltenbach et al., 2018; Nkuba et al., 2018 ; Ssenyonga et al., 2018; Nkuba , 2017; Ssenyonga et al., 2022; Kirika & Hecker, 2022; Masath et al., 2023.	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 followup provide initial evidence of the efficacy. The ICC-T intervention has been demonstrated to effectively reduce violence in schools across various countries. In a Tanzanian primary school, teachers reported high motivation and acceptance of the training. Strategies were integrated into daily work, leading to improved student-teacher relationships. Cluster-randomized trials in Tanzanian secondary and primary schools showed that violence against children significantly decreased based on self-reports from both teachers and students in the intervention group. Teachers' attitudes towards violence also improved. A similar reduction in emotional and physical violence was observed in Ugandan schools following the ICC-T intervention.

<p>Kangwana et al., 2022; Austrian et al., 2021</p>	<p>Kenya</p>	<p>The Adolescent Girls Initiative - Kenya (AGI-K) is a four sector-specific intervention for young adolescent girls aged 11-14 years. The 2-year intervention includes violence prevention through community conversations to address sexual and physical violence and the devaluation of girls and women; an education intervention comprised of cash and in-kind transfers conditioned on school enrolment and attendance; health and life skills education provided through mentor-led group meetings; and wealth creation including financial education and savings activities. Approximately 4500 girls participated in the longitudinal study across the four intervention components.</p>	<p>Outcomes and Impact evaluation. AGI-K made use of three evaluation components: an experimental RCT design, longitudinal study, and qualitative interviews. The final baseline data included 2390 girls interviewed in Kibera and 2147 girls in Wajir. Afterwards there was a 2 year follow up survey (n=2075). In-depth individual semi-structured interviews were carried out with 28 adolescent girls, eight parents and teachers, four mentors, four CC facilitators, and six community gatekeepers.</p>	<p>Successful programme. At two year follow up girls continued to have increased schooling, SRH knowledge, and improved financial savings behaviours, thereby generating protective factors against early marriage and pregnancy. The study also showed a reduction in the experience of male-perpetrated violence.</p> <p>Costing: The budget allocated for violence prevention was \$1500-\$2000. Cash transfers to household heads were \$11 in Kibera and \$15 in Wajir per term. Other financial incentives included cash transfers to schools upon enrolment and attendance, as well as annual savings incentives for girls.</p>
<p>Keller et al., 2017</p>	<p>Kenya</p>	<p>Your Moment of Truth (YMOT) intervention. Standardised 6-week GBV prevention programme for males (aged 15 to 22; mean age 18 years) 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 six 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.</p>	<p>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 postintervention. In intervention schools and 6 weeks and 9 months at control schools.</p>	<p>Significant increase in bystander intervention, increase in equitable attitudes towards women, and decrease in endorsement of myths around rape.</p>
<p>Knight et al., 2018; Kyegombe et al., 2017; Merrill et al., 2018; Greco et al., 2018; Devries, 2015; Devries et al., 2017; Devries et al., 2018; Turner, 2020; Carlson et al., 2021;</p>	<p>Uganda</p>	<p>The Good Schools Tool Kit aims to change the operational culture in schools. It consists of a few material and facilitation guides for about 60 different activities to be implemented over 18 months. These activities are related to creating better learning environments; mutual respect; understanding power relations; non-violent discipline techniques; and improving classroom management techniques. 42 schools participated in the study and 21 received the program. Two to three teachers from each school received 3-day residential training to implement the program with one-to-one supportive supervision from the project team.</p>	<p>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.</p>	<p>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 to creating positive teacher-student relationships, and provided space for students to voice, participate and engage with teachers. In line with the short-term qualitative findings, qualitative analysis found that two years on, the GAT intervention had significant influence on reducing but not entirely preventing physical violence by teachers and on improving teacher-pupil relationships.</p>
<p>Masa et al., 2020; Chowa et al., 2015.</p>	<p>Ghana</p>	<p>YouthSave is an economic and financial inclusion project providing access to a youth-oriented savings product. The objective of the evaluation was to measure the effects on youth outcomes, including education, health, psychosocial, and financial. The project provided access to a youth-oriented savings product ie a youth savings account. Youth could make deposits by themselves, but withdrawals could be made only with an adult. This study evaluated the effect of a school-based savings program (SBSP) on sexual risk behaviours and victimization among sexually experienced Ghanaian high school students.</p>	<p>Impact evaluation with a cluster RCT and outcomes evaluation with a pre-test, post-test. 100 schools were assigned to either a school-based savings program (SBSP), a marketing campaign, or a control group and 3 year follow up with twenty-two percent (n = 957) of the end line sample (N = 4,289) who self reported being sexually experienced at the time of post-test data collection. Participants were between 10 and 19 years old.</p>	<p>The RCT reported mixed results on health attitudes. The treatment group performed worse on attitudes toward sex, motivations to engage in sex, and sense of belonging with peers contrasted with control youth. However, treatment effects on health behaviours (e.g., actual condom use, engagement in paid or unwilling sex) were consistently positive. The treatment group also had higher expectations for higher education, showed greater commitment to school, and performed better on parental connection, perceived barriers to condom use, perceived susceptibility to HIV, and perceived severity of HIV contrasted with control youth. Additionally, boys reported having more money (M = 58.82, SD = 297.80) at endline than girls (M = 33.37, SD = 109.88), a difference that was statistically significant (p < .001).</p>

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 on 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 12 months from the baseline
No Means No, 2019; Decker et al., 2018; Sarnquist et al., 2019; Baiocchi et al., 2017; Kägesten et al., 2021	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 aged 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
Schmid et al., 2011; Peltzer & Promtussananon, 2003; Letsela et al., 2021 Promtussananon, 2003 & Promtussananon, 2003; Letsela et al., 2021	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, 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	Evidence of effectiveness to reduce violence and increased knowledge, safe sex behaviours.
Selin et al., 2015; Pettifor et al., 2016; Kilburn et al., 2019; Kilburn et al., 2020.	South Africa	The HIV Prevention Trials Network (HPTN) 068 (or 'Swa Koteka') conditional cash transfer program paid transfer benefits each month equivalent to US\$10 directly to young women and US\$20 to their guardians. The cash transfer was conditional—to receive the benefit, girls had to attend school at least 80 percent of the expected time.	This study draws on a randomized controlled trial conducted over three years (2011–2015) in Mpumalanga Province. Study participants comprised 2,448 young women enrolled in grades 8 to 11 who were between 13 and 20 years old at baseline and who had never been married or pregnant.	Results showed that cash transfers reduced the annual risk of physical IPV by 34 percent. At baseline, 17 percent of girls reported having experienced physical IPV from an intimate (dating) partner, while 11 percent reported experiencing physical IPV in the 12 months preceding the evaluation. Analysis shows that cash transfers reduced young women's exposure to potential violent partners, as transfers delayed their sexual debut and lowered their number of sexual partners.

Promising programmes

Beatrice et al., 2021	Nigeria	This nursing-led training programme focused on knowledge about sexual violence among adolescent females in secondary schools. The modules for the training programme and presentation used varieties of teaching methods and was facilitated by means of training aids. Methods of teaching that were employed included lectures, participatory teaching, question and answers. Training materials used include posters, pamphlets, pictures and leaflets. The trainees were provided with brief introduction on sexual violence and the training for this module in the first week. In the second week, trainees were exposed to contents of module two consisting of forms, causes, complications and ways to reduce risk of exposure to sexual violence. Each of the two sessions lasted 1 hour.	The study adopted quasi-experimental design with two treatment groups forming the control and intervention groups using 109 adolescent female students, aged 12-19 years, from four selected secondary schools using a self-administered questionnaire. The administration of pretest questionnaire was done on the first week to both experimental and control group, followed by training session of experimental group on second week and administration of post-test questionnaire on the third week to both groups.	There was a statistically significant difference between the students' knowledge of causes and knowledge of the prevention of sexual violence between the experimental and control groups. Less than average (40.8%) initially had high knowledge while after the intervention above three quarters (76.3%) had high knowledge about prevention of sexual violence compared to 14 (42.4%) participants in the control group that had high knowledge post intervention. A promising programme with a small sample which requires further testing to determine efficacy.
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 a 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 enrol in the intervention. 1042 teachers participated in the study. Enrolment in different modules ranged between 58% (Empathy) to 61% (other two).	Experimental design (RCT) with postintervention 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 situations for corporal punishment. Findings suggest that the Empathy based approach can bring attitudinal change among teachers, which may lead to behavioural change.
Cahill et al., 2022; Cahill et al., 2023	Tanzania; Zambia; Eswatini	Connect with Respect (CWR) focuses on advancing interpersonal skills and the prevention of school-related GBV delivered in schools by teachers through learning activities. It is targeted at high school adolescents, aged 12-18 years and older youths in school. Implementation is supported by a 5-day teacher training program and was then delivered in 92 schools across Tanzania, Zambia and Eswatini. The training programme provided opportunities for teachers to sample and discuss the learning activities designed for the students, along with a focus on the use of positive discipline strategies.	This process evaluation was mixed-methods that included focus groups; pre- and post-assessments and teacher interviews. Across the 92 schools, 24 schools were in Zambia (17 primary and 7 secondary), 18 secondary schools in Eswatini, and 50 schools (20 primary and 30 secondary) in Tanzania. Overall, 9089 students completed the baseline surveys, and 9090 students at endline. A total of 1069 students participated in the focus groups, and programme monitoring surveys were received from 286 teachers.	Evidence of increased protective factors as students found the program contributed to improved peer relationships and identified the five most useful components as learning about gender equality and human rights, learning how to obtain help for those affected by violence, understanding and communicating about their emotions, strategies to avoid joining in with bullying and harassment, and understanding the effects of gender-based violence. The study also showed improved attitudes towards gender equality in the home and decreased attitudes towards GBV.
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 coeducation 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 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.

<p>Dagadu, 2022</p>	<p>Uganda</p>	<p>Gender Roles, Equality and Transformations (GREAT) is a narrative-based, resource-light, life-stage tailored intervention package designed to promote gender-equitable attitudes and behaviours and improve sexual and reproductive health (SRH) and gender-based violence (GBV) outcomes among adolescents and their communities. The intervention package was tailored for four life stages: (1) very young adolescents (VYAs), aged 10–14 years old; (2) older adolescents (OAs), aged 15–19 years old; (3) newly married/newly parenting adolescents (NM/NPs) aged 15–19 years old and (4) adults aged 20 years and older. Over the 2-year period, each life stage cohort was exposed to four intervention components including community mobilisation and radio drama, a toolkit of participatory activities, including storybooks on puberty for VYA boys and girls, as well as a life-sized board game, radio discussion guides, and activity cards all designed to improve puberty and SRH knowledge and catalyse reflection, dialogue, and action around gender inequitable attitudes and behaviours, SRH and GBV. These activities with the GREAT toolkit were conducted in existing adolescent clubs and groups (dance groups, savings clubs, schools etc).</p>	<p>Quasi-experimental, cross sectional study design using pre- and post-testing. Male and female unmarried adolescents (10-14 years, 15-19 years), married adolescents (15-19 years) and adults (over the age of 19 years) were selected using a stratified, two-stage cluster sample of primary and secondary schools and households (baseline: 2464, endline: 2449). At baseline, there were 1279 females and 1185 males; endline 1299 females and 1150 males.</p>	<p>Statistically significant intervention effects were seen across all three outcomes—gender equity, GBV and SRH—among older and newly married adolescents and adults. Among older adolescents, intervention effects include shifts on: inequitable gender attitudes; inequitable household roles; Inequitable attitudes towards GBV; per cent of boys who sexually assaulted a girl in past 3 months; inequitable SRH attitudes. The programme was not intentionally done through schools, but 21% of those who used the toolkit did so through schools. Findings suggest that listening to the Oteka radio drama was the main way respondents were exposed to GREAT, and therefore, the primary driver of the changes identified by the evaluation.</p>
<p>Global Early Adolescent Study (GEAS), 2018; Gayles et al., 2023.</p>	<p>DRC</p>	<p>Growing Up Great (GUG) uses a gender-transformative approach, engaging very young adolescents (VYAs), their families, and communities in critical reflection of gender norms via a multi-level program that recognises the social and institutional factors influencing VYAs' gender attitudes, behaviours, and norms. GUG was implemented in partnership with community-based organisations (CBOs) and guided by a technical advisory group led by the Ministries of Education and Health, ensuring alignment with government priorities and the local context. School- and community-based clubs engaged 2,000 in-school and 350 out-of-school VYAs. Clubs participated in 26 mixed-sex group sessions over the nine months of the school year. Sessions were held weekly, excluding school breaks, and lasted 60-90 minutes each. Clubs used a toolkit with interactive, age-appropriate materials to learn about SRH and explore related gender and social norms.</p>	<p>Quasi-experimental design with an RCT and interviews with longitudinal design. A total of 2842 VYAs were surveyed at baseline, with 2533 of these adolescents surveyed one year later (11% loss to follow-up).</p>	<p>A promising programme that requires further research. The evaluation results showed mixed success that the programme significantly improved SRH knowledge and some gender-equitable attitudes and behaviours, but ultimately did not shift gender norms over the one-year period.</p>

Keegan, 2004	South Africa	Between August 2001 and June 2002, Gun Free South Africa (GfSA) ran the 'lgun 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.
Kumuyi et al., 2022	Nigeria	This intervention aimed to address conduct disorder by delivering cognitive-behavioural therapy (CBT) sessions, social skills training (SST), and combined CBT and SST sessions to participants by licenced clinicians who had undergone supervised internships in psychotherapy using treatment manuals. 16 secondary school students aged 12-17 years participated in the study, which incorporated 1 session weekly for 8 weeks.	This evaluation used a quasi-experimental design to measure outcomes. 16 secondary school students were randomly assigned into four groups (1 control group and 3 intervention groups). 4 of these students (3 boys and a girl) made up the control group and did not participate in any psychotherapy. Conduct disorder was measured at baseline, week 2, mid-test (4 weeks), week 6 and post-test (week 8).	Evidence of significant reduction in conduct disorder (CD) observed among participants exposed to CBT ($t[6] = 8.510$, $p < 0.05$) at 8 weeks, SST ($t[6] = 12.728$, $p < 0.05$) at 8 weeks, and combined CBT and SST ($t[8] = 12.728$, $p < 0.05$) at the 6 week mark of interventions respectively. A promising programme showing a faster reduction in CD when combining CBT and SST, but there was no follow up and it is unclear whether the effects were sustained beyond the six weeks.
Naidoo et al., 2016; Taylor et al., 2020	South Africa	The classroom-based intervention was guided by the Integrated Model for Behaviour Change (I-Change Model) and aimed to reduce aggression, GBV and bullying in high schools. The intervention comprised 20 modules and was implemented once a week in the classroom during a 1-hour period by an experienced male and female facilitator trained to implement the program. The programme addresses attitudes, social norms, and self-efficacy as well as belittling behaviour. It used interactive presentations aimed to increase awareness regarding the negative effects of physical violence and was realized through role plays and small and large group discussions	This intervention made use of an experimental RCT design and process evaluation. It also took baseline prevalence measures and factors associated with forced sex (Naidoo et al., 2017). The sample included $n=434$ grade 10 students from 16 schools (8 urban and 8 rural) randomly selected from one province in South Africa	Evidence of reduction in verbal bullying of people in the past month ($p = .042$). The multivariable analysis suggested that improvements in social norms preventing verbal bullying were associated with a decrease in the experiences of having been verbally bullied. The intervention resulted in a significant reduction [Coefficient: -2.19 ($-4.01, -0.36$), $p = .023$] of students being hit in the (I) group as compared to those in the (C) group. However, the multivariable analysis showed no significant difference overall between the intervention and control groups concerning perpetration of violence ($p = .421$). Better outcomes for older children compared to younger children. Older students appeared to be at a marginally significant increased risk [Coefficient: 0.26 ($-0.01, 0.52$)], $p = .055$).
Nicholson & Mukaro, 2018	Kenya	'Zero Tolerance School Alliance' (ZTSA): a Model for Addressing School-Related Gender-Based Violence (SRGBV) in South Africa, by adapting an effective, adultcentric, 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 preand 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 schoolboys (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.

<p>Undie & ak'anyengo, 2020</p>	<p>Kenya</p>	<p>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.</p>	<p>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 semistructured 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).</p>	<p>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.</p>
<p>Unterhalte & Heslop, 2012</p>	<p>South Africa</p>	<p>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.</p>	<p>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).</p>	<p>Evidence of significant violence reduction: increased disclosure, empowerment, and knowledge.</p>
<p>Schmid et al., 2011; Peltzer & Promtussananon, 2003; Letsela et al., 2021 Promtussananon, 2003 & Promtussananon, 2003; Letsela et al., 2021</p>	<p>South Africa</p>	<p>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.</p>	<p>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, 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</p>	<p>Evidence of effectiveness to reduce violence and increased knowledge, safe sex behaviours.</p>
<p>Visser, 2005</p>	<p>South Africa</p>	<p>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.</p>	<p>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.</p>	<p>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 wellbeing of learners. Pointed to the need to improve the school climate as well as involvement of all role-players.</p>

Emerging programmes with insufficient evidence

Abdulmalik et al., 2016	Nigeria	“Thinking group” is a group-based problem solving intervention based on the “Brain Power Programme”. It targets aggression in primary school pupils in Ibadan, Nigeria. Pupils in the intervention school received 6 sessions of a group-based intervention, which included problem solving skills, calming techniques and attribution retraining. Ten boys in each group underwent 40 minute sessions twice weekly for 3 weeks.	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 sizes are very small and tests were conducted 1 week post intervention.
Baker et al., 2021	South Africa	The Building Peaceful Schools programme focuses on peacebuilding, conflict resolution, and restorative justice, in the form of workshops delivered to teachers to develop teachers’ competencies and offer professional development in this area. The programme was designed in response to a need to: develop a school ethos and a climate of care, thus ensuring schools are safe spaces for pupils; design an approach for discipline that is mindful of dignity for all and move away from corporal punishment; develop citizens who are able to respect, reason, and live in harmony with each other; and provide safe, caring, peace-filled schools that can contribute to building safer and more caring communities.	BPS incorporated a mixed methods approach including a school climate survey for teachers and a baseline survey for pupils n= 4773. This number increased to 5461 students across grades 6, 7 and 8 by end-line. BPS has been implemented so far in 61 schools across six regions (Limpopo; Mthatha; North West; Northern Cape; Central and Kokstad, KwaZulu-Natal).	Emerging programme with no detailed changes to outcomes and only programmatic evidence that the programme is contributing to a gentle, positive change in personal and professional lives. It was intended as a whole-school approach with frequent support to bring about systemic change, but they were limited by the amount of time facilitators could spend in schools and the costs of offering the programme.
Botha, 2006	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 prepost 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 – requires further investigation of efficacy of intervention in larger sample and longer follow-up.
Dunn, 2014	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 were 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 and ability to protect themselves not established.
Henry and Oyerinde, 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 counsellor, weekly sessions were conducted as part of the girls’ club. The program also engaged the school management committee, school counsellor 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.

Jewkes et al., 2019	South Africa	<p>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.</p>	<p>Impact evaluation experimental design: Cluster RCT. Unit of randomisation was the school (8 schools) noted as a pragmatic trial. 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.</p>	<p>Evidence of significant reduction Inconclusive evidence. The incidence of physical or sexual 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.</p>
Khuzwayo et al., 2020	South Africa	<p>A behavioural youth risk reduction intervention delivered by programme facilitators through Life Orientation lessons in schools. 16 schools participated in the study and 2 facilitators per intervention school implemented 2 sessions per week for two months. Each session lasted 45 minutes to an hour and comprised topics on knowing yourself, peer pressure, decision-making, healthy and unhealthy relationships, contraceptives, teenage pregnancy, condom use, HIV/AIDS and STI prevention, alcohol and drug abuse, violence and gender-based violence, child support grant, human rights, and responsibilities in sexual health. The sessions were designed to include brainstorming group discussions, role-plays, reflections and demonstrations.</p>	<p>This study incorporated an experimental RCT with a pre- and post-test design and a process evaluation. A total of 1558 grade 10 students were surveyed at endline. In intervention schools, students ranged from age 13-23 years, 51% were female, and 62% were in high school. Sample characteristics were similar in control schools</p>	<p>There was a decrease of 11% between baseline and follow-up amongst the learners in the intervention group reporting carrying of a weapon during the previous 30 days compared to the 7% decrease in the control group. However, the intervention programme did not have the desired effect on learners' other assessed risk behaviours, as the decrease in substance use, and sexual risk behaviours occurred in both intervention and control groups. An emerging programme with some positive results, but insufficient evidence on outcomes of interest.</p>
Kirsten et al., 2006	South Africa	<p>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 crossed out 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.</p>	<p>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</p>	<p>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.</p>

Le Grange , 2004	South Africa	Situating 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 behaviour.	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 counselling, 173 participants were given a questionnaire to elicit their sexual behaviour.	Data indicated improved gender attitude and decreased risky sexual behaviour. However, in absence of rigorous evaluation, it is difficult to ascertain the extent of effect on different outcomes of interest.
Leer et al., 2022	Cote d'Ivoire/ Ivory Coast; Sierra Leone	This Community-based adolescent norms diffusion intervention aimed to shift gender attitudes as a necessary first step toward reducing gender-based violence, early pregnancy, and early school leaving. The intervention used a norms diffusion approach working with adult members of adolescents' social networks such as parents, teachers and community leaders to identify, discuss and act upon gender inequities affecting adolescents in their community.	Experimental design using and RCT with a GEM scale survey, focus groups and interviews to assess change in gender attitudes over two school years. Baseline n=1793 and Endline n=1337 adolescent/caregiver pairs. Ivory Coast included 10 intervention and seven comparison schools while Sierra Leone included 28 intervention and 30 control schools. At follow-up, 74% of the Cote d'Ivoire sample was reached (n = 351, Mage = 11.5), and 75% of the Sierra Leone sample (n = 986, Mage = 11.6).	Emerging programme with evidence showing that exposure to the intervention resulted in reduced support for restrictive gender norms, especially for boys, while effects on girls were minimal. Results also showed that the relation between peer norms and gender attitudes was driven by norms among same-gender peers. The magnitude of the relation between same-gender norms and individual gender attitudes (number of norms endorsed) was large and consistent across all domains (Bs = 0.81–1.03 norms, p's < 0.001).
Merrill et al., 2020; Devries et al., 2021	Cote d'Ivoire	The Graines de Paix (GdP) Learn in peace, educate without violence (APEV - Apprendre en paix et éduquer sans violence) intervention aims to prevent and reduce violence from teachers to students in Ivorian primary schools by strengthening teachers' ability to use non-violent classroom management techniques. The intervention includes a one-day violence prevention training delivered to teachers using activities including personal reflection, group exercises, and guided discussions. The training is supported by informational materials (e.g. training manual, activities booklet). The aims were to increase knowledge, motivation and skills to reduce use of physical violence and improve pedagogical techniques.	The formative and process evaluations of GdP made use of a mixed methods approach including a pre- and post-test design, focus groups and interviews. Surveys were administered at three timepoints: immediately before and after the first training day and 4 months post-training, once the teachers were implementing classroom strategies. Surveys were completed by 160 teachers at pre-test and 157 teachers at post-test. Qualitative in-depth interviews with 19 teachers and teacher-counsellors (13 men; 6 women; ages 26-59 years). A total of 6 male and 5 female teachers and teacher-counsellors aged 29–59 years participated in the focus group discussions. Of the 160 total teachers, 62% were men and the mean age was 37years.	An emerging programme that shows positive results but needs a stronger evaluation design. The formative evaluation found that 58% of teachers changed at least one past-week report of violence usage, and 73% changed at least one lifetime report of violence usage. The qualitative evaluation found that four-months post-training, teachers had higher self-efficacy in applying positive classroom management methods and borderline lower acceptance of physical discipline practices. However, no change in teacher awareness of the consequences of violence was found. Qualitatively, teachers found the intervention acceptable and understandable, perceiving it as useful because it provided methods for non-violent discipline. Teachers had mixed views about whether the techniques improved classroom dynamics.
Mutto et al., 2009 Kyegombe et al.,	South Africa	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.	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.

Sarnquist et al., 2014; 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.	The programme improved knowledge of dating violence for both males and females, but the outcomes were better when female teachers delivered the programme
Snyman, 2006	South Africa	A psycho-educational programme to target aggression in adolescents at one secondary school. Four group sessions of approx. 60 minutes (over 4 days) using psychoeducation 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 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.
Uysal et al., 2023	Uganda	Everyday Heroes is the social media component of a social and behavioural change intervention engaging teachers to reduce school related GBV. Teachers from the 20 schools originally targeted for the in-person intervention and teachers' unions in Uganda were invited to the Everyday Heroes Facebook and WhatsApp groups. Teachers were also asked to invite colleagues to the groups. Posts by programme administrators related to intervention content were posted one to two times per day and appeared in focused "modules" related to the key behaviours being addressed, which spanned anywhere from one to six weeks in duration. Their comments on these posts were monitored over 8 months.	Everyday Heroes made use of a mixed methods approach, incorporating interviews, and a formative evaluation. 1606 teachers were recorded in the Facebook page, 142 in the Facebook group, and 242 in the WhatsApp group. These numbers varied over the period of assessment. A small sub-sample of eight teachers (5 females, 3 males) partook in post-study interviews. The design of the study was too small to determine effectiveness and largely explored teachers' perceptions of the programme and their own personal beliefs and experiences.	An emerging programme with inconclusive findings. The online program was largely acceptable to teachers who participated in this study, reached many teachers through-out Uganda, and often promoted active discussion and debate critical for shifting norms. However, it was found that many teachers upheld social norms and attitudes upholding SRGBV in online groups. Additionally, some teachers, particularly in the last two weeks, commented in the social media groups that they were tired of the content or it made them uncomfortable. Toward the end of this period, more teachers left the group (around 10 per week instead of one to two).
Plummer et al., 2007	Tanzania	MEMA kwa Vijana (MkV) : a school-based adolescent sexual health intervention in 62 primary schools in 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 and 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 5 CPEs were trained annually (n=372).	Process evaluation. The trial 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 interventions 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 attitudes 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 very limited educational levels and resources, basic standards of teaching and information must first be established before more complex and interactive work can be done.

Ineffective programmes

Bakari et al., 2023; Fabbri et al., 2021	Tanzania	EmpaTeach aims to shift teachers' attitudes, beliefs and behaviours relating to violence as a form of punishment through self-guided group sessions rooted in CBT. There are 12 sessions in the programme, 1 weekly, based on a booklet.	This intervention made use of an experimental RCT design, including focus groups and interviews. The RCT included n=1493 students aged 13-27 years old across 27 schools. For the qualitative process evaluation a total of 58 and 39 participants were interviewed at the midline and endline phases, respectively.	No evidence was found that the EmpaTeach intervention reduces physical violence from teachers, as reported by students in Nyarugusu Refugee Camp, Tanzania. There was no suggestion that schools that had higher levels of intervention delivery had lower levels of violence, and there were also no consistent effects of the intervention on emotional violence, student's depressive symptoms, or school attendance. Although the RCT did not lead to a reduction in students' experiences of corporal punishment, in the qualitative evaluation teachers reported more positive discipline, self-regulation, and attitudes towards violence, including a positive change in their relationships and communication with students. However, the effect sizes were generally very small and not likely to be practically meaningful.
Kirk and Winthrop, 2005	Guinea; Sierra Leone	The IRC Healing Classrooms Initiative focuses on training and deploying female classroom assistants (CAs) in the refugee schools it supports in West Africa. The initial impetus for the program was to eliminate sexual abuse and exploitation of girls in schools, but more broadly it supports a girl-friendly school environment and student learning	Process evaluation with teachers to understand the feasibility of the programme. Comprehensive program assessments were carried out in both Sierra Leone and Guinea. These consisted of individual interviews, and focus group discussions with students in target classes from Grade 3-6. Additionally, a total of 46 teachers and 32 CAs were interviewed, using a semi-structured interview method. Questions relating to the CA program were also included in a questionnaire completed by 44 teachers in the two countries.	No evidence on reduced exploitation of girls as an outcome and only programmatic evidence that in both countries, there is a common conviction that girls' drop-out decreased, attendance has improved, pregnancy rates have decreased, and girls' achievement (grades, test scores and exam results) has improved considerably. According to all those interviewed (CA, teachers and students) there has been a dramatic change in teachers' behaviour in schools and in the FGDs students spoke of improvements in the classroom experience for them. There is a clear message from the girls that with the CAs, the classrooms are more comfortable and friendly spaces in which to learn and that they feel encouraged not only by the physical presence of a woman in their classroom, but also by the fact that she will follow up with them on home visits.
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 to 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.

Masinga, 2019	South Africa	<p>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.</p>	<p>Formative evaluation. One public high school was randomly selected from a list of 20 public and private high schools in the Tshwane South District. Nonprobability 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.</p>	<p>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.</p>
Meyer & Lesch, 2000	South Africa	<p>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.</p>	<p>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 boys participated in the programme for 3 months; 6 played games under adult supervision for 3 months; 6 received no supervision and no intervention.</p>	<p>Evidence of no impact. Results insignificant for all three experimental conditions. Being a 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 argued that violence conceptualisation should take a systemic approach and consider the home and community in its conceptualisation.</p>
Moosa, 2022	South Africa	<p>This psycho-educational programme aims to assist adolescents to cope with aggressive peers and is delivered by a trained facilitator. The programme seeks to empower adolescents with the necessary skills to cope with aggressive peers leading to the promotion of their mental health through a new perspective in which they can view and react to acts of aggression by their peers. 2 hour sessions for 6 days (12 hours total) is conducted after school.</p>	<p>Process evaluation through qualitative design. In-depth interviews were used to evaluate the process with a sample of 8 girls and 7 boys aged 15-17 years (grades 10-12).</p>	<p>No evidence besides programmatic reports of the feasibility and acceptability of participants.</p>
Phillips, 2010	South Africa	<p>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.</p>	<p>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.</p>	<p>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.</p>

Wood , 2012	South Africa	<p>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.</p>	<p>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).</p>	<p>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.</p>
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