

Analysis of experience and outcomes of Connect with Respect violence prevention programme

A five country study

2021

UNESCO – a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners. UNESCO also leads efforts to respond to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.



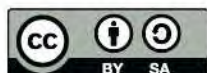
The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to “*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*” The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



UNESCO Regional Office for Southern Africa
8 Kenilworth Road, Newlands
PO Box HG 435 Highlands, Harare, Zimbabwe

© 2022 by UNESCO



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>). The present license applies exclusively to the text content of the publication. For the use of any material not clearly identified as belonging to UNESCO, prior permission shall be requested.

Any opinions, findings and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of UNESCO.

Authors:

Helen Cahill, Dr Babak Dadvand, Dr Anne Suryani and Ms Anne Farrelly
Graduate School of Education
University of Melbourne
Australia

Design and layout: Marike Strydom, Jade Rose Graphic Design

Cover photo: © Jose_Matheus/shutterstock.com

Contents

List of tables	02
List of figures	03
Executive summary	08
The Connect with Respect programme	08
The sample	08
Programme implementation	08
Findings	09
Improved peer relationships	09
Enablers of programme implementation	10
Barriers to programme implementation	10
Recommendations made by participating teachers	10
Introduction: Gender-based violence prevalence and patterns in eastern and southern Africa and the Asia Pacific region	12
The evidence base and need for preventative action through education	13
Impacts of SEL programmes	13
Gender-based violence prevention education	14
Impacts of gender-based violence prevention education	14
What is SRGBV?	15
Who is the CWR programme for?	15
About the Connect with Respect programme	15
What is included in the CWR programme?	16
The monitoring and evaluation (M&E) package	16
Methodology	17
The CWR pilot: eastern and southern Africa, and South-East Asia	17
Programme implementation	19
Methods of analysis	20
Student evaluation of the CWR programme	22
Findings	22
Attitudes towards gender equality in the home, and the acceptability of GBV in the home	26
Attitudes towards acceptability of GBV in the home	29
Frequency of exposure to sexual harassment	31
Frequency of exposure to verbal harassment by peers of the same gender	33
Frequency of exposure to verbal harassment by peers of the opposite gender	34
Frequency of experience of unwanted forms of sexual contact	36
Help-seeking in relation to SRGBV	37
Bystander behaviours in response to GBV	40
Perceptions of the extent to which relationships within and between the genders are routinely respectful in nature	43
Corporal punishment in school	45
Enablers and barriers to programme implementation	48
Enablers of programme implementation	48
Barriers to programme implementation	49
Recommendations made by participating teachers	52
Conclusion	54
Implications of the findings for education systems	56
Appendix	58
References	60





List of tables

Table 1: CWR programme topics and activities	16
Table 2: Pilot implementation details across countries	17
Table 3: Overview of student survey data	17
Table 4: Overview of student focus group data	18
Table 5: Overview of teacher data (training and training exit survey)	18
Table 6: Overview of teacher data (monitoring survey)	18
Table 7: Overview of teacher data (interviews)	18
Table 8: Proportion of teachers who provided all learning activities in the seven topic areas	19
Table 9: Proportion of students rating elements of the CWR programme as useful, very useful or extremely useful	22

List of figures

Figure 1: Proportion of students who answered that all schools should teach about the prevention of GBV (total participants from five countries; N=9,004)	22
Figure 2: Proportion of students who answered that all schools should teach about the prevention of GBV, by country (N=9,004)	23
Figure 3: Proportion of students who answered that all schools should teach about the prevention of GBV, by country and gender (N=9,004)	24
Figure 4: Student responses towards the CWR programme: Doing the CWR lessons improved my relationship skills (N=8,976)	24
Figure 5: Student responses towards the CWR programme: Doing the CWR lessons improved my relationship skills, by country (N=8,976)	25
Figure 6: Student responses towards the CWR programme: Doing the CWR lessons improved my relationship skills, by country and gender (N=8,951)	25
Figure 7: Proportion of students who agreed that males and females should be treated equally at home	26
Figure 8: Proportion of students who agreed that males and females should be treated equally at home, by country	27
Figure 9: Proportion of students who agreed that males and females should be treated equally at home, by country and gender	27
Figure 10: Proportion of students who agreed that males and females should do equal chores at home	28
Figure 11: Proportion of students who agreed that males and females should do equal chores at home by country	28
Figure 12: Proportion of students who agreed that males and females should do equal chores at home by country and gender	29
Figure 13: Proportion of students who agreed that it is OK for a man to beat his wife if she argues with him	29
Figure 14: Proportion of students who agreed that it is OK for a man to beat his wife if she argues with him by country	30
Figure 15: Proportion of students who agreed that it is OK for a man to beat his wife if she argues with him, by country and gender	30
Figure 16: Proportion of students who answered "most days" or "every day" towards hearing boys make sexual comments about girls in the past week	31
Figure 17: Proportion of students who answered "most days" or "every day" towards hearing boys make sexual comments about girls in the past week, by country	31
Figure 18: Proportion of students who answered "most days" or "every day" towards hearing boys make sexual comments about girls in the past week, by country and gender	32
Figure 19: Proportion of students who answered "most days" or "every day" towards hearing girls make sexual comments about boys in the past week	32
Figure 20: Proportion of students who answered "most days" or "every day" towards hearing girls make sexual comments about boys in the past week, by country	32
Figure 21: Proportion of students who answered "most days" or "every day" towards hearing girls make sexual comments about boys in the past week, by country and gender	33
Figure 22: Proportion of students who answered "most days" or "every day" that students of the same sex teased them in a mean way in the past week	33
Figure 23: Proportion of students who answered "most days" or "every day" that students of the same sex teased them in a mean way in the past week, by country	34
Figure 24: Proportion of students who answered "most days" or "every day" that students of the same sex teased them in a mean way in the past week (by gender of the student in each country)	34
Figure 25: Proportion of students who answered "most days" or "every day" that students of the opposite sex teased them in a mean way in the past week	35
Figure 26: Proportion of students who answered "most days" or "every day" that students of the opposite sex teased them in a mean way in the past week, by country	35
Figure 27: Proportion of students who answered "most days" or "every day" that students of the opposite sex teased them in a mean way in the past week, by country and gender	35

Figure 28: Proportion of students who answered "most days" or "every day" towards being touched in a sexual way by students of the opposite sex without their permission in the past month	36
Figure 29: Proportion of students who answered "most days" or "every day" towards being touched in a sexual way by students of the opposite sex without their permission in the past month, by country	36
Figure 30: Proportion of students who answered "most days" or "every day" towards being touched in a sexual way by students of the opposite sex without their permission in the past month, by country and gender	37
Figure 31: Proportion of students who knew how to get help for someone who is affected by gender-based violence	38
Figure 32: Proportion of students who knew how to get help for someone who is affected by gender-based violence, by country	38
Figure 33: Proportion of students who knew how to get help for someone who is affected by gender-based violence, by country and gender	38
Figure 34: Proportion of students who would seek help if they were affected by gender-based violence at school	39
Figure 35: Proportion of students who would seek help if they were affected by gender-based violence at school, by country	39
Figure 36: Proportion of students who would seek help if they were affected by gender-based violence at school, by country and gender	40
Figure 37: Proportion of students who would laugh when they see someone was affected by gender-based violence at school	40
Figure 38: Proportion of students who would laugh when they see someone was affected by gender-based violence at school, by country	41
Figure 39: Proportion of students who would laugh when they see someone was affected by gender-based violence at school, by country and gender	41
Figure 40: Proportion of students who would tell a teacher when they see someone was affected by gender-based violence at school	41
Figure 41: Proportion of students who would tell a teacher when they see someone was affected by gender-based violence at school, by country	42
Figure 42: Proportion of students who would tell a teacher when they see someone was affected by gender-based violence at school, by country and gender	42
Figure 43: Proportion of students who answered "most of the time" and "all of the time" in response to: "boys in my class treat girls with respect"	43
Figure 44: Proportion of students who answered "most of the time" and "all of the time" in response to: "boys in my class treat girls with respect", by country	43
Figure 45: Proportion of students who answered most of the time and all of the time in response to: "boys in my class treat girls with respect", by country and gender	44
Figure 46: Proportion of students who answered "most of the time" and "all of the time" in response to: "girls in my class treat boys with respect"	44
Figure 47: Proportion of students who answered "most of the time" and "all of the time" in response to: "girls in my class treat boys with respect", by country	44
Figure 48: Proportion of students who answered "most of the time" and "all of the time" in response to: "girls in my class treat boys with respect", by country and gender	45
Figure 49: Proportion of students who agreed that their teacher beat or hit them most days or every day during the past month, by country	46
Figure 50: Proportion of students who agreed that their teacher beat or hit them most days or every day during the past month, by country and gender	47
Figure 51: Enablers of programme implementation	48
Figure 52: Barriers to programme implementation	49
Figure 53: Recommendations from teachers for programme implementation	52





Acknowledgements

The authors of this report are Professor Helen Cahill, Dr Babak Dadvand, Dr Anne Suryani and Anne Farrelly from the Graduate School of Education at the University of Melbourne.

Country-level pilots in Eswatini, Tanzania, Thailand and Zambia were supported by UNESCO. The Timor-Leste pilot was supported by UN Women. We would like to thank all those involved in country-level pilots, including learners, teachers, ministries of education and researchers, their efforts to end violence in schools. We would like to acknowledge in particular, the following ministries, organisations and individuals:

Eswatini

Lindiwe Dlamini, Zwakele Motsa, Lindiwe Ngci Dube, Nokuthula Dlamini, and Stanfrey Khumalo, Ministry of Education and Training; Dr. Eunice Khetsiwe Faith Mthethwa, Institute of Distance Education, University of Swaziland; and Bethusile Mahlalela, UNESCO

Tanzania

Tanzania Institute of Education (TIE); Presidents' Office; Regional Administration and Local Government (Education); Ilala & Sengerema District Councils; and Mathias Herman and Jennifer Kotta, UNESCO

Timor-Leste

Timor-Leste Ministry of Education, State Secretariat for Equality and Inclusion; and Sunita Caminha, Jeremias Gomes and Olinda Cardoso, UN Women, Timor-Leste

Thailand

Ministry of Education, Thailand; and Dr Sombat Tapanya, Consultant and Rak Dek Foundation.

Zambia

Ministry of General Education; Faith Minja, FAWEZA; Mirriam Mwiinga, YWCA; Abigail Tuchili, Faith Kyulabantu Mwamba and Chibamba Mwansakilwa, March Associates; and Alice Saili and Remmy Mukonka, UNESCO

Many staff in UNESCO and UN Women Regional offices also contributed to the implementation of the pilot and research. This includes Jenelle Babb, Thanh Loan Ngo, Remmy Shawa and Patricia Machawira from UNESCO; and Melissa Alvarado and Carly Teng from UN Women.

This report presents research on the implementation of the Connect with Respect programme. Connect with Respect was originally developed for the Asia Pacific region. The original resource was the result of a collaborative effort among partners in the East Asia and Pacific United Nations Girls Education Initiative (UNGEI) School-Related Gender-Based Violence (SRGBV) working group. This includes: Plan International, UN Women, UNICEF and UNESCO. The lead author of the original resource is Professor Helen Cahill, from the Graduate School of Education at the University of Melbourne. Since its release, country level, adaptations have been undertaken in several countries, usually with leadership of UNESCO or UN Women in partnership with donor partners.

Disclaimer

The views, thoughts and opinions expressed in this report do not represent the views or opinions of UNESCO but belong to the research team on behalf of UNESCO.

Executive summary

This report is prepared by experts from the Melbourne Graduate School of Education at the University of Melbourne in consultation with UNESCO and UN Women. It presents an overview of the findings from the analysis of data collected as part of the piloting of the Connect with Respect (CWR) programme in countries in eastern and southern Africa and the Asia Pacific region, including Zambia, Tanzania, Eswatini, Thailand, and Timor-Leste. The overall aims of the pilot were to determine the extent to which the programme was delivered across schools, the factors that constrained or enabled provision of the programme, the professional readiness among teachers who delivered the programme, the impacts of the programme on peer relationships as well as teacher-learner relationships, students' experiences of safety, fair treatment and violence, their knowledge and skills in seeking help, as well as teacher and student perceptions about the usefulness of the CWR programme. In addition, this report provides recommendations and implications for future programme implementation.

The Connect with Respect programme

Connect with Respect is a curriculum tool to assist teachers. It draws on research on violence prevention, gender norms, and the programmatic experience of school-based interventions (Cahill, Beadle, Davis, & Farrelly, 2016). The programme toolkit includes a learning tool for teachers to build their own knowledge and awareness on related topics, as well as a series of learning activities teachers can use to increase knowledge, positive attitudes and skills among students. Designed for lower secondary school learners, activities can be integrated within a range of subjects, including literacy, social studies, civics/citizenship education, health, life skills and sexuality education. Connect with Respect was initially developed by a team from the University of Melbourne for use in the Asia Pacific region. More recently, it has undergone regional adaptation for use in the Eastern and Southern Africa region (Cahill & Romei, 2019).

The sample

This report presents data collected in five countries: Thailand, Timor-Leste, Zambia, Eswatini and Tanzania. The number of schools participating varies considerably across the five countries, ranging from two in Thailand to 50 in Tanzania. The time frames for delivery also varied considerably, with delivery periods ranging from one month to three months in 2019, and Tanzania implementing in the context of the COVID-19 pandemic in 2020, with part of the programme delivered pre-shutdown, and the remaining main part of the programme delivered after a three-month period of school shutdown.

Both quantitative and qualitative data were collected from students using surveys and focus group discussions. The total sample size for the student survey is 9,089 students in pre- and 9,090 students in post-implementation surveys, with more girls participating in the surveys than boys (n girls=4,864 [54%] in pre- and 5,114 [56%] in post). Tanzanian students were a large part of the sample (4,655 in pre- and 4,798 in post-), followed by Zambia (2,400 in pre- and 2,196 in post-), Eswatini (1,661 in pre- and 1,764 in post-), Thailand (301 in pre- and 285 in post-), and Timor-Leste (72 in pre- and 47 in post-). The number of students participating in the focus group discussions (FGDs) also varies between countries, with more students involved in FGDs in Tanzania (468 students), followed by Zambia (384), Eswatini (217), Thailand (64) and Timor-Leste (18-24 students).

A monitoring survey was used to collect data from teachers about their programme implementation. Response rates varied from country to country in accordance with the number of teachers participating. Teacher interviews were also conducted with a sample of teachers post-delivery of the intervention. Interview transcripts were provided from Zambia, Eswatini and Tanzania, and interview summaries were provided from Thailand.

Programme implementation

The monitoring data collected from teachers who delivered the CWR programme indicates that the programme was not delivered *in full* in any of the participating schools, and that countries had very different patterns and degrees of implementation. This makes the comparison of programme implementation and programme outcomes difficult.

The monitoring data shows that some countries did not provide certain topic areas at all, and where topic areas were delivered, some activities were omitted. Furthermore, where activities were delivered, they may have been delivered either *in full* or *in part*. Countries also provided the programme to different age groups, including some in primary schools and others in secondary schools. They also provided the CWR programme in different formats, with some provisions occurring as an after-school activity (for instance in Timor-Leste and Tanzania) and others occurring within the school timetable. In some contexts, the programme was provided for all students, and in others to targeted students with indicated higher needs. For instance, in Zambia schools were selected on the basis of high prevalence in the reported rates of gender-based violence (GBV) and child abuse cases.

Findings

Usefulness and need for the programme

Despite these variations and caveats, the cross-country analysis of the data shows that most students (91%) believed that all schools should teach about the prevention of GBV. Many students endorsed prevention of GBV as an important issue to be included as part of their education in response to a relevant issue with which they grappled with in their day-to-day lives in classrooms, schools and the wider community. The data also showed a gendered pattern with a higher proportion of girls agreeing that all schools should provide GBV prevention education. This highlights the need for further educative work to raise awareness among boys about the patterns, prevalence and impact of GBV. Additionally, over three quarters of the students (77%) found that doing the CWR lessons improved their relationship skills. This shows that evidence-informed and well-implemented respectful relationship education programmes such as the CWR programme can have positive impacts on the relationship skills of both boys and girls.

Improved peer relationships

Following the implementation of CWR, students reported improvement in their peer relationships. The data shows a reduction in the proportion of students who reported that they heard boys make sexual comments about girls every day or most days in the previous week. At the same time, the data shows that a lower proportion of students both at baseline (15%) and endpoint (14%) reported that they heard girls making sexual comments about boys every day or most days – compared to 20% (baseline) and 18% (endpoint) who responded to the question about boys making sexual comments about girls. This shows that boys are more likely to make sexual comments about girls, and therefore respectful relationship education initiatives such as CWR programme need to have a specific focus on raising awareness and changing behaviours among males/boys.

About 1 in 10 students reported teasing by same or opposite sex peers. Comparison of the pre- and post-implementation survey also showed a reduction in the proportion of students who reported that peers of the same or opposite sex teased them in a mean way every day or most days across the sample. The data also show a decline in the proportion of students who reported that peers of the opposite sex touched them in a sexual way without their permission. These improvements in cross-gender relationships among peers can be attributed to participation in the activities of the CWR programme which aim, among other things, to foster positive and respectful relationships among peers.



Attitudes towards respect and gender-based violence

The pre-implementation student survey data also shows that an overwhelming majority (92%) of students agreed that males and females should be treated equally at home. There was an increase of around 2% in the post-implementation survey in the proportion of students who agreed with the statement compared to the pre-implementation survey. However, 72% of students in the pre-implementation survey and 77% of students in the post-implementation survey agreed with the statement that males and females should do equal chores at home. This increase can be attributed to the impacts of CWR in shifting some of the gendered expectations about share of household duties. The findings show that about a third of students (34%) indicated in their pre-implementation survey responses that it is okay for a man to beat his wife if she argues with him. The post implementation data shows a decrease of about 3% with the biggest decrease in the two countries with higher levels of initial agreement that such violence is acceptable, that is Timor-Leste: pre- 52% to post- 38%, and Tanzania: pre- 43% to post- 38%. Despite the decrease, the proportion of students who find it acceptable to use physical violence against women at home is concerning high. This may highlight the need for a focus in the programme on prevention of spousal violence and family violence, rather than just on prevention of school-related gender-based violence (SRGBV).

Improved help-seeking knowledge, skills and attitudes

The data collected from students about their help-seeking attitudes and behaviours also show significant improvement. The findings show an increase in the proportion of students who know how to seek help for those impacted by GBV as well as those who indicated that they would seek help if they were affected by GBV at school. The findings also show a reduction in negative bystander behaviours such as laughing, and an increase in positive bystander behaviours such as referral to a teacher among students if they witness GBV. Finally, the comparison of pre- and post-implementation survey data shows an increase in the proportion of students who reported that boys and girls treat each other with respect in their classrooms. A higher proportion of boys, compared to girls, indicated that boys treat girls with respect in their classes. This disparity may indicate a lower level of awareness among boys about what constitutes "respectful treatment" or of the frequency with which they display such treatment towards girls.

The data collected from students about their help-seeking attitudes and behaviours also show significant improvement.

Enablers of programme implementation

Teachers identified a number of factors that facilitated their provision of the CWR programme. These include organisational, resourcing and training-related factors related to:

- the importance of professional training
- guiding support from programme manual and resources
- relevance to students needs and interest
- support from colleagues
- institutional and leadership support
- relevant university education and training
- teachers' commitment and passion
- time for the programme in the school schedule.

Barriers to programme implementation

Teachers also reported a number of constraining factors which adversely impacted their implementation of the CWR programme. These included:

- limited teaching time
- length of the activities
- behaviour management
- large class sizes
- sensitivity relating to culture and beliefs
- other school duties and increased workload.
- sensitivity of some of the topics

Recommendations made by participating teachers

Following the pilot and evaluation of the CWR programme implementation, the following recommendations for future programme take-up and implementation were made by teachers who participated in the pilot:

- **Extending GBV prevention education to all students** including younger age students at pre-school and lower primary levels.
- **Providing professional training** before and during implementation to assist with programme delivery and to increase programme impact.
- **Working with smaller class sizes** where possible to allow opportunities for participatory activities which involve group work and collaborations among students.

- **Sustained programmatic focus to tackle violence** to address deeply-held beliefs about punishment and the use of violence against women.
- **School leadership support to allow for** opportunities for professional development and to set priorities.
- **Where possible, providing additional resource support such** as pictures, videos, additional materials, pamphlets, posters, stickers, school announcements, etc. to raise awareness about GBV, especially in under-resourced schools.
- Identifying a **programme home** that allows the CWR programme to be either integrated within other subjects or be given a new programme home to allow adequate time for implementation.
- **Professional collaboration** to encourage teachers to work closely with other teachers and teaching teams to improve their learning prior to and during implementation.
- **Engaging parents**, including through the provision of positive parenting training so that the child's experience at home will enhance what they learn at school.
- **Engaging the community** to facilitate teachers' implementation efforts via culturally responsive work to help enhance community awareness about GBV.
- **Revising some M&E tools** such as shortening the teacher monitoring and student surveys and revisiting the translation of response options and questions to allow for ongoing monitoring and responsive programme improvement.
- **A gender-responsive approach to engage boys** to promote more equitable gender norms and challenge harmful notions of masculinity.



Introduction: Gender-based violence prevalence and patterns in eastern and southern Africa and the Asia Pacific region

The pilot of the CWR programme received strong support from ministries of education across partner countries in eastern and southern Africa and the Asia Pacific region partly because of the recognition of the high rates of GBV within their countries.

Estimates about the rates of intimate partner violence range from 22% among women in high-income countries to 33% in the African region (World Health Organization, 2021). Existing evidence shows that GBV is prevalent in Zambia. The *Zambia Violence Against Children and Youth Survey* (Ministry of Youth et al., 2018) revealed that 20% of females and 10% of males aged 18 to 24 reported having experienced sexual violence prior to the age of 18. Experiences of physical violence were also highly prevalent with 34% of females and 40% of males reporting this form of violence. Similarly, physical and sexual violence presents a serious issue in Tanzania.

According to *Tanzania Demographic and Health Survey and Malaria Indicator Survey*, 22% of people aged 15 to 19 have experienced physical violence, and 11% have experienced sexual violence since the age of 15 (Ministry of Health Community Development Gender Elderly and Children, Ministry of Health, National Bureau of Statistics, Office of the Chief Government Statistician, & ICF, 2016).

Adolescent girls are most vulnerable to GBV. Data collected from 18 to 24 year-olds through the Violence Against Children studies (CDC) shows that 28% of females and 13% of males in Tanzania experienced sexual violence prior to the age of 18. Those who experienced sexual violence had higher rates of also experiencing physical violence, with more than 8 in 10 females and males who experienced sexual violence prior to age 18, also experiencing physical violence from an adult. Similar data collected in Zambia shows that about one in three females and two in five males experienced physical violence before the age 18 (Ministry of Youth Sport and Child Development et al., 2018).

In the context of Eswatini, 28% of 13 to 17 year-old females and 38% of 18 to 24 year-old females reported experiencing some form of sexual violence prior to the age of 18 years. Experiences of physical violence prior to the age of 18 were reported by 25% of females (Avid et al., 2008).

A study by the Population Council on School-Related Gender-Based Violence (SRGBV) among children aged 14 to 18 years in eight schools from the Lusaka and Chongwe districts of Zambia found that 24% (of boys and girls) reported that someone had touched them in a sexual way and 27% reported someone had exposed themselves to them in a sexual way (Topp, Keesbury, Wilson, & Chileshe, 2012). The study found that exposure to peer violence was high for girls and boys, but boys were more likely to perpetrate sexualised forms of violence such as unwanted sexual touching, unwanted sexual comments and verbal harassment.

Similarly, in the Asia Pacific region, GBV remains a major issue. The findings of the 2016 Nabilan study of violence against women and children conducted in Timor-Leste show that 59% of women 15-49 who have ever been in a relationship have experienced physical and/or sexual violence by an intimate partner (The Asia Foundation, 2016). Male to male violence was also a significant issue with around 1 in 10 men reporting having experienced sexual violence by other men.

The evidence base and need for preventative action through education

GBV prevention education programmes that have a focus on developing young people's social and emotional learning can have profound impact on reducing high rates of violence perpetration and building skills and capacities for seeking help.

Social and emotional learning (SEL) is concerned with advancing young people's social, emotional and relational well-being. SEL programmes focus on the processes through which students develop, extend and enhance the knowledge and skills to understand, manage and communicate about their own emotions, feel and show empathy for others, establish helpful relationships, draw on a repertoire of coping strategies, think critically about their choices, and make responsible decisions (CASEL, 2013; Frydenberg, 2010; Hromek & Roffey, 2009). Social and emotional competencies are dynamic and underpin the foundation of respectful relationships (Hromek & Roffey, 2009).

There has been significant growth in research into SEL. Findings of positive impact led to a large body of intervention designs and evaluations which examined the contribution that evidence-based SEL in schools can make to student well-being. Research shows a direct correlation between participation in SEL and increased social and emotional competence (Ashdown & Bernard, 2012). Students who participate in evidence-informed programmes improve their self-concept, capacity to resolve conflict, social connections and managing emotions (Puerta, Valerio, & Guitérrez, 2016; Weissberg, Durlak, & Domitrovich, 2015). Other studies demonstrate that culturally responsive SEL can have significant long-term impacts on behaviour, health and academic outcomes, in both urban and remote/rural settings, and amongst ethnically homogenous or culturally diverse cohorts, regardless of family or guardian income. Research into SEL indicates that when respectful relationships programmes also encompass SEL, they are more effective, particularly within bullying prevention programmes (Garrard & Lipsey, 2007; Wilson & Lipsey, 2007).

Impacts of SEL programmes

Meta-analyses into the impacts of SEL consistently identify three interrelated benefits for students in areas of well-being, social and health-promoting behaviour and academic outcomes. These findings apply across age groups in primary and secondary schools, as well as in early childhood settings. Research shows the positive impacts of SEL programmes on the mental health well-being of young people.

A meta-analysis of 213 SEL programmes with over 270,000 students in the United States and the United Kingdom showed that students involved in school-wide SEL programmes demonstrated reduced incidences of depression and associated symptoms as well as improved social and emotional competencies (J.A. Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Following this research, Sklad et al. (2012) undertook a meta-analysis of SEL programmes in the United States and Europe. This study showed positive impacts on the social skills and self-image of the participants. Other studies also show that students who participate in school-based SEL programmes are less likely to suffer from anxiety (Horowitz & Garber, 2006; Merrell, Juskalis, Tran, & Buchanan, 2008; Payton et al., 2008; Stockings et al., 2016; Wang et al., 2016).

Other research shows that pre-school students can improve emotional understanding and reduce their anxiety following their participation in SEL programmes (Fox et al., 2012). Reduced depression and anxiety have also been shown for older, upper primary and middle years students (Corrieri et al., 2013; Werner-Seidler, Perry, Caele, Newby, & Christensen, 2017). For instance, Wang et al. (2016) found that after eight months of programme provision, school dropout was reduced by 1.6%. In another study, Gravesteyn, Diekstra, Sklad, and de Winter (2011) examined the relationship between school-based SEL programmes and the rates of suicidality among students. The findings of this research showed that SEL was associated with reduced suicidality among young people, as measured by suicide rates and the severity of ideation.

There is also research that shows that SEL can help reduce health risk behaviours among young people. For instance, Sklad et al. (2012) examined the outcomes related to drug, alcohol and cigarette use. This research showed that SEL programmes can help reduce these behaviours. The findings showed that the rates of participation in health risk behaviours decreased post-intervention, demonstrating a cumulative effect.

In another meta-analysis study which reviewed 82 SEL programmes, Taylor, Oberle, Durlak, and Weissberg (2017) demonstrate programme impact on improved outcomes for students across seven categories of relationships, school status, sexuality, income, employment, criminality and mental health.

Additionally, the relationship between SEL programmes and a reduction in anti-social behaviour is demonstrated by research which shows improvements in prosocial peer-related behaviour, and a decrease in antisocial behaviours, including reductions in gender-based bullying. SEL programmes can contribute to improved student attitudes toward school, teachers and their peers (2011), an improved sense of school belonging and connectedness (Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004), positive teacher-student relationships (Poulou, 2016) and improved peer connection (Midford et al., 2016). Improved prosocial behaviours are among the impacts of SEL programme participation, including behaviours such as helping others, collaboration, and getting along with peers (J.A. Durlak et al., 2011). Students who participate in evidence-informed SEL programmes also demonstrate lower rates of antisocial behaviours (J.A. Durlak et al., 2011; Weissberg et al., 2015).

Gender-based violence prevention education

Gender-based violence (GBV) prevention education helps students understand how gender norms and expectations can influence experiences and outcomes for individuals. The objective is to advance gender equality and respectful gender relationships by highlighting how gender is socially constructed, drawing student attention to the social, economic, cultural and institutional factors impacting on gender identities, behaviours and experiences. Evidence-informed and well implemented SEL programmes that culminate in a focus on GBV prevention can help foster attitudes, skills and capacities to engage in respectful gender relationships. Effective approaches use social critique to raise awareness about how the macro factors intersect with individual, family, community and institutional factors to influence people's life opportunities.

Impacts of gender-based violence prevention education

At an international level, GBV prevention initiatives have been driven by evidence which demonstrates the high rates of violence against children, women and girls. In particular, SRGBV prevention education programmes have been designed to support students to reflect on the social construction of gender and think critically about how gender norms can lead to harmful practices that can ultimately contribute to violence or allow violence to remain silenced.

When delivered as part of a broader whole-school approach, a GBV prevention education programme can have a profound and long-lasting impact on student attitudes and behaviour (Cornelius & Resseguie, 2007; Ellsberg et al., 2015; Flood, 2006; D. J. Whitaker et al., 2006).

Research shows that GBV prevention programmes that are well designed, supported by evidence and implemented with fidelity can help improve students' knowledge about gender-based violence, and reduce the likelihood of violence perpetration (De La Rue, Polanin, Espelage, & Pigott, 2014). The key to programme success is the pedagogical design and correspondence between theory, learning activities and the reflection prompts provided to students. Research shows that effective programmes are informed by rights-based approaches and are guided by feminist frameworks which identify the importance of a focus on power relations (Kearney, Leung, Joyce, Ollis, & Green, 2016; Ollis, 2011). Such pedagogical frameworks help students to reflect critically about power dynamics and how norms affect behaviours and well-being (Gleeson, Kearney, Leung, & Brislane, 2015; D. Whitaker et al., 2006).

GBV prevention education programmes that integrate a SEL focus have been found to be the most effective (De La Rue et al., 2014). A review of the effectiveness of respectful relationships education programmes found that using a SEL approach to explore different perspectives and to rehearse conflict resolution skills were the most effective (Ball, 2013). Additionally, research shows that educational programmes can be more effective when they create conditions for students to undertake collaborative work with peers to critically reflect on issues of gender and to develop knowledge about violence and its consequences (Kearney, Gleeson, & Leung, 2016).

Overall, the evidence base shows that GBV prevention education as a primary prevention strategy can be a cost effective means to address social problems such as those relating to violence perpetration in resource-poor contexts (Flood, Fergus, & Heenan, 2009). The World Health Organisation recognises education as a key strategy through which to reduce and ultimately prevent GBV (World Health Organization and London School of Hygiene and Tropical Medicine, 2010). To be most effective, GBV prevention can benefit from a SEL focus because of the emphasis that such programmes place on developing self- and social awareness and relationship skills, especially when it comes to one's actions and behaviours in relation to others. As such, effective GBV prevention is, in fact, an essential feature within social and emotional learning that invites critical reflection on the socially constructed nature of gender and promotes respectful relationships.

About the Connect with Respect programme

The Connect with Respect (CWR) programme was originally developed for the Asia Pacific region. It has been tested and adapted to several country contexts in Asia and the Pacific, and modified for use in eastern and southern Africa, led by UNESCO and UN Women, alongside ministries of education and other partners.

It is the result of a collaborative effort among partners in the East Asia and Pacific United Nations Girls Education Initiative (UNGEI) School-Related Gender-Based Violence (SRGBV) working group including: Plan International, UN Women, the United Nations Children's Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organization (UNESCO). A regional consultation with participants from seven countries in eastern and southern Africa in 2018 informed a modification of the CWR resources for use in this context. The resource has two parts. *Part 1: Guidance notes for teachers and school leaders*; and *Part 2: The classroom programme*.

The classroom activities in the modified CWR programme are designed to assist teachers to promote respectful relationships and address the issue of school-related gender-based violence (SRGBV). The activities aim to increase knowledge and positive attitudes, and to build awareness and skills in students related to respectful, equitable relationships and non-violence. They also assist students to develop the skills to respond appropriately when they see others perpetrating GBV.

What is SRGBV?

SRGBV refers to all forms of violence, including physical, sexual verbal, psychological, that take place within educational contexts. SRGBV can take place in various spaces including in classrooms, on school campus, online or during travel to and from the school.

CWR activities are designed to develop students' critical thinking, their social skills and their language development. Participatory activities, such as paired work, small group activities, case studies and role-playing are used to develop students' social skills. The activities in this programme are designed to:

- 1. Establish language and concepts** – To think critically about GBV, students need to have access to key distinctions in language. Therefore, the early activities explicitly teach key terms and associated concepts.
- 2. Provide knowledge and foster critical thinking about gender construction** – To take action to resist, challenge, report or prevent GBV, students must be able to understand the way in which gender norms shape identity and behaviour and identify and challenge gender prejudices and stereotypes. Therefore, the lessons focus on detecting gender norms and their effects on people's lives.
- 3. Enhance pro-social attitudes** – To work to prevent, report, resist or address GBV, students need to believe that gender inequity and violence is unjust and that all persons, regardless of gender, have the right to be treated in a manner that respects their human rights. Therefore, the lessons focus on human rights and the responsibilities associated with respecting the rights of others.
- 4. Motivate students to take action** – To take action to prevent GBV, students need to understand the negative effects of GBV and believe in the possibility that they can make a positive difference through their actions. Therefore, the lessons include a focus on the negative health, economic and educational effects of gender inequity.
- 5. Enhance social empowerment** – To work effectively on changing negative social norms, students need to be sustained and supported by others who share this commitment. Therefore, the lessons provide many activities to engage students in collaborative problem-solving and advocacy as well as individual assignments.
- 6. Develop skills and strategies** – To understand how and when to report, resist, challenge or work to prevent and respond to GBV, students need to learn skills in collaboration, advocacy, self-care, positive peer support, assertion and help-seeking. Therefore, the lessons include many skills-development exercises, with an emphasis on development of the communication skills needed for respect-based relationships.

Who is the CWR programme for?

This resource was originally designed for students in lower secondary schools in the Asia Pacific region. Following regional consultation, this version has been modified for use in eastern and southern Africa.

It includes a number of oral and written activities which are appropriate for students with a range of literacy levels. While the materials are designed with lower secondary students in mind, it is possible to use them with older students. They can be used in single-sex or co-educational settings. Teachers should use their knowledge of their students and the learning needs of the class when tailoring the programme to fit their needs.

What is included in the CWR programme?

The classroom programme includes learning activities in **seven topic areas**. Each topic area includes three to five classroom activities.

Table 1: CWR programme topics and activities

Part 1: Understanding gender and gender equality	Part 2: Raising awareness about GBV	Part 3: Developing skills for respectful relationships
Topic 1: Gender and equality Activity 1: What is gender? Activity 2: Unpacking gender norms Activity 3: Messages about males and females in the media and literature Activity 4: Challenging negative gender norms Activity 5: Challenging myths Activity 6: Local leaders	Topic 3: Awareness of GBV Activity 1: What is violence? Activity 2: What is GBV? Activity 3: Effects of GBV on males and females Activity 4: Negative health impacts of gender norms Topic 4: A focus on school-related gender-based violence Activity 1: School mapping of GBV Activity 2: Positive rules for the safe learning space Activity 3: Empathy, imagination and hidden emotions Activity 4: Making an apology	Topic 5: Communication skills for respectful relationships Activity 1: What good friends do Activity 2: Respectful relationships between males and females Activity 3: Introducing assertiveness Activity 4: Using emotions statements in respectful relationships Topic 6: Skills for people who witness violence Activity 1: Effects on the witness Activity 2: Building support strategies Activity 3: I want to do something to help! Activity 4: Active listening for peer support Topic 7: Help-seeking and peer support skills Activity 1: When and if to seek help Activity 2: Where to go for help Activity 3: Overcoming resistance to help-seeking Activity 4: Messages of support

The monitoring and evaluation (M&E) package

The monitoring and evaluation (M&E) package is designed to assist the M&E teams to evaluate the implementation and impact of the CWR programme. The M&E package includes a set of tools used to collect data from teachers and students. These tools are used before, during and after the implementation of the CWR programme to evaluate:

1. the impacts of professional learning on teacher confidence and competence,
2. the amount, frequency and fidelity of delivery of the programme,
3. the impact of the CWR programme on student knowledge, attitudes, behaviours and experiences of GBV and help-seeking, and
4. the factors that influence the implementation of the CWR programme.

The data collection tools included in the M&E package include those to collect data from:

Teachers:

1. training exit survey
2. teacher monitoring and feedback survey
3. teacher interview questions

Students:

1. student surveys (for pre- and post-implementation)
2. student focus group questions

The CWR pilot: eastern and southern Africa, and South-East Asia

Methodology

Sample size

This report presents data collected in five countries: Eswatini, Tanzania, Thailand, Timor-Leste and Zambia. The number of schools participating varied considerably across the five countries, ranging from two in Thailand to 50 in Tanzania. The time frames for delivery also varied considerably, with some delivered across periods ranging from one month to three months in 2019, and Tanzania implementing in the context of the COVID-19 pandemic in 2020, with part of the programme delivered pre-shutdown, and the remaining majority of the programme delivered after a 3-month period of school shutdown.

Table 2: Pilot implementation details across countries

Thailand	Timor-Leste	Zambia	Eswatini	Tanzania
August – October 2019	March – July 2019	August – November 2019	October 2019	March, July – November 2020
2 schools	3 schools	24 schools	18 schools	50 schools
5 locations: Chiang Rai, Nakhon Si Thammarat, Rayong, Singburi and Sisaket	3 locations: EBC 30 de Augusto, EBC 123 Cassait ESTV-GTI Becora	13 districts in Central, Copperbelt, Lusaka and Southern Provinces	4 regions: Manzini, Lubombo, Shiselweni, and Hhohho	2 districts in 2 regions: Sengerema and Ilala

Student data: quantitative

The total sample size for the student survey is 9,089 students in pre- and 9,090 students in post-implementation surveys, with more girls participating in the surveys than boys (n girls=4,864 [54%] in pre- and 5,114 [56%] in post-). As indicated in Table 3, the number of Tanzanian students dominated the sample (4,655 in pre-and 4,798 in post-), followed by Zambia (2,400 in pre- and 2,196 in post-) Eswatini (1,661 in pre- and 1,764 in post-), Thailand (301 in pre-and 285 in post-) and Timor-Leste (72 in pre- and 47 in post-).

Table 3: Overview of student survey data

	Thailand	Timor-Leste	Zambia	Eswatini	Tanzania
Student pre-implementation survey (N=9,089)	301 students 127 (42%) boys 168 (56%) girls 6 (2%) other	72 students 34 (47%) boys 38 (53%) girls	2,400 students 1,053 (44%) boys 1,344 (56%) girls 2 indicated themselves as other 1 did not specify their gender	1,661 students 797 (48%) boys 801 (48%) girls 63 (4%) did not specify their gender	4,655 students 2,131 (46%) boys 2,513 (54%) girls 11 did not specify their gender
Student post-implementation survey (N=9,090)	285 students 118 (42%) boys 163 (57%) girls 4 (1%) other	47 students 17 (36%) boys 30 (64%) girls	2,196 students 945 (43%) boys 1,235 (56%) girls 2 selected "other" 14 did not specify	1,764 students 788 (45%) boys 889 (50%) girls 87 (5%) did not specify	4,798 students 1,977 (41%) boys 2,797 (58%) girls 24 did not specify

Student data: qualitative

The number of students participating in the focus group discussions (FGDs) also varied between countries, with more students involved in FGDs in Tanzania (468 students), followed by Zambia (384), Eswatini (217), Thailand (64) and Timor-Leste (18-24 students).

Table 4: Overview of student focus group data

Thailand	Timor-Leste	Zambia	Eswatini	Tanzania
64 students 32 (50%) boys 32 (50%) girls	18-24 students Total and gender not available	384 students 192 (50%) boys 192 (50%) girls	217 students 109 (50%) boys 108 (50%) girls	468 students 208 (44%) boys 260 (56%) girls

Teacher data: quantitative

A survey was administered to teachers when they exited from the trainings. Some countries did not report the number of participants that completed the training exit survey.

Table 5: Overview of teacher data (training and training exit survey)

Thailand	Timor-Leste	Zambia	Eswatini	Tanzania
Participants in the training				
211 teachers	17 teachers, school managers, academics, government and UN Women staff	95 teachers	52 teachers	150+ teachers Gender of teachers not reported
Participants completing training exit survey				
157 teachers 44 (28%) males 113 (72%) females	20 teachers 11 (55%) males 9 (45%) females	95 teachers 28 (30%) males 67 (70%) females	NR	NR

Note: NR = Not reported.

A monitoring survey was used to collect data from teachers. Response rates varied from country to country in accordance with the number of teachers participating.

Table 6: Overview of teacher data (monitoring survey)

Thailand	Timor-Leste	Zambia	Eswatini	Tanzania
22 teachers 6 (27%) males 16 (73%) females *one teacher did not participate in the training.	4 teachers 3 (75%) males 1 (25%) female 3 school directors, all male 2 external facilitators, 1 male 1 female	84 teachers 25 (30%) males 59 (71%) females	52 teachers 15 (29%) males 37 (71%) females	150+ Gender of teachers not reported

Teacher data: qualitative

Teacher interviews were conducted from a sample of teachers post-delivery of the intervention. Interview transcripts were provided from Zambia, Eswatini and Tanzania, and interview summaries were provided from Thailand. However, the number of teachers participating in the interviews was not provided except for Thailand.

Table 7: Overview of teacher data (interviews)

Thailand	Timor-Leste	Zambia	Eswatini	Tanzania
10 4 (40%) males 6 (60%) females	NR	NR	NR	NR

Note: NR = Not reported.

Teacher satisfaction with the training

A comparison of teacher satisfaction with the training was not reported due to limited datasets provided, except for Zambia (a dataset in Excel) and Thailand (summary of teacher exit data from each school).

Programme implementation

Monitoring data was collected to determine the degree to which the programme was taught *in full*, with questions about which activities were omitted, modified or taught in full. The monitoring data indicates that the programme was not delivered *in full* in any of the participating schools, and that the various countries had different patterns and degrees of implementation, meaning that it is not sound to compare the countries for purposes of conclusion about programme effectiveness. Table 8 provides an overview of the extent to which teachers reported teaching activities from the seven topic areas of the CWR programme, either in full or in part.

Table 8: proportion of teachers who provided all learning activities in the seven topic areas

Topic area	Zambia	Eswatini	Tanzania	Thailand	Timor-Leste
Topic 1: Gender and equality	97 %	74%	84%	48%	Not available
Topic 2: Gender equality and positive role models	90 %	28%	83%	23%	Not available
Topic 3: Awareness of gender-based violence	95%	26%	91%	47%	Not available
Topic 4: A focus on school-related gender-based violence	95%	4%	88%	17%	Not available
Topic 5: Communication skills for respectful relationships	97%	0	87%	20%	Not available
Topic 6: Skills for people who witness violence	93%	0	89%	31%	Not available
Topic 7: Help-seeking and peer support skills	93%	0	84%	41%	Not available

***Note:** The percentages for Thailand were calculated based on topics delivered "in full" while the percentages for Zambia, Eswatini and Tanzania were calculated from "in full" and "in part" implementation.

Some countries did not provide certain topic areas at all, and where topic areas were delivered, some activities were omitted. Furthermore, where activities were delivered, they may have been delivered either *in full* or *in part*. Countries also provided the programme to different age groups, including some in primary schools and others in secondary schools. They also provided the programme in different formats, with some provided as an after-school activity (Timor-Leste, Tanzania) and others within the school timetable. In some contexts, the programme was provided for all students, and in others only to targeted students with indicated higher needs.

In Thailand, for example, in one school CWR was taught in the Home Room period, in the other school CWR was taught across a range of subject areas or extra-curricular activities including Guidance, Scouts, supplementary classes, Thai

language, maths, science and history.

These teachers "integrated [CWR] into the subjects they taught normally". Lesson length varied between 30 and 60 minutes. One school taught CWR daily, the other between two and five times a week. CWR was taught across grades 7 to 9 in one school and grades 5 to 9 in the other. Teachers reported delivering an average of 32% of the programme. Factors that influenced how much of the programme teachers provided included the amount of planning time and the division of activities between teachers.

Most teachers followed the lesson design, with about 90% of teachers teaching from the manual. Some teachers modified content by "adding some of their own experiences as examples to explain to the children" and the time allocated to an activity was sometimes reduced. Some taught the activities "that were in line with the context or problems that were occurring with students".

In Eswatini, findings from the teacher monitoring survey shows that most teachers (83%) taught the CWR activities once a week, about 9% taught the programme less than

once a week, and 8% taught it more than once per week. About a third of the teachers (27%) reported that they taught the CWR lessons within a time allocated for an existing subject. The duration of the programme implementation varied among schools and teachers, with most teachers teaching the programme for 4 to 5 weeks.

In Zambia, while there are differences in the number of lessons delivered by each teacher and from school to school, the findings showed that most of the teachers were able to teach a minimum of three (3) lessons in each topic area. This was made possible by, among other factors, the decision by most of the teachers (67%) to teach the lessons more than once a week.

In Tanzania, CWR was taught as a separate subject. Teachers also integrated some CWR content into other subjects, including civics and morals and science subjects in primary schools and civics and biology subjects in secondary schools.

There were distinctions in the implementation of CWR programme across countries. In Thailand, it was largely only the first activity or two in each topic area that was delivered at all, however more than 50% of teachers delivered the first 2-3 activities *in full* for topics 1, 2, 3, 6, 7. The skills-related topics 4-7 which focus chiefly on developing peer support skills for respectful relationships along with peer referral and help-seeking skills were barely provided.

In Eswatini, due to timing in the school year, the delivery chiefly only covered the first two topic areas, addressing gender norms and equality and these two topics were mostly provided *in full*. Only a small proportion provided some activities from topics 3-4, which chiefly address prevention of SRGBV and the remainder of topics (5-7) addressing skills for respectful relationships were not provided.

In Zambia, a more consistent provision occurred across the first four learning activities of each of the seven topics, however, more than half of the teachers delivered these activities *in part*.

Tanzania saw a similar pattern of delivery across the first four learning activities of each seven topics, though they were mostly delivered *in part*. The programme was provided in part shortly before school shutdowns in response to the pandemic, and the remaining topics were offered when students returned to school after the closures. Timor-Leste is excluded from the monitoring data set as no monitoring data was provided from Timor-Leste. Appendix A shows the activities that were taught by more than 50% of the teachers, whether the topics and activities were delivered *in full*, *in part* or *not at all*.

Methods of analysis

Quantitative data were analysed using SPSS software. The original datasets were provided either in Excel (Thailand, Timor-Leste, Zambia) or SPSS (Eswatini, Tanzania). All datasets were in English except for the Tanzania file which was in Swahili.

The subsequent process included cleaning all datasets to ensure all variables had the same names, labels, values and codes. After removing irrelevant entries (i.e., incorrect values; missing data), five datasets were then merged into one SPSS file. Descriptive analyses were conducted and findings presented in charts and tables.

In the student surveys, responses were calculated and compared between pre- and post-implementation. Qualitative data were provided in thematic form. The summaries of qualitative data received were analysed using thematic analysis to identify key themes from the interviews and group discussions. Qualitative findings were interpreted in relation to the patterns emerging from the quantitative data.

There are a number of limitations in the methodology. The following points should be noted when interpreting findings from the cross-country analyses.

Translation: Data collection tools were translated into various languages. The languages used included Thai (Thailand), Tetum (Timor-Leste) and Swahili (Tanzania). A limitation occurs as there was no process for cross-testing or back-translation to check the consistency of the translations against the meanings presumed in the original English text. For instance, the research team in Thailand noted that some of the English terms, when translated, might sound too academic and abstract for the students' level of vocabulary and comprehension, and others noted the challenges for students completing the surveys in English. Additionally, some questions were altered in the surveys by those administering them. Where questions have been altered, this has been noted in the relevant figures.

Data collection: There were instances where the number of students completing the post-implementation survey exceeded the number of participants in the pre-implementation survey (i.e., Eswatini and Tanzania). Moreover, there were instances where the number of students completing post-implementation survey was significantly reduced (e.g., Timor-Leste, Thailand). Therefore, conclusions reached about changes in student perceptions, attitudes and behaviours might not be accurate.

Unequal proportion of student participants across countries: The comparison across countries is not recommended due to a) the large variance in the implementation of the programme; and b) the unequal number of participants in the five countries (e.g., in the post-implementation survey: there were 47 students in Timor-Leste as opposed to 4,798 students in Tanzania).

Unexpected circumstances and challenges during data collection: There were cases where students completed the end-point survey without participating in the CWR programme. For example, in Eswatini, out of 52 teachers who received training, 27 reported having taught the programme to year 8 classes, and 25 to year 9 classes. In some schools, students who transitioned from Grade 9 to Grade 10 might not have received the programme in 2020. Despite this, the research team collected post-implementation data from all students who participated in the pre-implementation. Another case was noted from Timor-Leste data. There were 45 boys and 45 girls from three schools who participated in 18 sessions/activities but only approximately half (17 boys and 30 girls) completed the post-implementation survey. Therefore, the findings from student surveys may not fully represent the contribution of the CWR programme.

Teacher monitoring survey: There could be some inaccuracy in teacher responses due to the length of the monitoring survey. The teacher monitoring survey consists of detailed itemisation of each topic and learning activity in the programme and asks if teachers have completed the activity in full, in part or not at all. Although responses from the tool will provide valuable information, its length and the need to input data over a sustained period of delivery can be quite challenging for participants, and if data is not entered regularly there can be a challenge with recalling the required information. This issue was noted by the research team in Thailand. Nonetheless, given the considerable proportion of teachers who indicated that they did not complete particular activities or topic areas, there is some indication that teachers were not inclined to overestimate due to concerns about surveillance.



Findings

Student evaluation of the CWR programme

One indication of the contribution of the programme lies in the extent to which students found it important and useful. The end-point survey asked whether the students agreed that it was important for schools to teach about the prevention of GBV, and further, whether they found the CWR programme to be useful in their own lives. Results were strongly positive.

An overwhelming majority (91%) of students agreed that all schools should teach about the prevention of GBV. Over three quarters of the students (77%) reported that doing the CWR lessons always or mostly improved their relationship skills. Responding to a question about how useful the CWR programme activities were, most students identified the programme as either useful, very useful or extremely useful. As Table 8 shows, student views about the usefulness of the CWR programme varied across countries, with endorsements being often stronger from girls than boys.

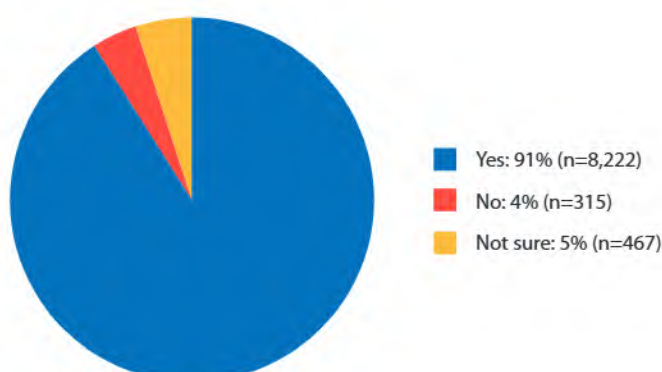
Table 9: Proportion of students rating elements of the CWR programme as useful, very useful or extremely useful

Proportion of students selecting useful, very useful or extremely useful in relation to:	Zambia		Eswatini		Tanzania		Thailand		Timor-Leste	
	M	F	M	F	M	F	M	F	M	F
Learning about human rights for males & females	79%	84%	85%	89%	95%	95%	78%	87%	71%	97%
Understanding effects of gender-based violence	77%	82%	79%	85%	73%	75%	80%	86%	82%	80%
How to get help for those affected	78%	81%	77%	84%	91%	92%	78%	85%	71%	97%
Understanding and communicating about feelings	72%	76%	76%	77%	89%	88%	81%	86%	82%	93%
How to avoid joining in with bullying	70%	73%	77%	81%	86%	87%	84%	89%	65%	79%

Student views about the importance of the subject matter

The end-point survey asked students if they agreed that all schools should teach about the prevention of GBV. This question was aimed at identifying whether they would endorse programme rollout to other schools. An overwhelming majority (91%) of students agreed that all schools should teach about the prevention of GBV and 5% of students were unsure, while 4% responded "no" to the question.

Figure 1: Proportion of students who answered that all schools should teach about the prevention of GBV (N=9,004)

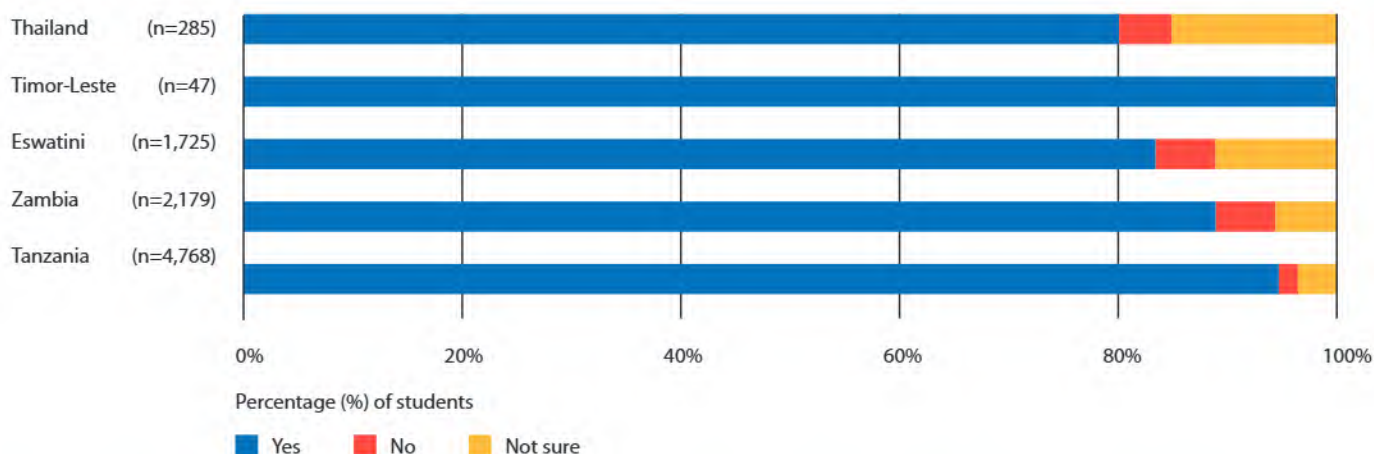


Note: total participants from post-implementation survey in five countries; N=9,004

91% of students agreed that all schools should teach about the prevention of GBV

All students in Timor-Leste and over 95% of students in Tanzania agreed that all schools should teach about the prevention of GBV. As Figure 2 shows, a somewhat lower proportion of students in Thailand (80%) and Eswatini (84%) also agreed with this statement. The differences in country responses to this question should be read with the monitoring data in mind, as Thailand and Eswatini delivered a far more truncated version of the programme than the other countries.

Figure 2: Proportion of students who answered that all schools should teach about the prevention of GBV, by country (N=9,004)



Student focus group data on importance of teaching about prevention of GBV

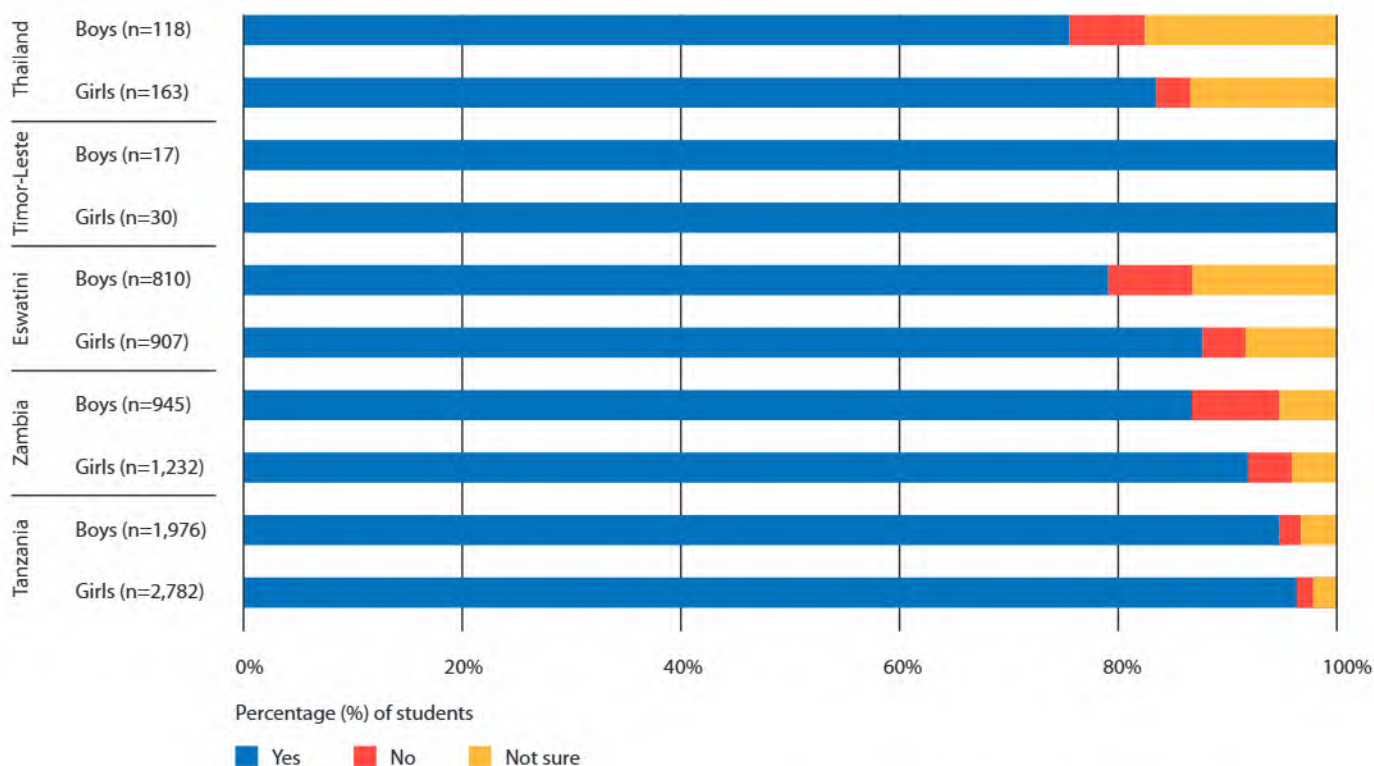
Further input about the value of the CWR programme was sought from the students via the student FGDs. Student focus group data from Tanzania, for instance, showed overwhelmingly positive student responses to the programme. All students noted that their class would benefit from doing more CWR lessons about how to prevent GBV. One student pointed out: "we would like CWR to be included in the curriculum just like other subjects". Students also agreed that their class would benefit from doing more lessons that can help them "to know more about different techniques of preventing gender violence and the measures to take once they spot violence or when subjected to violence".

In Zambia where about 90% of the students indicated in the survey that schools should teach about the prevention of GBV, an overwhelming majority of students reported in the focus group discussions that it was important to learn about GBV. Similarly, students in Eswatini noted that the CWR lessons helped improve levels of respect within the class. A common theme in the focus group data related to how the students felt "empowered" to help themselves and others and to become aware of the challenges that others might face at home or in school. Activities relating to self-respect, how to talk to someone from the opposite sex, help-seeking and GBV were among those most valued by the students.

Gender differences in relation to the importance of teaching about GBV

A gender difference was evident in the degree to which boys and girls valued participation in the CWR programme. A higher proportion of girls agreed that all schools should provide GBV prevention education. This gendered pattern could be due to the greater awareness on the part of girls about GBV as a problem. The difference in boys' and girls' attitudes may also highlight the need for further educative work to raise awareness among boys about the scale and significance of GBV.

Figure 3: Proportion of students who answered that all schools should teach about the prevention of GBV, by country and gender (N=9,004)

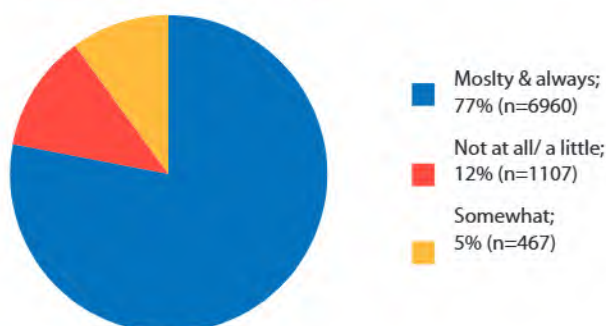


Finding	Implication
Most students (91%) believed that all schools should teach about the prevention of GBV	Students endorsed prevention of GBV as an important issue to be included in their education and identified it as a relevant issue for their lives.
There was a gendered pattern of responses with a higher proportion of girls agreeing that all schools should provide GBV prevention education.	There may be a need for further educative work to raise awareness among boys about the patterns, prevalence and impact of GBV.

The contribution of the programme to positive peer relationships

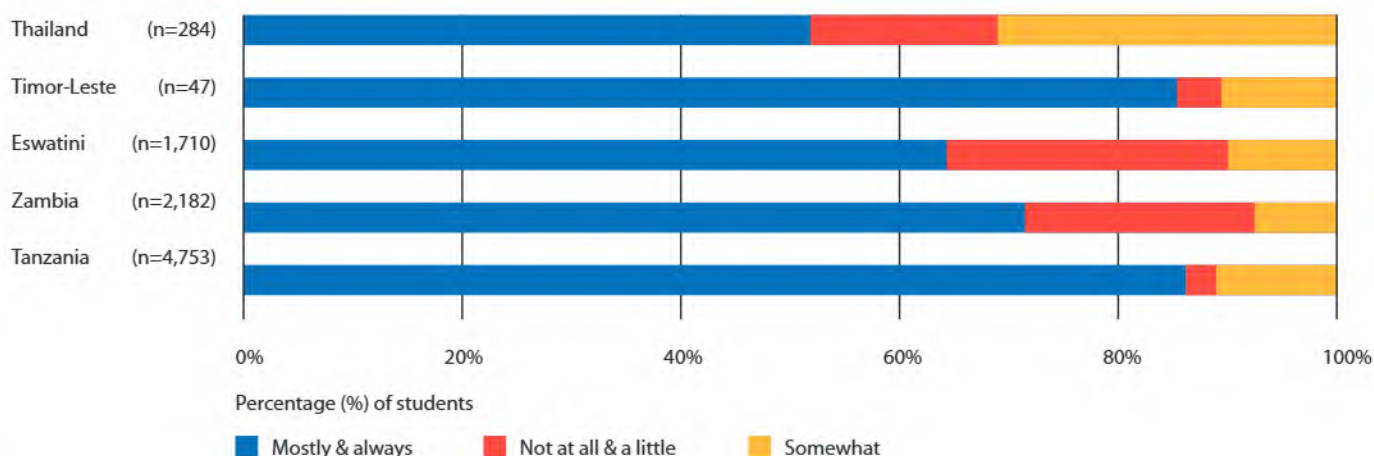
The post-implementation survey asked students whether they thought participation in CWR had improved their relationship skills. Over three quarters of the students (77%) reported that doing the CWR lessons *always* or *mostly* improved their relationship skills; 10% of students doing the CWR activities *somewhat* improved their relationship skills, and only 12% chose *not at all* or *a little* in response. However, in reading this data, the monitoring data should be kept in mind, as in two of the countries (Eswatini and Thailand) there was low or no provision of Topics 5-7 which were those which more intensively addressed skills for respectful relationships.

Figure 4: Student responses towards the CWR programme: Doing the CWR lessons improved my relationship skills (N=8,976)



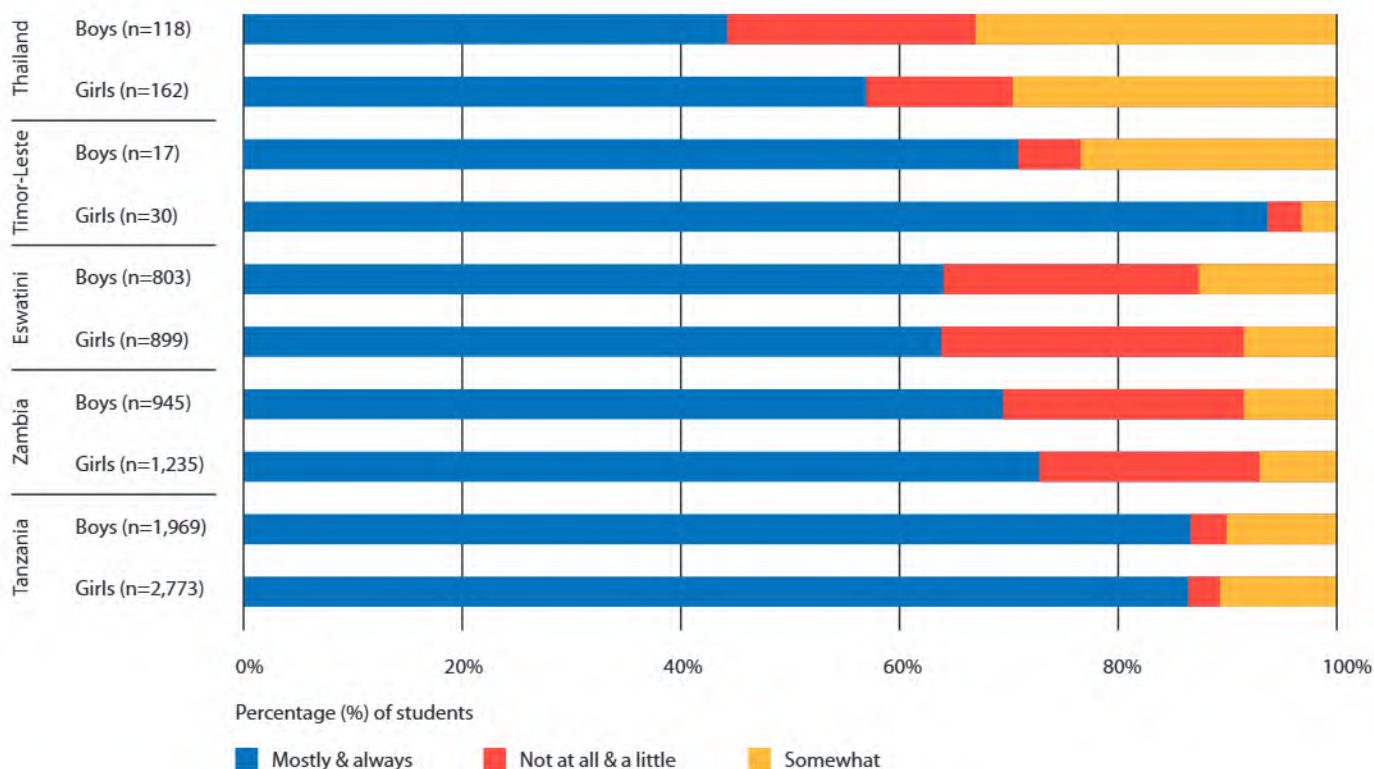
While most students in all countries indicated that participation in the CWR activities helped improve their relationship skills, the data shows between-country differences in relation to student valuation of the impacts of the programme. As Figure 5 shows, students in Tanzania and Timor-Leste reported the highest impact on relationship skills, with 86% and 85% reporting that the programme improved their relationship skills respectively. In contrast, 51% of students in Thailand indicated that their participation in the CWR activities *mostly* or *always* improved their relationships skills. However, as noted above, the monitoring data show that the Thailand provision was largely confined to the first one or two activities in the first four topics areas. In each topic area, the first activities chiefly introduce the topic, and the later activities and later topic areas provide a greater focus on skills development via applied problem-solving and role-play exercises.

Figure 5: Student responses towards the CWR programme: Doing the CWR lessons improved my relationship skills, by country (N=8,976)



Analysis of the data by country and gender shows that a relatively similar proportion of boys and girls in the pilot in Tanzania, Zambia and Eswatini indicated that their relationship skills improved as a result of participating in the CWR programme. In contrast, the data shows a gendered pattern of responses in Thailand and Timor-Leste, with a higher portion of girls reporting that the programme helped improve their relationship skills compared to boys. In Thailand, for instance, 44% boys indicated their relationship skills improved compared to 57% of girls.

Figure 6: Student responses towards the CWR programme: Doing the CWR lessons improved my relationship skills, by country and gender (N=8,951)



Student focus group data on contribution of the programme to their relationship skills

The contributions of the programme in improving students' relationship skills were attested to in the student focus groups. In Tanzania, students also noted that relationships between peers and between students and teachers have improved. One student pointed out, "we used to fear our teachers", while another student commented "[the

programme] has helped us to relate to each other respectfully by stopping fighting". Similarly, in Zambia, both boys and girls talked about the contributions of the programme in helping them understand that it is important to communicate about their feelings and needs. This, according to students, helped them to deal with "bullying", to "avoid teasing and to encourage each other", "to reduce fights and misunderstandings" and to "learn self-control".

In Thailand, students also noted that their peer relationships improved as a result of the programme. As one student put it, "Learning this [the programme] helps to create better relationship between classmates. Have better understanding of friends. Be more careful with friends' feelings. Don't bully friends, help them". Students also commented that there was less teasing, fewer arguments and more empathy among classmates.

Similarly, the teacher interview data pointed to the positive impacts of the programme on students' relationship skills. In Zambia, for instance, teachers noted an improvement in the way in which students relate to each other following the implementation of CWR. One teacher commented: "Before the programme girls would segregate themselves from boys because of fear of boys and also because of traditional and cultural practices".

Finding	Implication
Over three quarters of the students (77%) found that doing the CWR lessons improved their relationship skills.	Evidence-informed and well-implemented respectful relationships education programmes such as the CWR programme can have positive impacts on the relationship skills of both boys and girls.
As opposed to patterns in Tanzania, Zambia and Eswatini, data from Thailand and Timor-Leste shows a gendered pattern of responses with a lower portion of boys reporting that the programme helped improve their relationship skills.	Current data are limited in explaining why there was no disparity by gender in relation to improvement in relationship skills in some countries, whilst gender differences were evident in others.

Attitudes towards gender equality in the home, and the acceptability of GBV in the home

Data were collected about attitudes towards gender equality in the home. The findings show that at pre-implementation, the majority within the combined country data (92%) agreed that males and females should be treated equally at home. There was a slight increase (close to 2%) at post-implementation. With such a high starting point, there was little room for improvement in related attitudes. However, despite this the data show very high agreement *in principle* with the notion of equal treatment in the home. A second question, about sharing equal chores in the home, showed a different pattern.

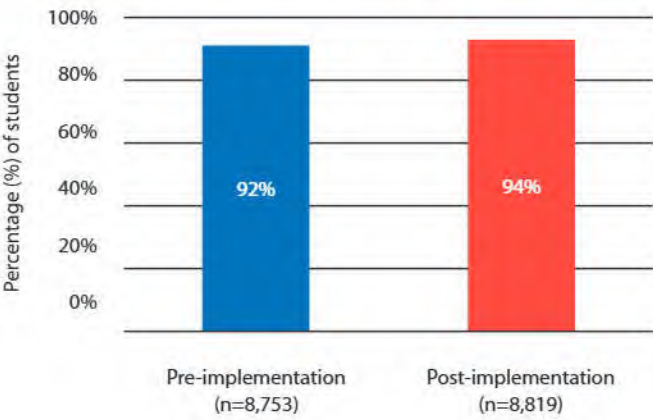
Only 72% of students in the pre-implementation survey and 77% of students in the post-implementation survey agreed with the statement that males and females should do equal chores at home. This indicates the importance of addressing the disparity between in-principle agreement with the premise of gender equality and practical contradictions when it comes to what gender equality entails in real-life circumstances. Disaggregation of the data by countries shows that they have different starting points of agreement with the principle of gender equality in the home, ranging from 85% to 95%, with the larger data set from Tanzania skewing the attitudes data in a positive direction. Nonetheless the trend in improvement was similar.

Students were also asked about acceptability of forms of GBV in the home. At the starting point, about one-third of students (34%) indicated their agreement that it is acceptable for a man to beat his wife if she argues with him, with the post-implementation data showing a decrease of about 3%. These data further indicate that there is a need for an emphasis on reduction in the acceptability of violence, as well as the promotion of expectations around gender equality, as a belief in gender equality in the home does not necessarily reflect a belief in the unacceptability of GBV in the home.

Attitudes towards the principle of gender equality at home

At the starting point, when asked about whether males and females should be treated equally at home, an overwhelming majority (92%) of students indicated their agreement. As Figure 7 shows, there was a slight increase (less than 2%) in the post-implementation survey. However, the very high starting points of agreement about equal treatment for both genders in the home shows that most students agreed *in principle* with the premise of gender equality, at least in relation to the home environment.

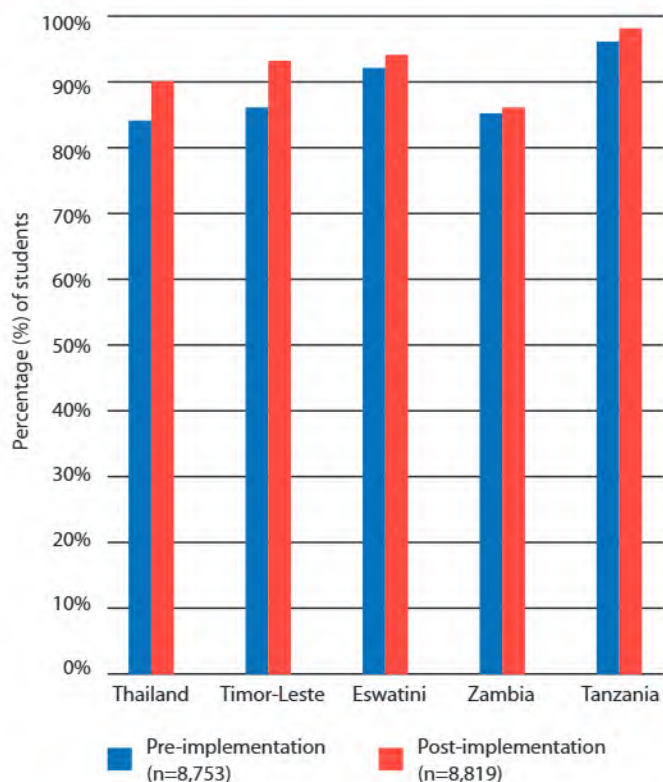
Figure 7: Proportion of students who agreed that males and females should be treated equally at home



Comparison of country-level data shows that Tanzania and Eswatini have higher starting and ending points in relation to belief in gender equality (with movement from low to high 90s in percentage) compared to other countries in the pilot (with movement from low to high 80s in percentage).

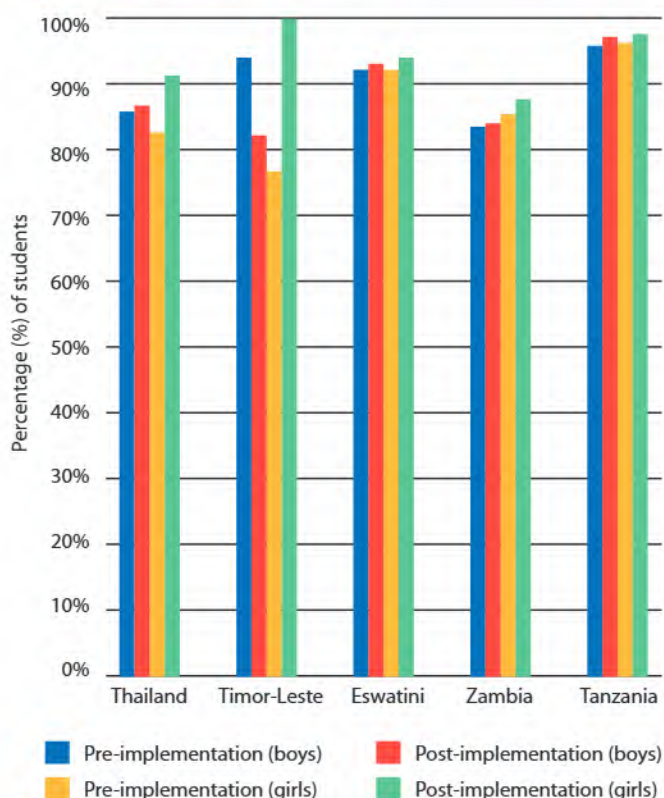
However, all countries showed an increase at post-implementation in the proportion of students who agreed with the statement that males and females should be treated equally at home. This increase was slightly larger for Timor-Leste (about 8% increase) and Thailand (around 6% increase).

Figure 8: Proportion of students who agreed that males and females should be treated equally at home, by country



Comparison of student responses to the survey by gender across all participating countries shows that both boys and girls reported an improvement in their gender-equity attitude as it related to equal treatment at home. The only exception to this trend is boys in Timor-Leste. Overall, a significant proportion of boys believed that males and females should be treated equally at home in the pre-implementation survey. However, comparison of the pre- and post-implementation survey data shows a gendered pattern of responses. A lower proportion of boys agreed with the statement that "males and females should be treated equally" in the post-implementation survey (82% compared to 94%). A possible explanation of this disparity could be that there were different male students in the baseline survey compared to the end line survey, or that the smaller numbers did not reflect the cohort included in the pre-implementation survey. A significantly higher proportion of girls (100%), on the other hand, agreed that males and females should be treated equally at home which shows an increase of 23% compared to the pre-implementation survey. The disparity between boys and girls shows gendered patterns in attitudes towards equal treatment. This disparity may point to the need for educative interventions aimed at shifting gender attitudes in a more positive and equitable direction among boys.

Figure 9: Proportion of students who agreed that males and females should be treated equally at home, by country and gender



Pre-implementation survey: n Thailand=285; n Timor-Leste=69; n Eswatini=1,623; n Zambia=2,393; n Tanzania=4,362. Post-implementation survey: n Thailand=277; n Timor-Leste=45; n Eswatini=1,747; n Zambia=2,171; n Tanzania=4,553. Very few participants identified themselves as "other". Therefore, only participants who identified themselves as boys and girls were included in the above analyses.

Student focus group data about gender equality in the home

The survey findings about equal treatment of girls and boys in the home were supported by the student focus groups which showed that most participating students agreed that it was important to treat others fairly regardless of their gender. As one student from Thailand noted, being fair is important "because everyone has equal rights". Another student commented that "women should be treated with fairness as men". The findings of focus group data from Eswatini also showed a similar pattern of responses. Both girls and boys indicated that learning about gender and equality was extremely beneficial. As one student commented, this learning "helps students to treat each other as equals". For other students, carrying out the activities of the CWR programme that focus on gender and gender equality provided a new/different perspective and helped in reducing discrimination against students who did not conform to the gender norm.

Finding	Implication
An overwhelming majority (92%) of students indicated their agreement when asked about whether males and females should be treated equally at home.	A significantly high starting and ending point in the results indicates that most students agree <i>in principle</i> with the premise of gender equity.
There was an increase of around 2% in the post-implementation survey in the proportion of students who agreed with the statement compared to the pre-implementation survey.	Respectful relationships education programmes such as CWR can have positive impacts on the attitudes of students about the importance of equal treatment of boys and girls at home.

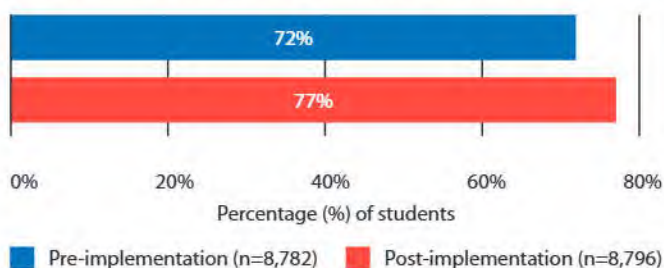
Attitudes towards gender equality in relation to share of chores in the home

The surveys probed further into attitudes about gender equality in the home by asking a question to examine whether students agreed that males and females should do an equal share of chores at home. This question was aimed at extrapolating the extent to which the agreement with the premise of equal treatment of boys and girls would apply to everyday circumstances and practices of life within families, households and the community.

As Figure 10 shows, rates of agreement about equal participation in home chores were much lower than about gender equality in general. Only 72% of students in the pre-implementation survey and 77% of students in the post implementation survey across all the countries indicated that they agree with the statement that males and females should do equal chores at home. This is significantly lower compared to student responses to the previous more generic question about equal treatment at home (92% pre- and 94% post-implementation agreement). What this indicates is that the premise of equal treatment of boys and girls at home can be more readily accepted as a principle when abstracted from everyday expectations and practices. However, gender equity attitudes seem to manifest differently when young people are asked about more ingrained and socially sanctioned expectations about the role of girls and females within families as main contributors to household duties.

Nonetheless, the comparison of the student data from the pre- and post-implementation surveys shows an increase of 5% between in the proportion of students who agreed that males and females should do equal chores at home, indicating a likely contribution from the programme.

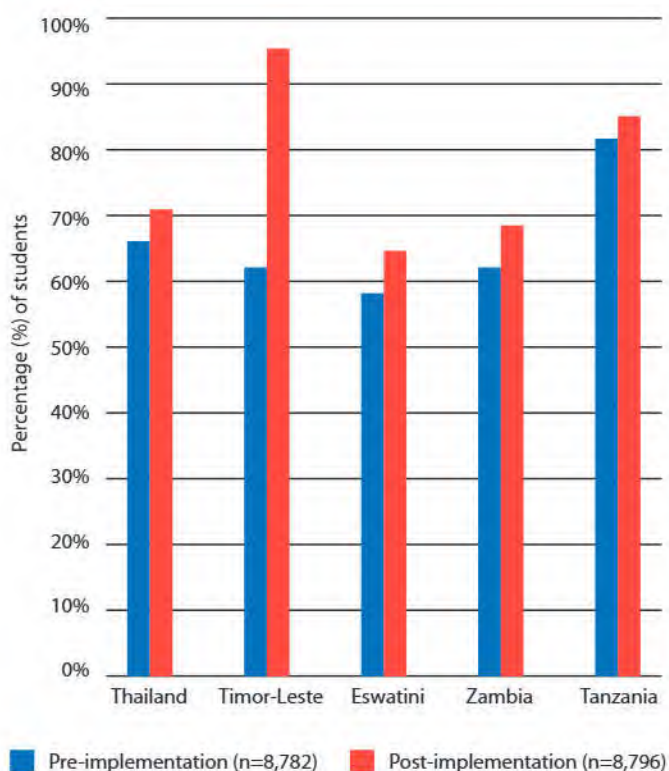
Figure 10: Proportion of students who agreed that males and females should do equal chores at home



Examining the cross-country student survey results shows two key findings. First, students' post-implementation survey results show an improvement in student attitudes across all participating countries. The results also show that a significantly higher proportion of students in Tanzania (82%) agreed at the starting point with statement that males and females should do equal chores at home in their pre-implementation survey, possibly also reflecting their higher starting point in relation to gender equality in general. This is about 20% higher than the reporting rates for other countries.

Additionally, as Figure 11 also shows, the most significant improvement in students' attitudes happened in Timor-Leste with 96% of the students agreeing with the statement that males and females should do equal chores at home in the post-implementation survey, an improvement of 33%.

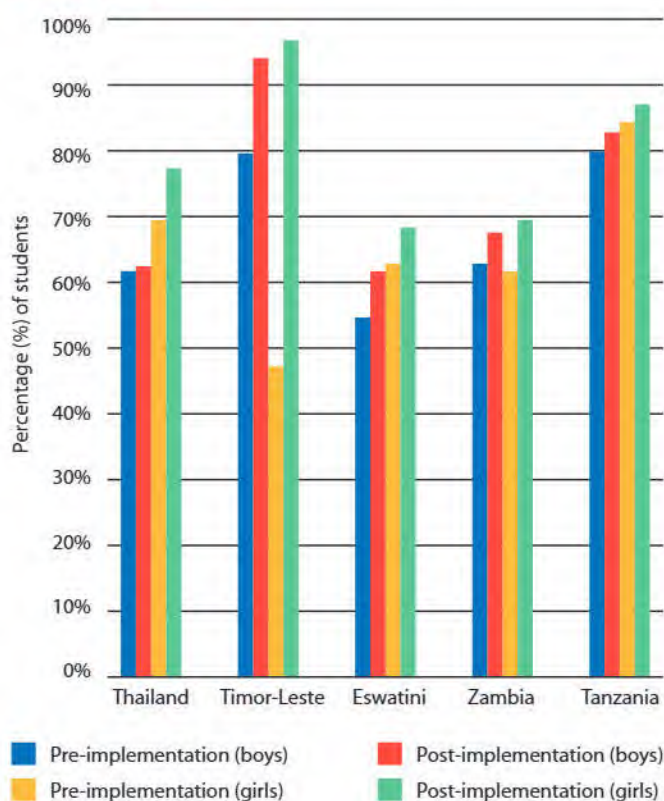
Figure 11: Proportion of students who agreed that males and females should do equal chores at home, by country



Note. Although Timor-Leste data indicate a dramatic increase in the proportion of students who agreed that males and females should do equal chores at home, the number of participants was small, and one-third did not participate in the post-implementation survey (72 students in pre- as opposed to 47 students at post-).

Comparing pre- and post-implementation responses across countries by gender shows that overall, girls are more likely to agree with the statement about equal sharing of chores at home. Additionally, the results indicate that girls in Timor-Leste showed the biggest increase from 47% (the lowest baseline among all the countries) to 97% (the highest end-line among all the countries) in their responses to the statement that males and females should do equal chores at home.

Figure 12: Proportion of students who agreed that males and females should do equal chores at home by country and gender



Pre-implementation survey: n Thailand=299; n Timor-Leste=72; n Eswatini=1,533; n Zambia=2,393; n Tanzania=4,470. Post-implementation survey: n Thailand=284; n Timor-Leste=47; n Eswatini=1,611; n Zambia=2,179; n Tanzania=4,654. Very few participants identified themselves as "other". Therefore, only participants who identified themselves as boys and girls were included in the above analyses.

Finding

72% of students in the pre-implementation survey and 77% of students in the post-implementation survey agreed with the statement that males and females should do equal chores at home.

Implication

Comparison of the student data from the pre- and post-implementation surveys shows an increase of 5% which can be attributed to the impacts of the CWR programme in shifting some of the gendered expectations about share of household duties.

Comparing pre- and post- responses by gender shows that overall girls are more likely to agree that boys and girls should do an equal share of chores at home.

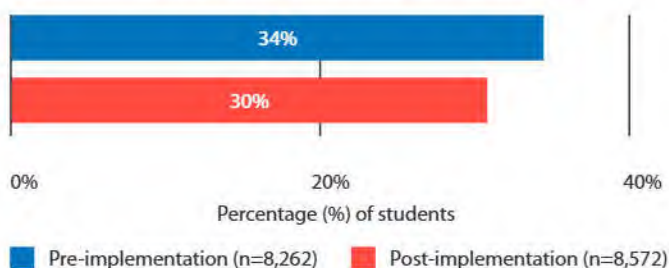
The gender disparity in responses points to the challenges associated with disrupting the acceptability of relative privilege in relation to allocation of home duties in more equal ways.

Attitudes towards acceptability of GBV in the home

The CWR programme has a specific focus on what constitutes violence, including GBV, its acceptability and impacts on victims. In particular, Topic 3 of CWR addresses a range of classroom activities that invite students to think critically about the meaning and various forms of violence, and the effects of GBV.

The student survey probed the acceptability of different forms of GBV in the home, on the part of a husband against his wife. At the starting point, about one-third of students (34%) indicated their agreement that it is acceptable for a man to beat his wife if she argues with him. The post-implementation data shows a decrease of about 4%. However, the proportion of students who still found it acceptable for a man to use physical violence against his spouse at home remains very high even after the educative intervention. This may point to the need for an additional programme focus on violence in the home, as overall, the learning activities focused on prevention of school-related gender-based violence, chiefly as occurring between peers, rather than as occurring between spouses or in the home.

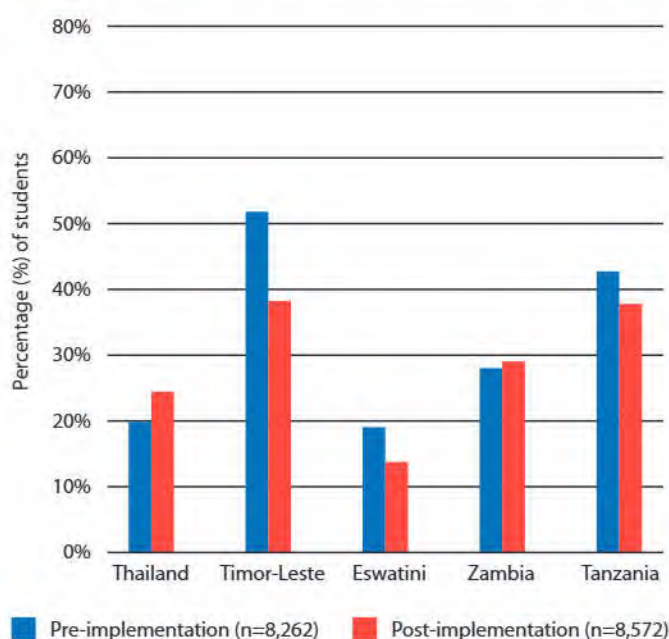
Figure 13: Proportion of students who agreed that it is OK for a man to beat his wife if she argues with him



The cross-country comparison of the student survey data shows a number of important trends that merit further attention. First, the countries showed very different starting points around the acceptability of this form of GBV, ranging from around 20% in Thailand to more than double at 52% in Timor-Leste. The biggest reductions in agreement that this form of violence was acceptable occurred in the higher prevalence countries, with a reduction in Timor-Leste from pre- 52% to post- 38%, and in Tanzania from pre- 43% to post- 38%.

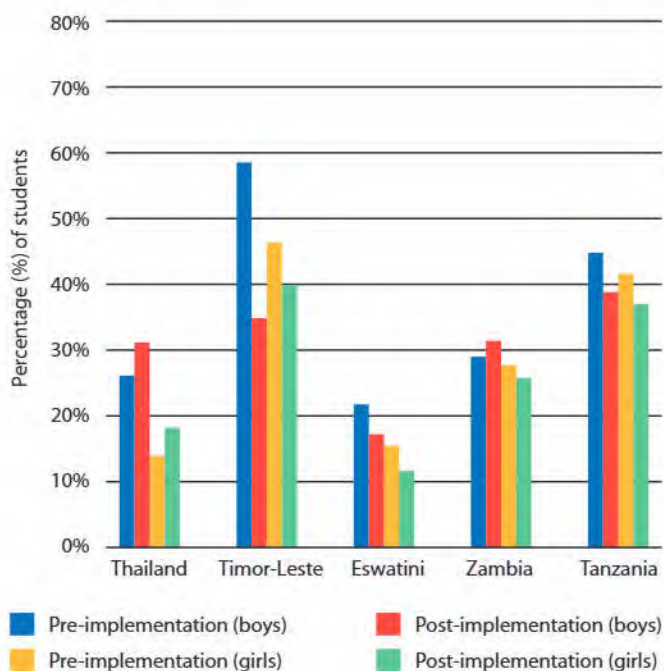
As Figure 14 also demonstrates, there was a declining trend in the student reporting rates regarding the acceptability of physical violence by men against women at home following the implementation of CWR in Timor-Leste, Eswatini and Tanzania. In Thailand and Zambia, however, in the post-implementation survey, there was an increase in the proportion of students who reported that it is acceptable for a man to hit his wife if she argues with him. The existing data do not provide sufficient empirical evidence to explain the reasons for this increase and the disparity of the findings.

Figure 14: Proportion of students who agreed that it is OK for a man to beat his wife if she argues with him, by country



Further analysis of the cross-country data by gender shows that the greatest decline in the acceptability of physical violence against women at home was among boys in Timor-Leste. As the breakdown of student pre- and post-implementation data by gender shows in Figure 15, following the implementation of CWR there was a significant reduction (from 59% to 35%) in the proportion of boys who agreed with the statement that it is acceptable for a man to beat his wife if she argues with him. This brought the boys' end line survey results (35%) below those of girls' (40%) in Timor-Leste.

Figure 15: Proportion of students who agreed that it is OK for a man to beat his wife if she argues with him, by country and gender



Pre-implementation survey: n Thailand=282; n Timor-Leste=71; n Eswatini=1,594; n Zambia=2,394; n Tanzania=3901. Post-implementation survey: n Thailand=281; n Timor-Leste=47; n Eswatini=1,725; n Zambia=2,178; n Tanzania=4,317. Very few participants identified themselves as "other". Therefore, only participants who identified themselves as boys and girls were included in the above analyses.

Finding

Pre-implementation, about one-third of students (34%) indicated that it is okay for a man to beat his wife if she argues with him. The post-data shows a decrease of about 4%. The biggest decrease was in the two countries with higher levels of initial agreement that such violence is acceptable (Timor-Leste: pre- 52% to post- 38%, and Tanzania: pre- 43% to post- 38%.)

Implication

The proportion of students who find it acceptable to use physical violence against women at home is concerning high. This may highlight the need for inclusion in the programme of focus on prevention of spousal violence and family violence, rather than just on prevention of SRGBV.

Frequency of exposure to sexual harassment

Given the importance of understanding the prevalence and acceptability of forms of SRGBV that students were exposed to, and the objective of reducing the incidence of this type of violence, the survey asked students about how often they witnessed sexualised comments and forms of gender-based teasing from their peers in the school in the week prior to the survey. This included both data about witnessing such violence, as well as their own exposure to victimisation via these forms of violence. Data were collected about male to female forms of sexual harassment, as well as about violence perpetrated by girls against boys. The data showed that about one in five students reported frequently hearing boys making sexual comments about girls (*every day* or *most days* in the prior week), which was a slight reduction (of 2%) at post-implementation. However, the starting points were quite different across countries, ranging from 14% in Tanzania to 35% in Timor-Leste. The most significant reduction was reported by students in Timor-Leste (about 14%) and Thailand (about 11%), and both of these countries had a relatively higher prevalence at the starting point.

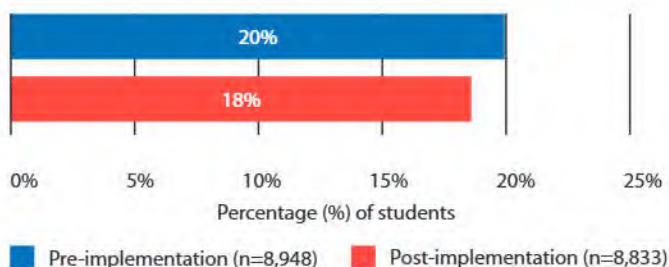
When broken down by gender, the data show a significant reduction of over 23% in the proportion of girls in Timor-Leste who reported having heard boys make sexual comments about girls *every day* or *most days* in the week prior to the survey. This may indicate that boys were less likely to make such comments in the hearing of girls but may still have higher rates of engaging in such practices amongst male peers.

Students were also asked how often they heard girls make sexual comments about boys in the week prior to the survey. A lower proportion of students both at baseline (15%) and endpoint (14%) reported witnessing female to male harassment, compared to 20% (baseline) and 18% (endpoint) reporting witnessing male to female harassment of this nature.

Frequency of witnessing boys making sexual comments about girls

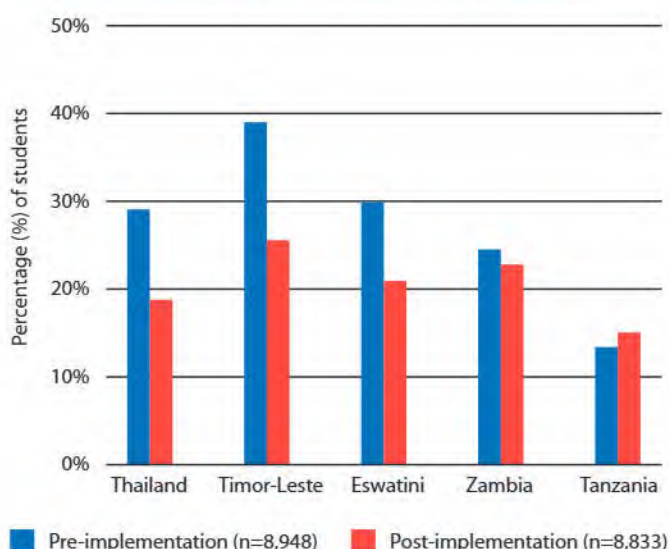
As Figure 16 shows, about one in five students in the implementation survey reported that they heard boys making sexual comments about girls every day or most days in the week before. There was a slight reduction in the proportion of students reporting high frequency of witnessing sexual comments made by boys about girls following the implementation of the CWR programme. While this reduction (2%) might seem marginal, it is likely that it reflects a compounded impact from the programme in raising awareness about what constitutes sexualised comments (hence a greater reporting rate) while helping reduce them.

Figure 16: Proportion of students who answered "most days" or "every day" towards hearing boys make sexual comments about girls in the past week



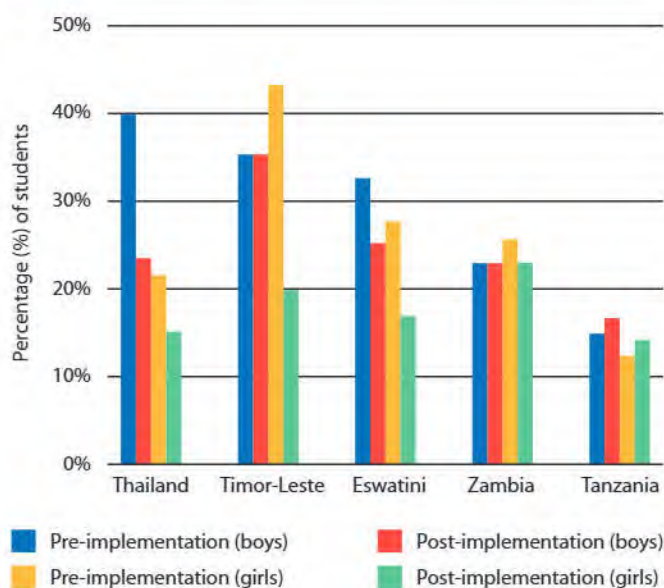
A breakdown of data by country confirms a reduction in the proportion of students who reported that they heard boys make sexual comments about girls *every day* or *most days* in the previous week across all countries (with the exception of Tanzania). The starting points were quite different across countries, ranging from 14% in Tanzania to 39% in Timor-Leste. The most significant reduction was reported by students in Timor-Leste (about 13%) and Thailand (about 10%), and both of these countries had a relatively higher prevalence at the starting point. Responses from students in Tanzania, however, showed an increase of about 1% in the reported rates of sexualised commenting in the post-implementation survey. Compared to other countries, a lower proportion of students reported hearing sexualised comments at both baseline and end line. It is possible that the increased reporting rate could be due to the increased awareness among the students towards what constitutes sexualised comments and teasing, rather than an actual increase in the occurrence of such events.

Figure 17: Proportion of students who answered "most days" or "every day" towards hearing boys make sexual comments about girls in the past week, by country



When broken down by gender, the data show a significant reduction of over 23% in the proportion of girls in Timor-Leste who reported having heard boys make sexualised comments about girls *every day* or *most days* in the week prior to the survey. There was also a significant drop (16%) in the proportion of boys in Thailand who reported that they heard boys making sexual comments about girls *every day* or *most days* in the week before.

Figure 18: Proportion of students who answered "most days" or "every day" towards hearing boys make sexual comments about girls in the past week, by country and gender

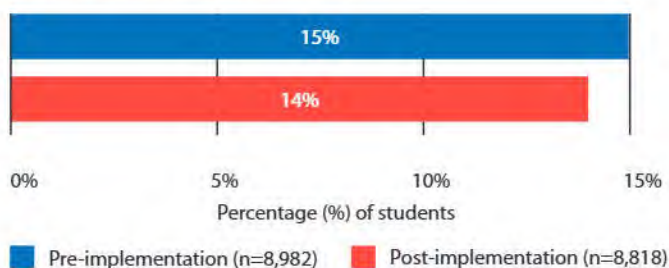


Pre-implementation survey: n Thailand=293; n Timor-Leste=71; n Eswatini=1,594; n Zambia=2,397; n Tanzania=4,571. Post-implementation survey: n Thailand=281; n Timor-Leste=47; n Eswatini=1,602; n Zambia=2,179; n Tanzania=4,699. Very few participants identified themselves as "other". Therefore, only participants who identified themselves as boys and girls were included in the above analyses.

Frequency of witnessing girls making sexual comments about boys

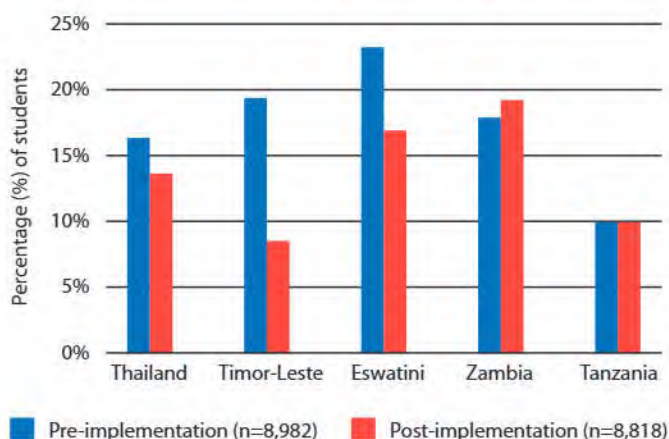
Students were also asked how often they heard girls make sexual comments about boys in the week prior to the survey. This question complemented the previous question which asked about the frequency with which boys made sexual comments about girls. As Figure 19 shows, a lower proportion of students both at baseline (15%) and endpoint (14%) reported that they heard girls making sexual comments about boys *most days* or *every day* – compared to 20% (baseline) and 18% (endpoint) who responded to the previous question. This shows that boys are generally more likely to make sexual comments about girls, and therefore respectful relationship education initiatives need to have a specific focus on raising awareness and changing behaviours among this cohort.

Figure 19: Proportion of students who answered "most days" or "every day" towards hearing girls make sexual comments about boys in the past week (total participants from five countries)



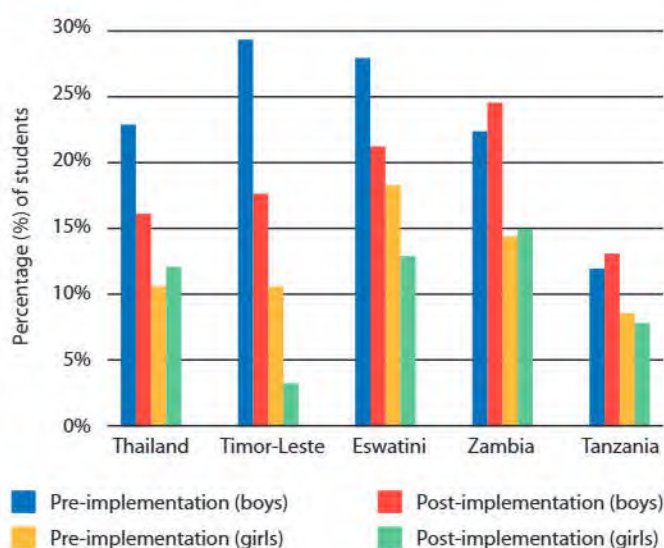
The comparison of the pre- and post-implementation data shows that the most significant reduction was reported by students in Timor-Leste from 19% pre-implementation to 9% in post-implementation. This is in line with the findings of student responses to the previous survey question which showed a reduction of about 13% in the portion of students in Timor-Leste who reported that they heard boys make sexual comments about girls *most days* or *every day* in the week before the survey. This shows that participating CWR can help reduce sexual commenting for both boys and girls.

Figure 20: Proportion of students who answered "most days" or "every day" towards hearing girls make sexual comments about boys in the past week, by country



A further breakdown of data by gender shows that following the implementation of the CWR program, a lower proportion of both boys and girls in Timor-Leste and Eswatini reported that they heard girls make sexual comments about boys *every day* or *most days* in the past week. As the findings in Figure 21 also help demonstrate, the proportion of boys who reported having heard girls make sexual comments about boys remains higher than that of girls both at baseline and endpoint. This disparity of responses shows a gendered pattern regarding what girls identify as sexualised comments compared to boys.

Figure 21: Proportion of students who answered "most days" or "every day" towards hearing girls make sexual comments about boys in the past week, by country and gender



Pre-implementation survey: n Thailand=294; n Timor-Leste=72; n Eswatini=1,582; n Zambia=2,397; n Tanzania=4,615. Post-implementation survey: n Thailand=281; n Timor-Leste=47; n Eswatini=1556; n Zambia=2,180; n Tanzania=4,729. Very few participants identified themselves as "other". Therefore, only participants who identified themselves as boys and girls were included in the above analyses.

Student focus group data about verbal forms of sexual harassment

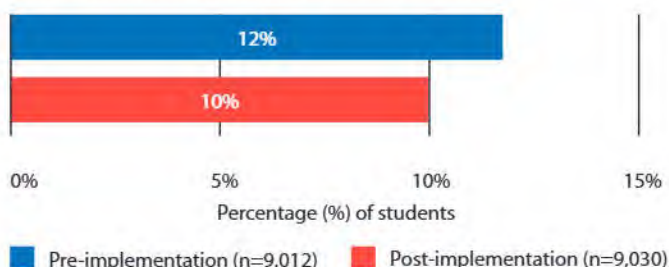
Students were asked in focus groups about prevention of verbal forms of peer-perpetrated GBV. Data from Thailand, for instance, showed that students reported improved peer relationships. Students also commented that there was less mocking, fewer arguments and more empathy for classmates.

Finding	Implication
There was a reduction in the proportion of students who reported that they heard boys make sexual comments about girls every day or most days in the previous week.	CWR programme activities can reduce the occurrence of verbal forms of sexual harassment perpetrated by boys against girls in the school setting.
A lower proportion of students both at baseline (15%) and endpoint (14%) reported that they heard girls making sexual comments about boys every day or most days – compared to 20% (baseline) and 18% (endpoint) who responded to the question about boys making sexual comments about girls.	Boys are more likely to make sexual comments about girls, and therefore respectful relationship education initiatives need to have a specific focus on raising awareness and changing behaviours among males.

Frequency of exposure to verbal harassment by peers of the same gender

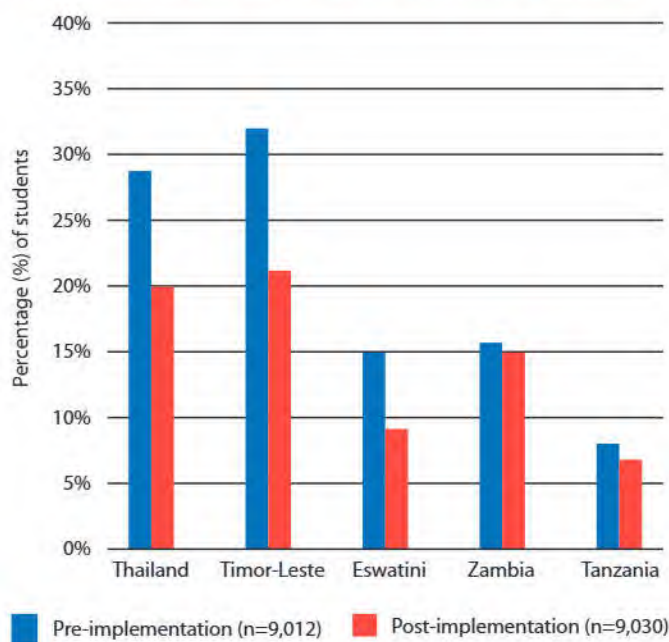
Additional questions were asked about prevalence of mean forms of teasing. This data was sought to provide an overall indication of how frequently students were exposed to forms of verbal harassment, to determine if patterns were gendered in nature, and to identify if these forms of harassment were ameliorated following programme implementation. One question asked students to report the frequency with which students of the same sex teased them in a mean way in the week before the survey. Overall, as Figure 22 shows, about one in 10 students reported mean forms of teasing by same-sex peers, with a reduction in the proportion post-implementation (12% to 10%).

Figure 22: Proportion of students who answered "most days" or "every day" that students of the same sex teased them in a mean way in the past week



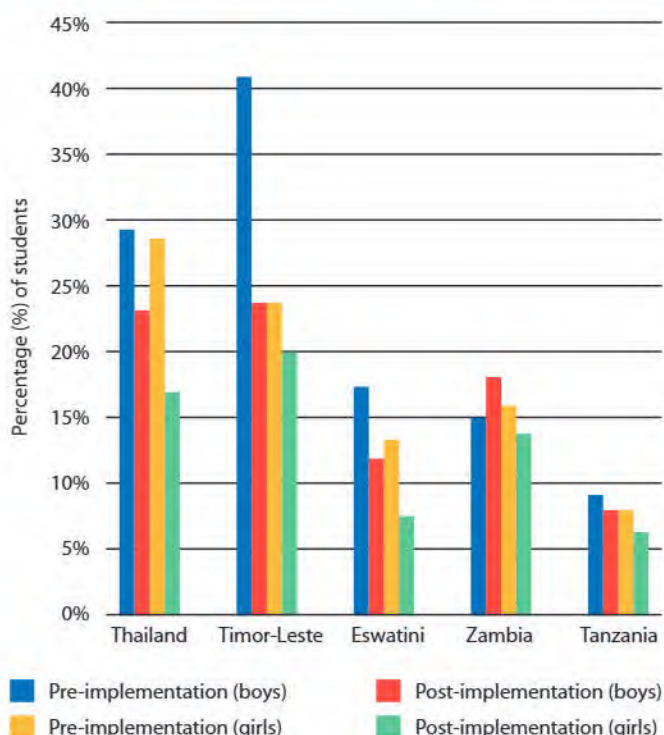
Comparison of student responses across country show a similar declining pattern in the reporting rates about same sex teasing between pre-and post-implementation. As Figure 23 shows, about twice as many students in Timor-Leste and Thailand recounted being teased in a mean always or most days by a same-sex peer compared to students in Eswatini, Zambia and Tanzania. Additionally, the comparison of the pre-and post-implementation survey shows a significant reduction in the portion of students who recounted frequent teasing by same-sex peers, in these higher prevalence countries: Timor-Leste (about 11%) and Thailand (about 9%). This reduction can be due to the impacts of the CWR programme, especially in improving awareness about what constitutes disrespect, and the importance of respectful relationships within gender.

Figure 23: Proportion of students who answered "most days" or "every day" that students of the same sex teased them in a mean way in the past week, by country



A further breakdown of student responses by gender shows that in most countries girls were less likely than boys to report being teased by same-sex peers in a mean way. The data show a declining trend for both boys and girls across all the countries with two exceptions. First, the comparison of the pre- and post-implementation survey data shows a significant reduction in the proportion of boys who reported that they were teased in a mean way most days or every day by a same-sex peer in the previous week in Timor-Leste, from 41% pre-implementation to 24% post-implementation. Additionally, the comparison of the pre- and post-implementation data from Zambia shows a slight increase in the proportion of boys who reported accounts of teasing by same-sex peers. It is possible that the increased reporting rate among boys in Zambia is due to a greater level of awareness regarding what constitutes disrespectful treatment and peer teasing following participation in the activities of the CWR programme.

Figure 24: Proportion of students who answered "most days" or "every day" that students of the same sex teased them in a mean way in the past week, by country and gender

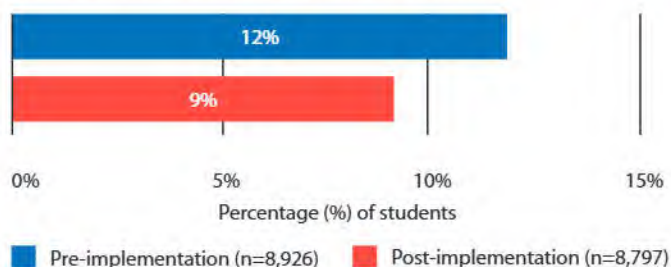


Pre-implementation survey: n Thailand=294; n Timor-Leste=72; n Eswatini=1,607; n Zambia=2,397; n Tanzania=4,620. Post-implementation survey: n Thailand=280; n Timor-Leste=47; n Eswatini=1,746; n Zambia=2,180; n Tanzania=4,751. Very few participants identified themselves as "other". Therefore, only participants who identified themselves as boys and girls were included in the above analyses.

Frequency of exposure to verbal harassment by peers of the opposite gender

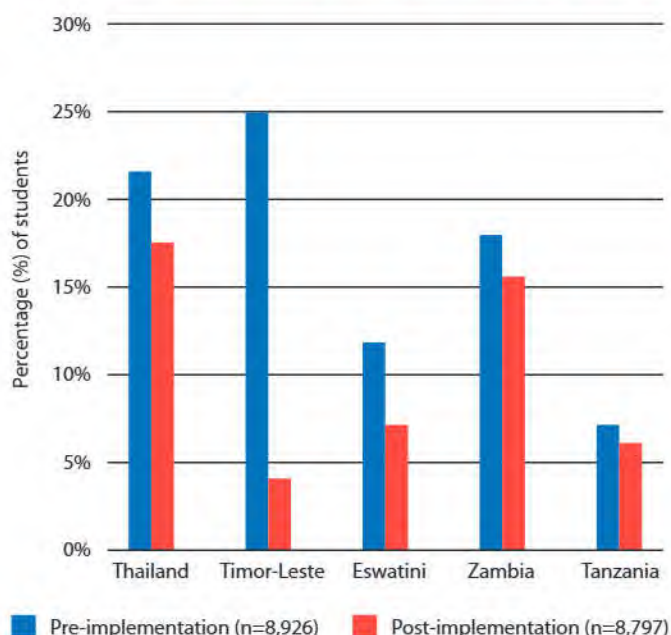
In addition to peer teasing and mean treatment within genders, the survey asked students to report on the frequency with which they were teased in a mean way by a student of the opposite sex. This question probed further to: 1) identify the rates at which students teased their peers of the opposite sex in a mean way, and 2) examine whether the rates of cross-gender teasing decreases following participation in the activities of the programme that aimed to foster greater connections and respectful treatments among peers. Overall, the findings show an overall improvement in cross-gender treatments across the entire student sample with a reduction from 12% to 9% of those reporting this as occurring on *most days* or *every day* in the week before the survey.

Figure 25: Proportion of students who answered "most days" or "every day" that students of the opposite sex teased them in a mean way in the past week



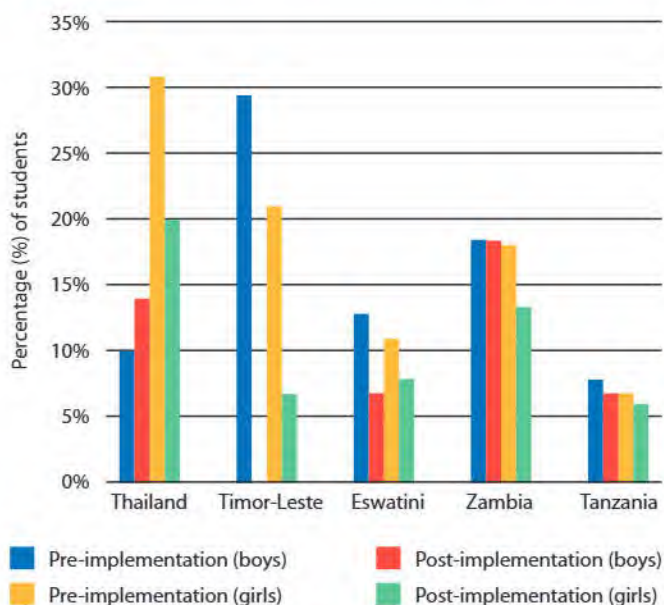
Analysis of student data at country level shows a decline across the board in the proportion of students who reported that they experienced teasing by peers of the opposite sex. The highest rate of decrease was observed among students in Timor-Leste. In the pre-implementation survey, 25% of students in Timor-Leste reported that students of the opposite sex teased them in a mean way *most days* and *every day* in the week before the survey. This, however, was dropped to only 4% in the post-implementation survey.

Figure 26: Proportion of students who answered "most days" or "every day" that students of the opposite sex teased them in a mean way in the past week, by country



The cross-country analysis of the data by student gender shows a moderate decline in Eswatini, and a slight decline in Zambia and Tanzania in the proportion of boys and girls who reported that students of the opposite sex teased them in a mean way *most days* and *every day* in the week before the survey. The comparisons also show significant reduction in the accounts of peer teasing for both boys and girls in Timor-Leste. In Thailand, however, students reported a mix of responses with a higher proportion of boys reporting that students of the opposite sex teased them in a mean way *most days* and *every day* in the week before the survey. Girls in Thailand, on the other hand, reported a reduction of over 11% in the reporting rates of mean treatments from peers of the opposite sex.

Figure 27: Proportion of students who answered "most days" or "every day" that students of the opposite sex teased them in a mean way in the past week, by country and gender



Pre-implementation survey: n Thailand=293; n Timor-Leste=72; n Eswatini=1,530; n Zambia=2,397; n Tanzania=4,612. Post-implementation survey: n Thailand=281; n Timor-Leste=47; n Eswatini=1,569; n Zambia=2,179; n Tanzania=4,695. Very few participants identified themselves as "other". Therefore, only participants who identified themselves as boys and girls were included in the above analyses.

Student focus group data about respect within peer relationships

Student focus group data provided more in-depth insights into the nature of the shift in attitudes and behaviours among the students. The data show that in Zambia, for instance, classroom relationships improved after students participated in the CWR activities. The students noted that the CWR lessons helped to increase respect for others' views, decrease fighting and teasing. One student noted that they are now "able to see each other as equal and share ideas as well as work together". Another student noted "there has been a tremendous improvement in the way we relate in class".

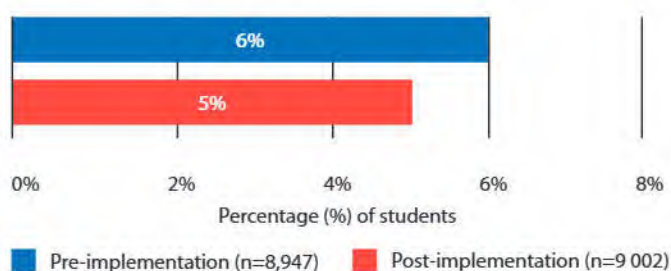
Student focus group data confirmed the shift in cross-gender treatment among peers. The data from Tanzania, for instance, showed that classroom relationships benefited from the CWR activities. The students noted that the CWR lessons helped to improve classroom relationships by building self-confidence, trust and awareness. Working in mixed sex groups was deemed particularly helpful in reducing peer conflict. One student noted, this "made us familiarise with one another even out of school". Students also noted that "students have changed their behaviour; they respect each other". Another student commented that the "language we use has also changed" and has become more respectful.

Finding	Implication
About 1 in 10 students reported teasing by same or opposite sex peers. Comparison of the pre- and post-implementation survey also showed a reduction in the proportion of students who reported that students of the same or opposite sex teased them in a mean way every day or most days across the sample.	The improvement in, within and across gender relationships among peers can be attributed to participation in the activities of the CWR programme which aim, among other things, to foster positive and respectful relationships among peers.
Timor-Leste had the highest reported rates of peer teasing at baseline. Students in Timor-Leste also reported the most significant reductions in the accounts of peers teasing by both boys and girls at endpoint.	This highlights the significant impact that a respectful relationships education programme can have on improving peer relationships even in the most challenging contexts in which reporting rates of peer teasing and mean treatments are relatively high.

Frequency of experience of unwanted forms of sexual contact

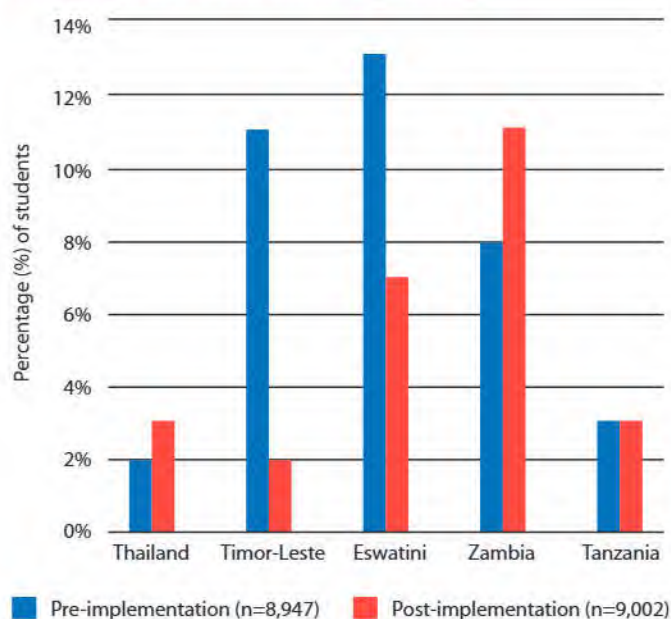
In addition to teasing and mean treatment by peers, students were also asked how often they had experienced unwanted forms of sexual touching from those of the opposite sex without their permission in the month prior to the pre- and post-implementation survey. As Figure 28 shows, compared to peer teasing and mean treatment, a smaller proportion of students reported that students of the opposite sex had touched them in a sexual way without their permission. The comparison of the pre- and post-implementation findings across the sample shows an overall decline in the reporting rates of sexualised touching.

Figure 28: Proportion of students who answered "most days" or "every day" towards being touched in a sexual way by students of the opposite sex without their permission in the past month



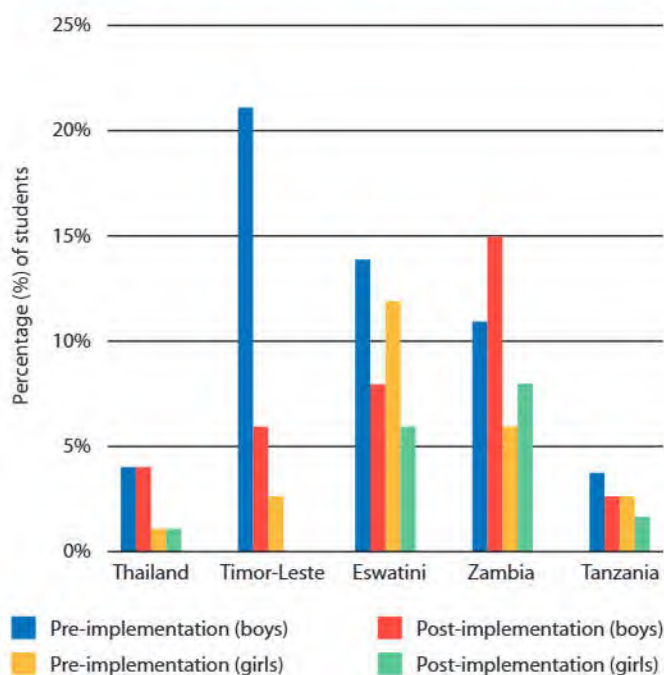
At country level, students in Timor-Leste and Eswatini reported significant declines in their accounts of unwanted sexual touching following their participation in the activities of the CWR programme. In Timor-Leste, only 2% of students reported that students of the opposite sex had touched them in a sexual way without their permission *most days* or *every day* in the month before in their post-implementation survey (compared to 11% in the pre-implementation survey). Similarly, there was a reduction of over 6% in the reporting rates of unwanted sexualised touching by students in Eswatini. In contrast, there was a slight increase in the reporting rates of sexualised touching among students in Thailand and Zambia. Existing data does not provide adequate empirical basis to explain the disparity of the findings. However, a plausible explanation of increased reporting rates could be attributed to greater understanding of school-related forms of gender-based violence, including sexualised touching in line with the focus of the CWR programme in Activity 1 (A focus on school-related gender-based violence) and Activity 2 (Positive rules for the safe learning space) of Topic 4.

Figure 29: Proportion of students who answered "most days" or "every day" towards being touched in a sexual way by students of the opposite sex without their permission in the past month, by country



The breakdown of student responses by gender shows that compared to girls, a higher proportion of boys reported sexualised touching by students of the opposite sex at both baseline and end point. The findings also show that the most significant decline in the report rates of sexual touching were among boys in Timor-Leste. There was a reduction in the proportion of boys who reported that students of the opposite sex had touched them in a sexual way without their permission *most days* or *every day* in the month before from 21% in the pre-implementation survey to 6% in the post-implementation survey. This finding is in line with the student responses to the questions about teasing and mean behaviour from peers which showed a significant reduction in reporting rates among boys in Timor-Leste.

Figure 30: Proportion of students who answered "most days" or "every day" towards being touched in a sexual way by students of the opposite sex without their permission in the past month, by country and gender



Pre-implementation survey: n Thailand=294; n Timor-Leste=71; n Eswatini=1,541; n Zambia=2,397; n Tanzania=4,623. Post-implementation survey: n Thailand=281; n Timor-Leste=47; n Eswatini=1,723; n Zambia=2,180; n Tanzania=4,745. Very few participants identified themselves as "other". Therefore, only participants who identified themselves as boys and girls were included in the above analyses.

Finding	Implication
There was an overall decline in the proportion of students who reported that students of the opposite sex touched them in a sexual way without their permission.	This can be attributed to the impacts of participating in activities which raise awareness about one's rights, and various forms of school-related gender-based violence, while working simultaneously to reduce rates of sexual and unwanted touching.
Compared to girls, a higher proportion of boys reported sexualised touching by students of the opposite sex at both baseline and end point.	This can highlight the need for an inclusive approach to respectful relationships education which focuses on raising awareness and changing harmful behaviours among both boys and girls, rather than a sole focus on boys/males as perpetrators of violence.

Help-seeking in relation to SRGBV

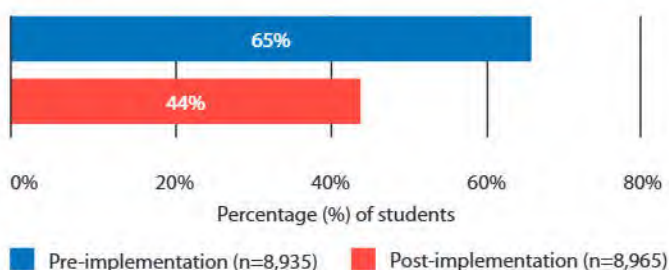
There was substantial improvement in knowledge about how to support peers affected by GBV. At baseline less than half of students (44%) reported that they know how to get help for someone who is affected by GBV; this increased to over two-thirds of the sample (65%) at endpoint. In the main, girls indicated higher levels of confidence than boys about how to source help.

Students were also asked their help-seeking intentions if they themselves were affected by GBV at school. Intentions to do so increased from 73% to 81% at post-intervention.

Knowledge about how to get help for someone affected by GBV

As the comparison of the pre- and post-implementation data across the sample shows, there was substantial improvement in help-seeking knowledge of students to support those affected by GBV. While at baseline less than half of students (44%) reported that they know how to get help for someone who is affected by GBV, this increased to over two thirds of the sample (65%) at endpoint. This substantial increase could be attributed to the impacts of participation in CWR activities which have a specific focus on supporting those experiencing GBV.

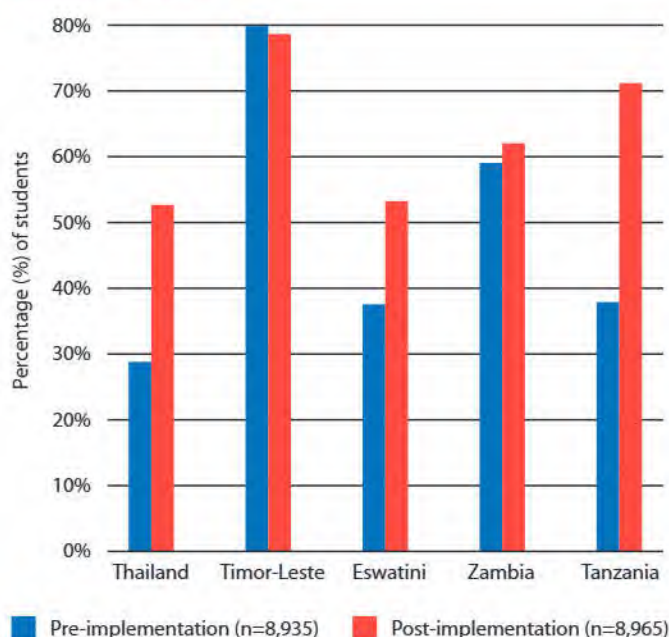
Figure 31: Proportion of students who knew how to get help for someone who is affected by gender-based violence



There was substantial improvement in knowledge about how to support peers affected by GBV

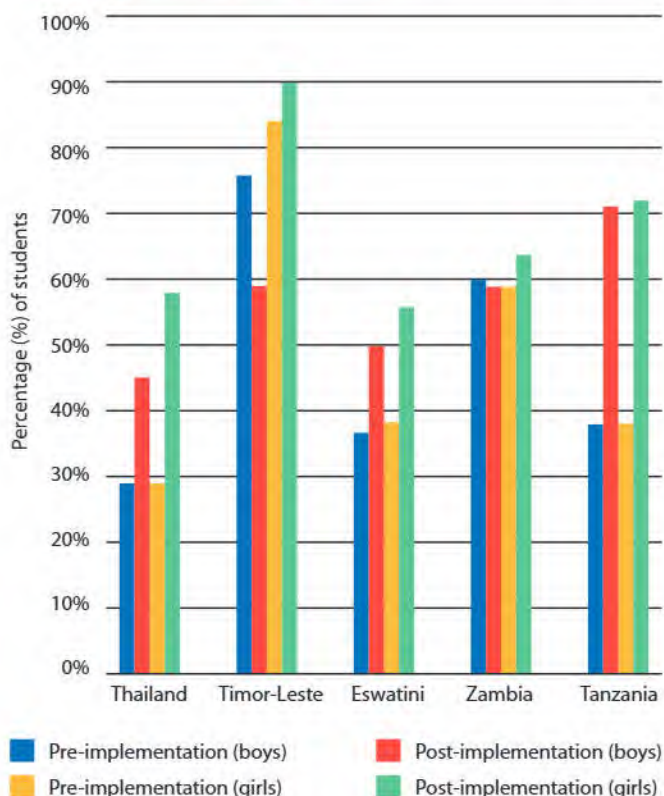
The country-level analysis of the student survey data shows two overarching trends. First, as the information in Figure 32 helps to demonstrate, students reported varying levels of knowledge in seeking help on behalf of those affected by GBV. In pre-implementation, an overwhelming majority of students in Timor-Leste (80%) indicated that they know how to get help for someone who is affected by GBV. This is significantly higher than the proportion of students who answered yes to the same question in other countries, especially in Thailand (29%), Eswatini (38%) and Tanzania (38%). Additionally, the findings show that with the exception of Timor-Leste where students reported a marginal decline, students reported improvement in their help-seeking knowledge following participation in the activities of the CWR programme.

Figure 32: Proportion of students who knew how to get help for someone who is affected by gender-based violence, by country



The following figure provides a further breakdown of student response across countries by gender. Overall, these findings show an improvement in help-seeking knowledge for both boys and girls. The only exception to this trend are boys in Timor-Leste who reported a decline, with a lower proportion of them (59%) indicating that they know how to get help for someone who is affected by GBV in the post-implementation survey compared to the pre-implementation survey (76%).

Figure 33: Proportion of students who knew how to get help for someone who is affected by gender-based violence, by country and gender



Pre-implementation survey: n Thailand=293; n Timor-Leste=71; n Eswatini=1,619; n Zambia=2,393; n Tanzania=4,539. Post-implementation survey: n Thailand=279; n Timor-Leste=47; n Eswatini=1,745; n Zambia=2,173; n Tanzania=4,695. Very few participants identified themselves as "other". Therefore, only participants who identified themselves as boys and girls were included in the above analyses.

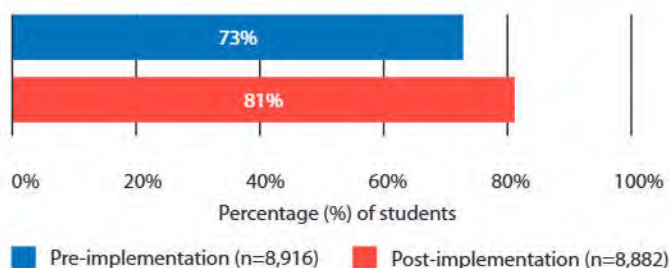
Student focus group data about seeking help in relation to GBV

The student focus group data from Thailand highlighted the contributions of the programme in raising awareness about help-seeking. The data showed students found it important to learn about being a good friend and, if needed, to seek help because, as one student commented, "we ... must help each other, disregard sex, everyone is a friend, not to harm or mock them, help taking care of each other". Students also noted that it was very useful to learn about the effects of GBV in order to "understand the feelings of those who are bullied", "avoid mocking", understand "mental [health] problems" and "help reducing violence between sexes, respect each other and solve the problem of violence". A similar pattern of responses emerged from the focus group discussion data collected in Tanzania. Both boys and girls found the CWR activities about how to be a good friend to classmates who have been affected by GBV useful because they can now, as one student pointed out, "recognize the indicators like extreme fear, depression, lack of peace and separation".

Intentions to seek help for self if affected by GBV

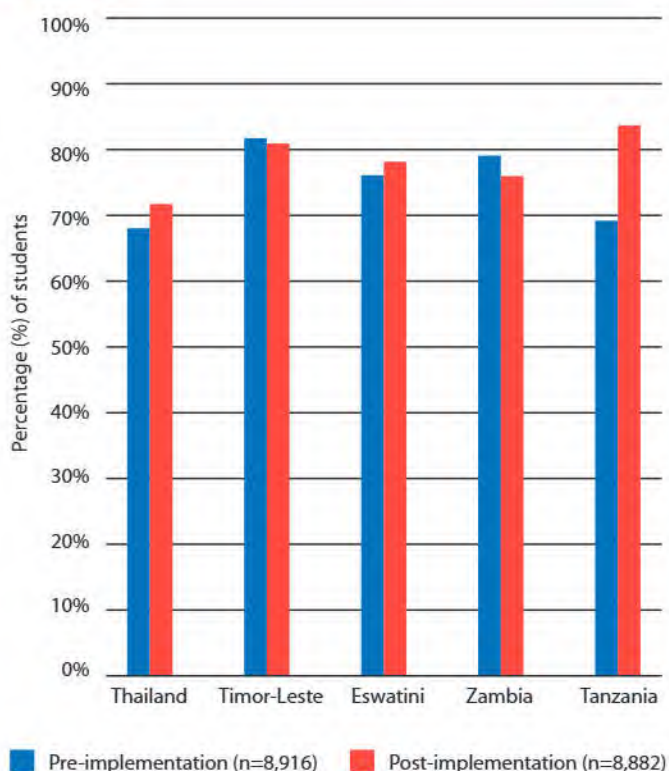
Students were also asked whether they would seek help if they were affected by GBV at school. Improving help-seeking knowledge and behaviours is one of the key areas of interest in the CWR programme. Topic 7 of the programme engages students in activities that can help them improve their knowledge and understanding when and if to seek help (Activity 1), where to go for help (Activity 2) and overcoming resistance to help-seeking (Activity 3). A focus on help-seeking is warranted given significant socio-cultural and institutional barriers towards seeking help if one is victimized. Overall, most students indicated that they would seek help if they were affected by GBV at school. The findings also show an increase in likelihood of help-seeking following the implementation of the CWR programme. This increase can be attributed to the impact of the CWR programme on improving help-seeking knowledge, skills and behaviours of students.

Figure 34: Proportion of students who would seek help if they were affected by gender-based violence at school



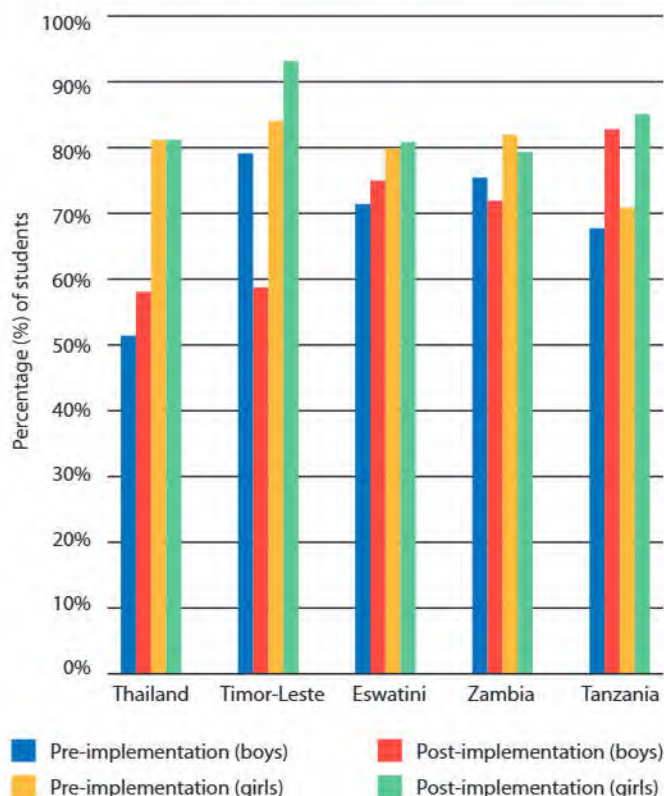
Country-level analysis of the data shows mixed results with the most significant improvement in help-seeking tendency reported among students in Tanzania with an increase of about 15%. The data from other countries, however, either shows a marginal increase (for instance in Thailand and Eswatini) or a slight decrease (for instance in Timor-Leste and Zambia). Improved help-seeking knowledge, skills and behaviours were also reported by students in the focus group discussions. In Thailand, for instance, both boys and girls found learning about help-seeking "so we know who to inform when they need help, know the way to help friends, stop the mocking and bully[ing], stop the problem that can get worse, and it can help protecting the rights of our friends/friends who are the third gender". Another student from Tanzania commented that the CWR activities "have been useful for awareness and knowing how and who to report GBV to, e.g., the gender desk at the police station".

Figure 35: Proportion of students who would seek help if they were affected by gender-based violence at school by country



The analysis of the findings by gender shows an overall increase in the proportion of students who reported that they would seek help if they were affected by GBV at school in Thailand, Tanzania and Eswatini. Student responses in Zambia, on the other hand, indicated a slight decline for both boys and girls. While overall the CWR programme seems to have contributed positively to students likely to seek help, differences in socio-cultural contexts as well as institutional arrangements to support victims of GBV in school settings could explain differences in responses across countries.

Figure 36: Proportion of students who would seek help if they were affected by gender-based violence at school, by country and gender



Pre-implementation survey: n Thailand=290; n Timor-Leste=72; n Eswatini=1,613; n Zambia=2,392; n Tanzania=4,528. Post-implementation survey: n Thailand=278; n Timor-Leste=47; n Eswatini=1,722; n Zambia=2,178; n Tanzania=4,631. Very few participants identified themselves as "other". Therefore, only participants who identified themselves as boys and girls were included in the above analyses.

Finding	Implications
The findings show an increase in the proportion of students who know how to seek help for those impacted by GBV as well as those who indicated that they would seek help if they were affected by GBV at school.	Improving help-seeking knowledge, skills and behaviours is one of the key areas of focus within the CWR programme, and these improvements point to the positive impacts of the programme in these areas of interest despite difference in socio-cultural context.

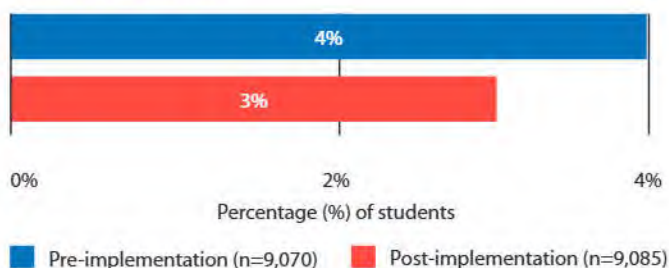
Bystander behaviours in response to GBV

The data shows a reduction in the proportion of students who would display a negative response, in the form of laughter, if witnessing an incident of peer-perpetrated GBV decline from 4% to 3%. The data also shows an increase of about 5% in the proportion of students who indicated that they would choose a positive response in the form of referring the matter to a teacher if someone was affected by GBV at school.

Bystander behaviours when witnessing GBV

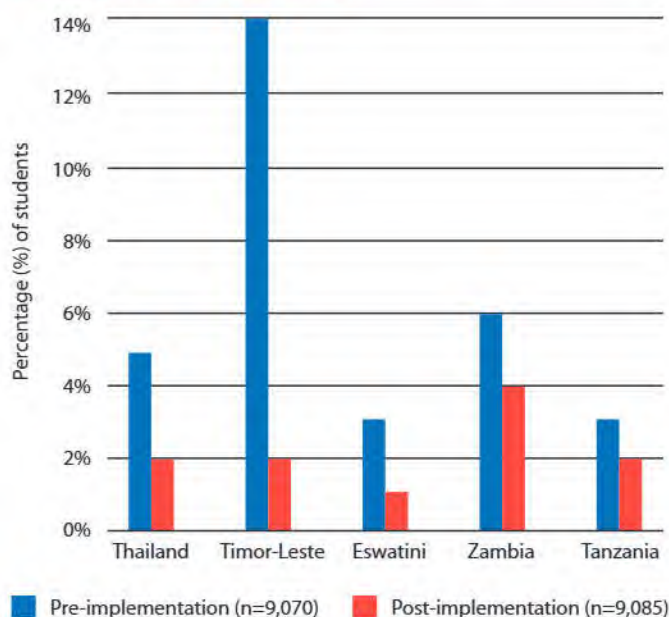
An additional area of interest in the CWR programme is bystander responses to GBV. Bystander response to GBV is important not only in signalling to perpetrators that such behaviours are not acceptable, but also in subsequent referrals and follow ups. The survey asked students to respond to a scenario involving someone affected by GBV at school. One option included endorsing GBV by "laughing" in response. Overall, as Figure 37 shows, a very small proportion of students (4%) indicated that they would laugh in response. This declined further to 3% following participation in CWR.

Figure 37: Proportion of students who would laugh when they see someone was affected by gender-based violence at school



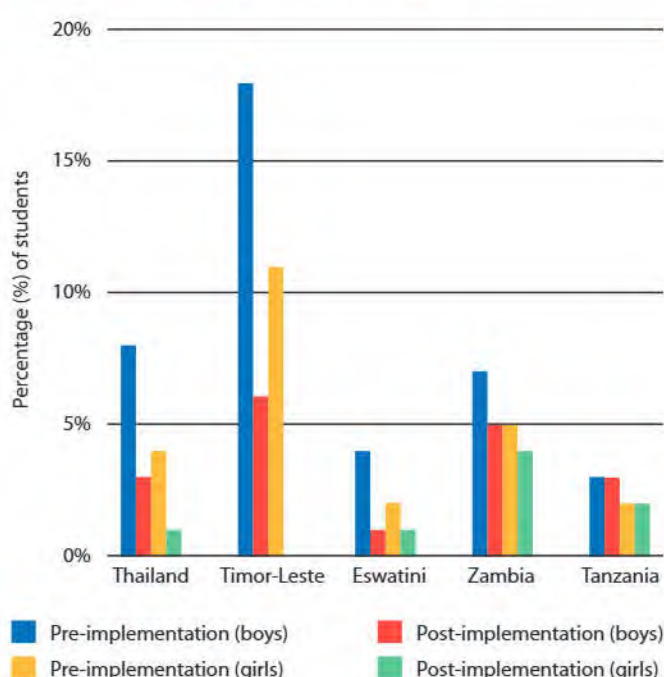
A similar declining pattern emerged from the analysis of the data at country level. The decline was most notable among students in Timor-Leste who reported an over 12% decrease in the likelihood of laughing if they saw someone was affected by GBV at school. Despite the relatively high baseline rate of 14%, the end point survey results (2%) for students in Timor-Leste remains comparable to the end point results from other countries. Focus group data provided further evidence and explanation of the shifts in bystander responses among students. In Zambia, for instance, boys and girls felt it was important to understand and communicate about their feelings and needs. This, according to students, helped them to deal with "bullying", to "avoid teasing and to encourage each other", to "reduce fights and misunderstandings" and to "learn self-control". All students also indicated that it was important to learn about how to be a good friend and seek help for those classmates affected by GBV. Students recognised that it was "important to know what kind of help is available and where help can be found", that GBV "can happen to anyone", and that those affected "feel lonely and isolated" and thus "need support".

Figure 38: Proportion of students who would laugh when they see someone was affected by gender-based violence at school, by country



A similar declining pattern was observed when the data was cross tabulated by country and student gender. Overall, as the findings in Figure 39 help demonstrate, boys were slightly more likely to laugh in response if someone was affected by GBV. This brings the start and end point results for boys across all the countries above those of girls. While a decline in the reporting rates is evident in the data following participation in the CWR activities, more work is needed to highlight the importance of non-endorsing bystander behaviours, especially for boys, within respectful relationships education.

Figure 39: Proportion of students who would laugh when they see someone was affected by gender-based violence at school, by country and gender

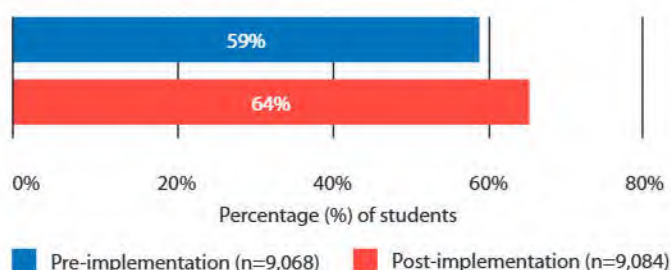


Pre-implementation survey: n Thailand=295; n Timor-Leste=72; n Eswatini=1,632; n Zambia=2,397; n Tanzania=4,652. Post-implementation survey: n Thailand=281; n Timor-Leste=47; n Eswatini=1,756; n Zambia=2,180; n Tanzania=4,786. Very few participants identified themselves as "other". Therefore, only participants who identified themselves as boys and girls were included in the above analyses.

Intentions to report peer perpetration of GBV to a teacher

In addition to negative bystander behaviours, students were asked about a range of positive responses in the event someone was affected by GBV at school. One response option included "telling a teacher". Teachers play a significant role in the day-to-day life of students, both in terms of providing direct learning opportunities for them, and in regard to setting the parameters and expectations for acceptable conduct via role-modelling. Teachers are also in a unique position to notice, refer and follow up with students if they experience bullying, peer teasing and harassment or violence perpetration. As the data presented in Figure 40 shows, a considerable proportion of students in both pre- and post-implementation surveys indicated that they would tell a teacher when they see someone was affected by GBV at school. The data also shows an increase of about 5% in the proportion of students who indicated that they would refer to a teacher if someone was affected by GBV at school.

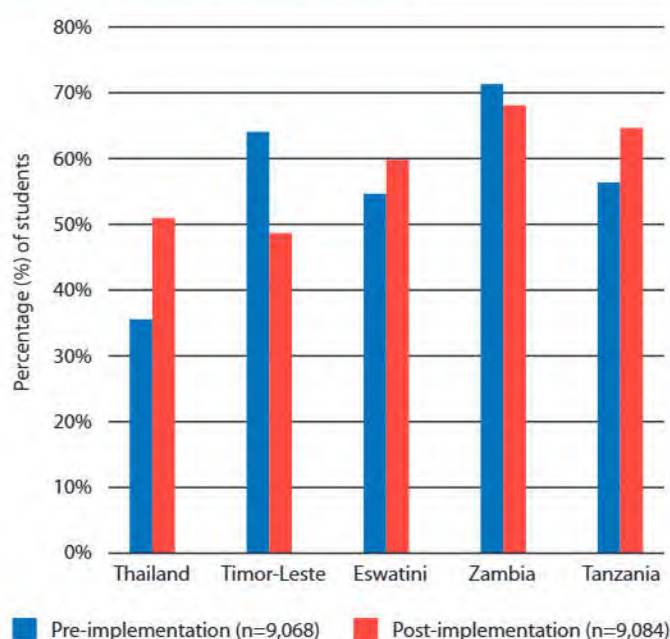
Figure 40: Proportion of students who would tell a teacher when they see someone was affected by gender-based violence at school



A breakdown of data by country shows an overall increase in the proportion of students who would refer to a teacher if they saw someone was affected by GBV in Thailand (about 15% increase), Eswatini (about 6% increase) and Tanzania (about 9% increase). Data from Zambia and Timor-Leste, on the other hand, show a decline despite an overall increase across other countries.

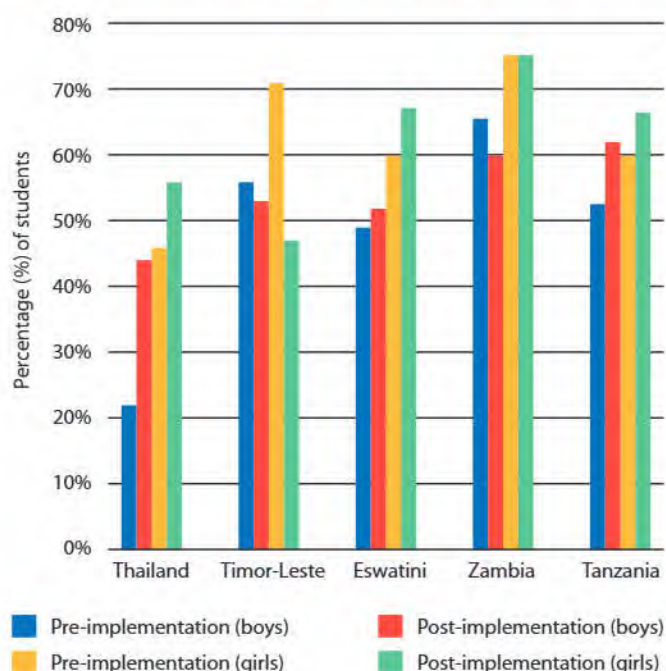
The findings show a reduction in negative by-stander behaviours such as laughing, and an increase in positive by-stander behaviours such as referral to a teacher among students if they witness GBV.

Figure 41: Proportion of students who would tell a teacher when they see someone was affected by gender-based violence at school, by country



A further breakdown of the data by country and student gender shows two overarching trends. First, as Figure 42 shows, girls are more likely to report GBV to a teacher, both at baseline and endpoint. This gendered pattern in relation to seeking help for others can indicate that boys may be less likely to report GBV when it affects others due to peer pressures and allegiances. This should not be surprising given that perpetrators of GBV are more likely to be among boys who may be friends to those who witness GBV. Additionally, the data presented in Figure 42 shows a shift in help-seeking behaviours of students regardless of gender following participation in the CWR activities. This can be an indication of programme impact on positive bystander behaviours of students.

Figure 42: Proportion of students who would tell a teacher when they see someone was affected by gender-based violence at school, by country and gender



Pre-implementation survey: n Thailand=295; n Timor-Leste=72; n Eswatini=1,631; n Zambia=2,396; n Tanzania=4,652. Post-implementation survey: n Thailand=281; n Timor-Leste=47; n Eswatini=1,755; n Zambia=2,180; n Tanzania=4,786. Very few participants identified themselves as "other". Therefore, only participants who identified themselves as boys and girls were included in the above analyses.

Findings

The findings show a reduction in negative by-stander behaviours such as laughing, and an increase in positive by-stander behaviours such as referral to a teacher among students if they witness GBV.

A higher proportion of boys indicated that they would laugh if they saw someone was affected by GBV at school. A lower proportion of boys also indicated that they would tell a teacher if they saw someone affected by GBV.

Implications

These findings are in line with the objectives of the CWR activities, especially in Topics 6 and 7 that aim to foster greater knowledge, skills and behaviours conducive for help-seeking for self and others impacted by GBV.

This points to the need for more educative work with boys to highlight the importance of non-endorsing bystander behaviours in response to GBV.

Perceptions of the extent to which relationships within and between the genders are routinely respectful in nature

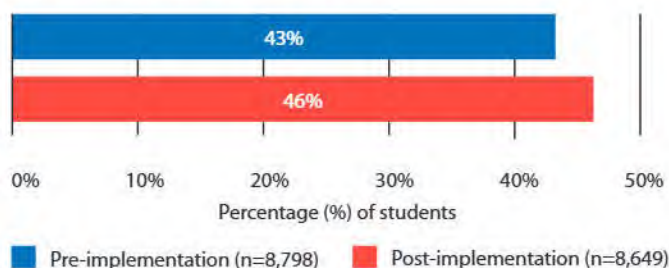
A slightly higher proportion of students indicated that girls treat boys with respect *most or all of the time* in comparison with the treatment that boys showed towards girls. Rates increased from pre- to post- from 43% agreeing that boys in their class treat girls with respect *all of the time* or *most of the time*, to 46% post-programme. Rates of agreement that girls treat boys with respect *most or all of the time* increased from pre (46% at pre to 49% at post-programme). Males and females also held different perceptions about respectful treatment between the genders, with girls less likely than boys to agree that boys commonly treated girls with respect.

Consistency with which boys were perceived to treat girls in a respectful manner

Fostering respectful relationships goes beyond efforts to address peer-bullying, harassment and GBV to include respectful treatments within and across genders more broadly. While GBV and peer teasing could be more readily identified and responded to in respectful relationships initiatives, cultivating a culture of respect within and across the gender lines requires sustained efforts to build empathy and greater awareness of the other and their lived experiences on a day-to-day basis. This is, in fact, one of the key areas of interest in the CWR programme.

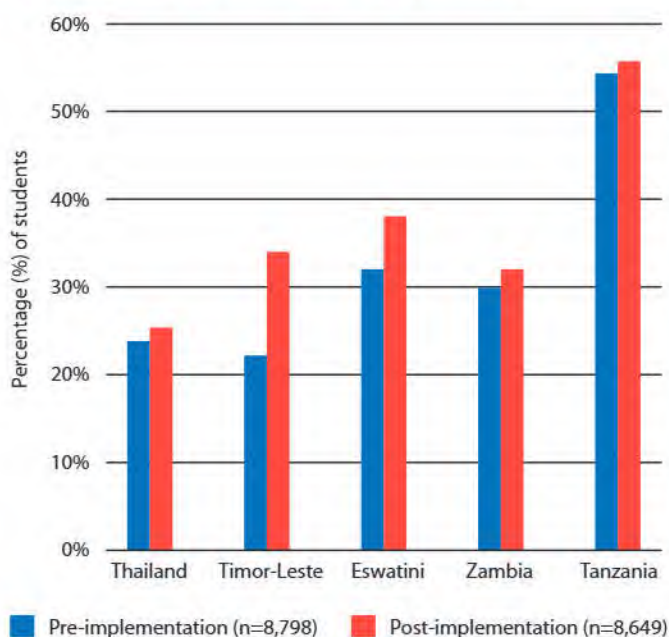
The student survey, therefore, asked a series of questions to seek input from students about the extent to which they perceived that a more optimal state of respect was present in their peer relationships, rather than simply an absence of forms of GBV and peer teasing behaviours. As Figure 43 shows, 43% of students indicated that boys in their class treat girls with respect *all of the time* or *most of the time*. This increased to 46% following participation in the CWR activities, an increase that can be attributed to the impacts of the programme.

Figure 43: Proportion of students who answered "most of the time" and "all of the time" in response to: "boys in my class treat girls with respect"



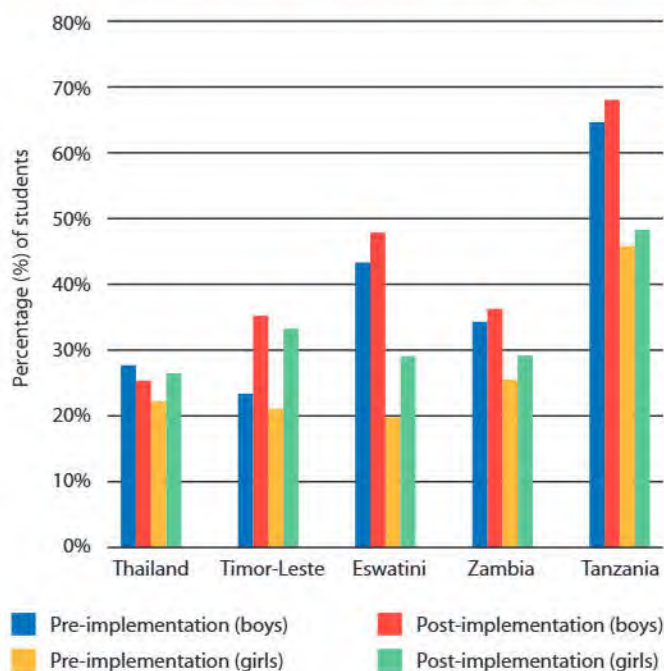
A breakdown of student responses by country shows an increase in the proportion of students who answered *most of the time* and *all of the time* in their responses to the statement "boys in my class treat girls with respect". Most notably, however, much higher proportions of students from Tanzania reported that boys treat girls with respect, both at baseline and at end point. Students in Timor-Leste, on the other hand, had a low starting point (22%), and showed the highest rate of increase (12%) in their post-implementation survey.

Figure 44: Proportion of students who answered "most of the time" and "all of the time" in response to: "boys in my class treat girls with respect", by country



Probing further into the data by gender shows a gendered pattern in student responses, with a higher proportion of boys, compared to girls, perceiving that boys treat girls with respect in their classes. In Eswatini, for instance, over twice as many boys (43%) indicated they believe that boys treat girls with respect as compared to only 20% of girls sharing this perception. A similar gendered pattern of discrepancy exists in the data from student responses from other countries, albeit to a lesser extent. This disparity can have multiple and often interrelated causes, including a lower standard amongst boys about what constitutes "respect" and "respectful treatment" or a lower level of awareness about the frequency with which boys display this level of respect.

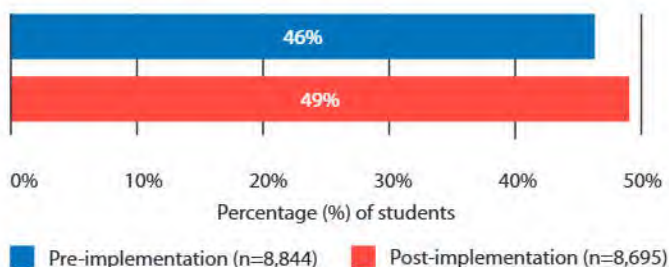
Figure 45: Proportion of students who answered most of the time and all of the time in response to: "boys in my class treat girls with respect", by country and gender



Consistency with which girls were perceived to treat boys in a respectful manner

The students were also asked to indicate the extent to which girls in their class treated boys with respect. As the data presented in Figure 46 shows, compared to the previous question which enquired about the treatment of girls by boys, a slightly higher proportion of students indicated that girls treat boys with respect *most of the time* and *all of the time* in both pre- (46%) and post-implementation (49%). The data also shows an increase of over 3% in the proportion of the students who answered *most of the time* and *all of the time* in their responses to the statement "girls in my class treat boys with respect".

Figure 46: Proportion of students who answered "most of the time" and "all of the time" in response to: "girls in my class treat boys with respect"



Examining student responses by country shows an increase across the board in the proportion of students who indicated that girls treat boys with respect *most of the time* and *all of the time*. Higher proportions of students from Tanzania reported that girls treat boys with respect, both at baseline and at end point. Additionally, students in Timor-Leste had the lowest starting point (18%). However, the comparison of pre- and post-implementation data shows the highest rate of increase (20%) among Timor-Leste students following their participation in the CWR activities. This significant increase took the endpoint survey results for Timor-Leste students above those of Thailand, Eswatini and Zambia.

Figure 47: Proportion of students who answered "most of the time" and "all of the time" in response to: "girls in my class treat boys with respect", by country

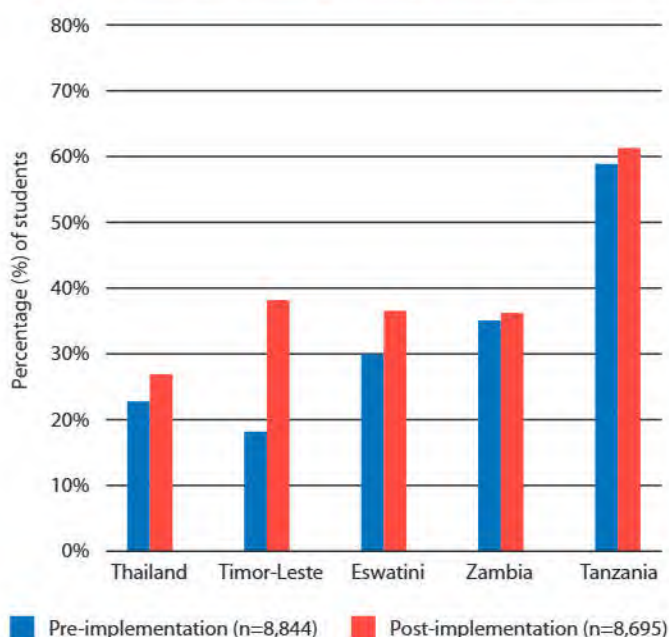
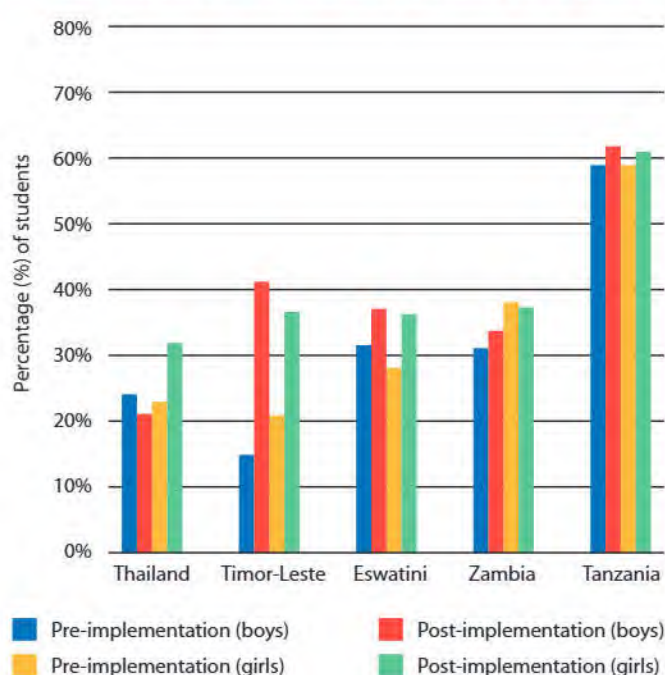


Figure 48 shows the breakdown of student responses by country and gender. Overall, the findings show that both boys and girls in Timor-Leste, Eswatini and Tanzania reported an improvement in their perceptions about respectful treatment of boys by girls following their participation in the CWR activities. There was a slight decline in the reporting rates among boys in Thailand and girls in Zambia. Existing qualitative and quantitative data do not provide sufficient explanation of these differences. A possible reason for the mixed results may be ambiguities in relation to what constitutes respect and respectful relationships, and how these concepts are understood and/or translated in different contexts.

Figure 48: Proportion of students who answered "most of the time" and "all of the time" in response to: "girls in my class treat boys with respect", by country and gender



Pre-implementation survey: n Thailand=292; n Timor-Leste=72; n Eswatini=1,450; n Zambia=2,397; n Tanzania=4,611. Post-implementation survey: n Thailand=281; n Timor-Leste=47; n Eswatini=1,522; n Zambia=2,179; n Tanzania=4,641. Very few participants identified themselves as "other". Therefore, only participants who identified themselves as boys and girls were included in the above analyses.

Student focus group data about respectful treatment by peers

The survey findings were, by and large, confirmed by the data collected via the FGDs. In Tanzania, for instance, boys indicated that they tend to get along well with each other, though there were accounts of physical fighting and name-calling. Girls, on the other hand, reported unwanted touching, name-calling, comments on appearance, ridicule and harassment. Similarly, in Zambia FGDs showed that while most students believed that they treat their peers fairly in school, there was a disparity between the boys' and girls' perceptions with regards to fighting, harassment and disrespect, particularly among boys. Most boys felt that they treated the girls fairly, but girls suggested that boys were often disrespectful by "want[ing] to be seen to be in control, on top" and to "dominate" the girls. This can take the form of name calling and unwanted touching. One group suggested that the "boys show off" and "don't know the boundaries".

Findings	Implications
The comparison of pre- and post-implementation study survey data shows an increase in the proportion of students who reported that boys and girls treat each other with respect in their classrooms.	The improvement in cross-gender relationships can be attributed to the CWR activities which aim to foster a culture of respect and positive relationships among peers.
A higher proportion of boys, compared to girls, indicated that boys treat girls with respect in their classes.	This disparity may indicate a lower level of awareness among boys about what constitutes "respectful treatment" or of the frequency with which they display such treatment towards girls.

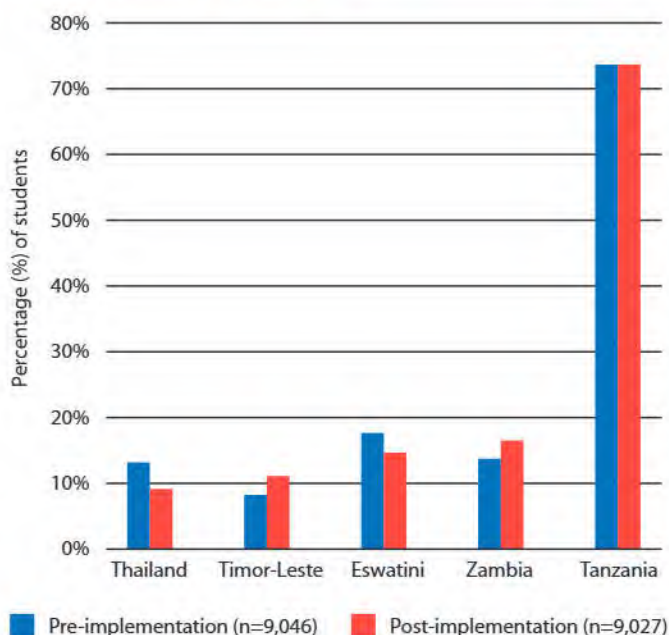
Corporal punishment in school

Although not an objective of the CWR programme, the student survey asked about the frequency of corporal punishment at school, in order to ascertain the adult modelling, they were exposed to. This data do not differentiate in relation to corporal punishment as issued by the teacher who provided the CWR programme, but rather was about teachers in general.

A combined country data set has not been provided, as the Tanzania data differ so greatly to that of the other countries, that if combined they would skew the picture provided. Tanzania recorded frequencies over 70% as compared with the other countries recording frequencies closer to the range of 10-20% in relation to having been beaten or hit by their teachers "most days" or "every day" in the preceding month. Additionally, countries asked about the prevalence of teacher use of corporal punishment in different ways, making comparison inappropriate. Although all countries used the five-point Likert scale, four countries (Thailand, Timor-Leste, Zambia and Tanzania) measured frequency of actions, while Eswatini measured the respondents' feeling of safety at school. Thus, the comparison of pre-and post-implementation by *country* and *gender of the student in each country* is more meaningful than combined overall responses from the five countries.

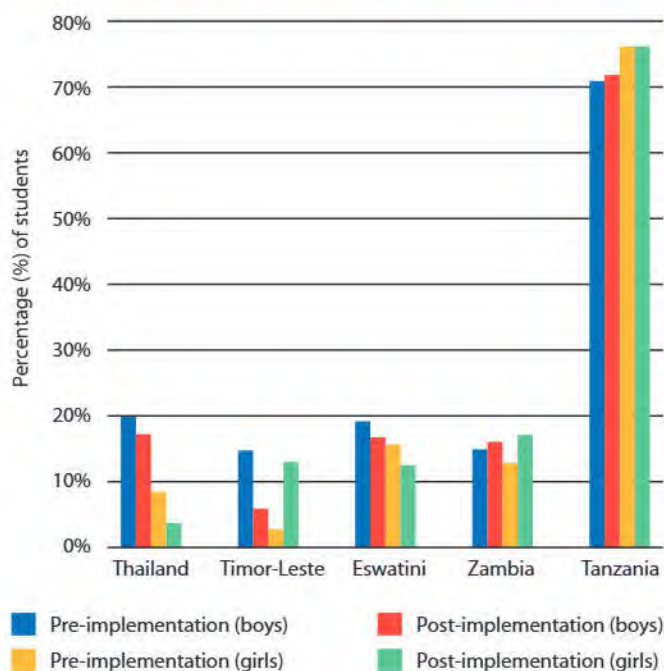
As Figure 49 shows, compared to the rest of the pilot countries, about two-thirds of students in Tanzania reported having been beaten or hit by their teachers *most days* or *every day* in the month prior to the survey. For other countries, the reporting rate of corporal punishment was around and often less than 15%. Reported rates went down in two countries (Thailand and Eswatini), but increased in the other three countries. Despite the patterns indicated in the student survey data, the data collected in teacher interviews indicated that those providing the programme believed that their exposure to the training and programme had led to reduced use of corporal punishment. For instance, teacher interview data from Eswatini indicated that the training and CWR programme delivery had encouraged them to use more positive forms of discipline instead of corporal punishment. Similarly, the data collected from teachers in Zambia showed they believed that teaching the CWR programme had led to more positive relationships with their students, with most highlighting changes in the way they disciplined students, with a shift from corporal punishment towards more positive forms of student management: "We no longer beat nor use abusive language in correcting the learners", "the school now is moving away from using harsh words, corporal punishment as a way of disciplining learners", and "we smile, and we are more accommodated [sic] than before".

Figure 49: Proportion of students who agreed that their teacher beat or hit them most days or every day during the past month, by country



The cross-country analysis of the results by student gender is presented in Figure 50 which shows consistent decline in the boys' and girls' reporting rate of corporal punishment in Thailand and Eswatini, and an increase in Zambia and Tanzania. A mixed pattern of responses was recorded in Timor-Leste. The findings from the pre-implementation survey show that boys in Timor-Leste were almost five times more likely than girls to report experiencing corporal punishment by their teachers. When asked about frequency of experienced corporal punishment, 15% of male students reported being subjected to corporal punishment by their teachers. There was, however, a significant reduction in the reporting rates of corporal punishment among boys in the post-implementation survey, with only 6% of male students indicating that they experienced corporal punishment by their teachers most of the time or all of the time. Despite the reduction in the reporting rate of corporal punishment among boys, the responses from female students indicated a significant increase in the reported accounts of corporal punishment (experienced and observed) after the implementation of the CWR programme. While it is difficult to explain this disparity only using the survey data, one possible explanation can pertain to the greater awareness about what constitutes corporal punishment among girls, including practices such as shaming or belittling.

Figure 50: Proportion of students who agreed that their teacher beat or hit them most days or every day during the past month, by country and gender



Pre-implementation survey: n Thailand=293; n Timor-Leste=72; n Eswatini=1,629; n Zambia=2,395; n Tanzania=4,635. Post-implementation survey: n Thailand=279; n Timor-Leste=47; n Eswatini=1,738; n Zambia=2,179; n Tanzania=4,758. Very few participants identified themselves as "other". Therefore, only participants who identified themselves as boys and girls were included in the above analyses.

Finding

The survey data differ between countries as to whether exposure to corporal punishment by teachers increases or decreases post-programme. About two-thirds of students in Tanzania reported having been beaten or hit by their teachers most days or every day in the month prior to the survey. For other countries, the reporting rate of corporal punishment was around and often less than 15%. In four of the five countries (with Tanzania as the exception), boys were more likely than girls to experience corporal punishment.

Implication

This disparity between countries in relation to prevalence of corporal punishment indicates the importance of proactive policy and institutional support at a system level in assisting schools to transition away from reliance on corporal punishment.



Enablers and barriers to programme implementation

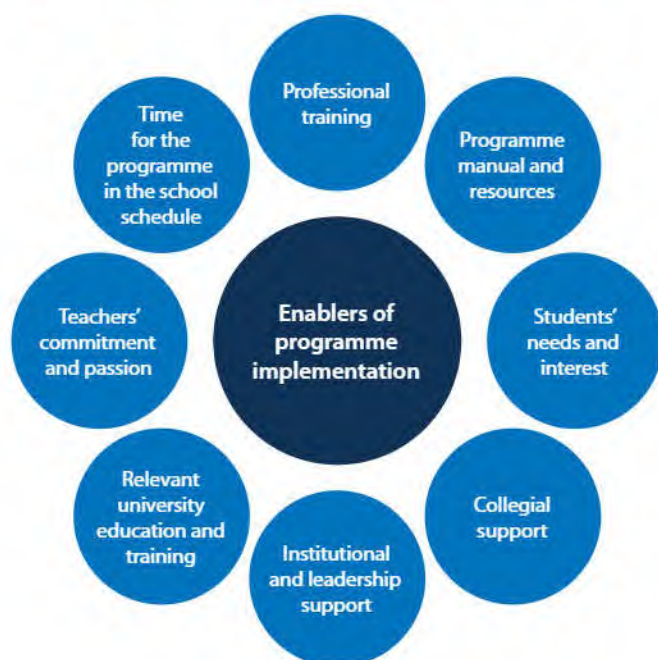
During interviews, teachers were asked about the factors that impacted their capacity, willingness and readiness to implement the CWR programme.

This question aimed to highlight a range of personal, social, attitudinal, as well as institutional factors that were at play in mediating programme implementation across schools. This section presents the summary points of the teacher interview data about enablers and barriers to programme implementation.

Enablers of programme implementation

Teachers identified a number of different factors that facilitated their provision of the CWR programme. These include organisational, resourcing and training-related factors:

Figure 51: Enablers of programme implementation



Professional training: Most teachers valued the training that they received prior to implementing the CWR programme. The training provided teachers with an opportunity to familiarise themselves with both content and the method of programme delivery. Commenting on their professional training, a teacher in Eswatini, for instance, commented "we were oriented very well in our workshop. We were given all the information and the advice that we needed because we knew what we were supposed to do in class". In Tanzania, teachers appreciated the value of the training that they received in adding to their understanding about the participatory programme approach. In other country contexts, the professional learning was also identified by teachers as an enabler of programme provision.

Programme manual and resources: Most teachers in different country contexts valued the explicit guidance notes provided to them in the programme manual, especially about how to teach different learning activities and associated scenarios. In Thailand, for instance, teachers indicated that the clear explanation of the aims of CWR activities helped them in their preparation and teaching of the programme. In Tanzania, teachers valued the material and the manuals which gave them clear guidance as to how to use drama methods, scenarios and participatory pedagogy in order to create productive and engaging learning experiences for students.

Students' needs and interest: The relevance of the programme to the needs and interest of students was identified by teachers as an enabler of programme provision. In Eswatini and Zambia, teachers noted that students' interest and active participation made their implementation easier. As one Eswatini teacher noted, "the pupils were willing to do anything, I taught them with ease". In Zambia, many teachers noted the need for the programme, as one teacher commented about "the need to change our community for the better". In Tanzania, teachers commented on student interest and active participation in the programme as an indication of programme value and contribution. They also talked about how the "real" needs of the students further encouraged them to teach the programme.

Collegial support: Support from other teachers was a major enabling factor. In Zambia, teachers valued the high level of cooperation, resourcefulness and coordination among teachers in delivering the programme, while in Thailand advice and support from the coordinating teacher was valued. In Eswatini, support from other teachers ranged from sharing ideas about lesson presentation with colleagues who attended the CWR pre-pilot training, to co-planning lessons, team teaching, and using their subject's teaching period for the CWR Programme. Other teachers were found to be supportive either during the preparation or the teaching of lessons in this programme. For example, one teacher from Eswatini commented "other teachers are helpful now because they now support this, ... before it was difficult, they could even ask for your time, there is nothing you are doing there; it's just guidance and counselling, I just need these kids, give me your time. They no longer do that".

Institutional and leadership support: Many teachers reported having received support from their school administration and the members of the school leadership team. The support from the school administration took on different forms such as by allocating time in the timetable for teaching the CWR programme and providing teaching materials such as charts (Eswatini) and other teaching tools, resources and media (Zambia).

Relevant university education and training: Some teachers reported having done relevant programmes or courses at university level which assisted them to engage well with the CWR programme. For example, one teacher from Eswatini commented that "I also took a course in psychosocial support, which I think is enhancing my interpretation of the content and the manner of delivery as well because there are a lot of sensitisations that take part when you have been exposed to psychosocial support, so you tend to tend to things more cautiously". Another Eswatini teacher pointed out, "I think my background played a big role because besides the teaching profession, I have a counselling background. I was trained as a counsellor, caregiver. So mostly, I was on the social side of human beings. I think human relations is something that I am passionate about".

Teachers' commitment and passion: Teachers who viewed themselves as passionate about the learning and well-being of young people felt that this sense of commitment helped them to provide the programme better. This was also in line with the value that individual teachers attributed to respectful relationships education and improved student well-being.

Time for the programme in the school schedule:

Teachers commented that adequate time in the school schedule for CWR enabled them to teach the programme. In Eswatini, CWR was allocated time within the Life Skills Education subject, which signalled the importance of the programme to both teachers and students and provided a sufficient home within the school schedule for the teaching of the CWR activities on a regular basis. Similarly, having a designated CWR teaching time separate from other subjects was identified by teachers as a major enabling factor in implementation.

Barriers to programme implementation

Teachers also reported a number of constraining factors which adversely impacted their implementation of CWR. These include issues relating to limited teaching time, length of activities, behaviour management concerns, large class sizes, cultural beliefs and expectations, and other school commitments and duties leading to an increase workload for teachers who were asked to implement a new programme.

Figure 52: Barriers to programme implementation



Limited teaching time: Many teachers commented that the time they had to teach CWR was short and did not allow them to teach all the activities in the programme. This was reiterated by teachers in Eswatini who noted that the time was limited in terms of overall duration of the piloting, frequency of lessons (once a week) and length of the teaching period. They also highlighted that the learners' high level of participation in activities through discussions and questions resulted in more time spent on activities than suggested. In Zambia and Thailand many teachers commented on the limited time available to teach CWR activities as a barrier to implementation. Most teachers in Zambia linked this to the way the programme was delivered through a variety of other timetabled subjects. Some mentioned "unplanned activities from the ministry and other programmes from the school".

Partial and/or inconsistent implementation: Partial implementation of CWR was a key barrier to programme fidelity and impact. Countries provided CWR to different age groups, including some in primary schools and others in secondary schools using different formats, with some provisions occurring as an after-school activity (for example in Timor-Leste, Tanzania) and others occurring within the school timetable.

In Tanzania, implementation resumed after about three months of COVID-19-related lockdown. This variation in levels and forms of implementation accounts for significant omissions of activities, which in turn makes the comparison of country level implementation and outcomes difficult.

Length of the activities: More time was spent on activities than planned. As a teacher in Eswatini pointed out, the programme "topics were too long and could not be covered in available time". In Thailand, teachers noted that the time to do activities was insufficient and sometimes an activity had to be continued the next day.

Behaviour management: Concerns about managing student behaviours during activities were raised by some teachers. In Eswatini, for instance, a teacher mentioned class management challenges such as time wasted by getting learners settled before the lesson started. He pointed out "interaction with the learners, it would take about ten minutes just to get them to sit down and start discussions, before you know it, the period would be over". In Thailand, teachers noted that classroom management issues arose with some boys.

Large class sizes: Some teachers noted that having large class sizes acted as a barrier to implementing the CWR activities while maintaining classroom order. Large class size was deemed significant given that the CWR activities involve high levels of participatory activities which are easier to implement with smaller groups of students. A teacher in Eswatini maintained "some activities required more space, but only to find that our classroom is not big enough to accommodate the activities. Some activities encouraged the learners to make noise, thus disturbing the other classes, as it occurs during school hours".

Sensitivity relating to culture and beliefs: Different expectations between home and school was identified as a barrier to successful programme implementation. This was coupled with what some teachers in Tanzania referred to as traditional practices, societal and parental attitudes: e.g., "a girl is destined to stay at home while boys go to school". The level of sensitivity was much higher for topics relating to gender and gender diversity. For instance, a teacher from Eswatini commented, "when it comes to the issue of gender, (male/, female and other), this 'other' created a lot of discomfort because I myself I am not okay with the fact that there could be 'another', taken from the perspective of being a Christian".

Other school duties and increased workload: Some teachers commented that they were allocated to other duties by the school while expected to implement CWR. This created an additional workload as the period for CWR was not counted as part of the teaching load. It was extra work which they took on voluntarily.



Recommendations made by participating teachers

Following the pilot and evaluation of the CWR programme in five countries, the following recommendations were made by teachers for future programme take-up and implementation:

Figure 53: Recommendations from teachers for programme implementation



Extending the programme to all students: This requires starting with younger students including students at pre-school and lower primary levels. Successful and sustained programme implementation is predicated on sustained and age-appropriate education about respect and respectful relationships.

Providing professional training: Professional training before and during implementation is the key to success in programme delivery and impact. Many teachers noted in their interview that they found the content and the methods of the CWR programme new. Teachers also identified professional learning as a key enabling factor that helped build their knowledge, skills and capacity to teach the programme.

Sustaining programmatic focus to tackle violence: A sustained programmatic focus is needed since a significant part of the programme was either not taught or was taught in part. Nonetheless, there is evidence of positive effects on teachers' and students' attitude and behaviour. A more sustained efforts can also help tackle deeply held beliefs about corporal punishment and GBV.

Mobilising school leadership support: Strong support from school leaders is essential for the successful implementation of CWR. School leadership support has both practical value by enabling opportunities for professional development and providing adequate timetabling, and symbolic value by indicating to teachers, students, and members of the school community the importance and contributions of the programme.

Providing additional resource support: Even though some schools acted proactively to use additional materials (such as pictures, videos, additional materials, pamphlets, posters, stickers, school announcements, etc.) to raise awareness about GBV, resource support is needed to highlight the significance of respectful relationships, especially in under-resourced schools. Sustainable provision of resources for long-term programmes remains a challenge, especially in the context of limited financial and material resources. However, ministries of education need to seek ways to allocate funds and resources that can help facilitate programme implementation.

Offering a programme home: Some teachers were able to integrate the CWR programme in existing subjects and others taught it as an extra-curricular activity after school hours. CWR needs to be either integrated within existing subjects or be given a new programme home as a separate subject to allow adequate time for implementation.

Encouraging professional collaboration: Teachers need to be encouraged to work closely with other teachers and teaching teams to improve their learning prior to and during implementation. Furthermore, collaborations across schools to share lessons, ideas, approaches and success stories can help with confidence and capacity building.

Engaging parents and caregivers: Parents and caregivers should be engaged, including through the provision of positive parenting training, information sessions as well as fact sheets about GBV for parents so that the child's experience at home will enhance what they learn at school, leading to stronger and sustainable effects.

Engaging the community: Teachers in some schools found it challenging to implement CWR due to a lack of adequate communications with and support from local communities. To facilitate teachers' implementation efforts, culturally responsive work is needed to help enhance community awareness about GBV. This can be done via activities, initiatives and campaigns that complement the programme, and sensitise the community to issues of GBV.

Adapting the M&E tools: Following advice from teachers during monitoring interviews, some M&E team members highlighted the need for shortening the teacher monitoring and student surveys and revisiting the translation of response options and questions in the tools as some of the concepts may not be easily translatable.

The recommendations made above are consistent with findings from implementation research investigating other well-being interventions (Joseph A. Durlak & DuPre, 2008), which in general point to the contribution of:

1. A clear system policy which endorses and guides the approach
2. provision of curriculum resources which provide evidence-informed guidance in relation to effective instructional approaches
3. provision of professional learning to enable effective delivery
4. clear endorsement of the programme within the official curriculum
5. use of monitoring and evaluation to inform programme provision, evolution and sustainability.



Conclusion

The monitoring data collected from teachers who delivered the CWR programme indicate that it was not delivered in full in any of the participating schools, and that those countries had very different patterns and degrees of implementation.

This makes the comparison of programme implementation and programme outcomes difficult. The monitoring data show that some countries did not provide certain topic areas at all, and where topic areas were delivered, some activities were omitted. Further, where activities were delivered, they may have been delivered either in full or in part.

Countries also provided the programme to different age groups, including some in primary schools and others in secondary schools. They also provided the programme in different formats, with some provisions occurring as an after-school activity and others occurring within the school timetable. In some contexts, the programme was provided for all students, and in others to targeted students with indicated higher needs.

Despite these variations and caveats, the cross-country analysis of the data collected from the pilot of the CWR programme shows that most students (91%) believed that all schools should teach about the prevention of GBV. Many students endorsed prevention of GBV as an important issue to be included as part of their education in response to a relevant issue with which they grappled with in their day-to-day lives in classrooms, schools and the wider community. The data also showed a gendered pattern, with a higher proportion of girls agreeing that all schools should provide GBV prevention education. This highlights the need for further educative work to raise awareness among boys about the patterns, prevalence and impact of GBV.

Additionally, over three quarters of the students (77%) reported that doing the CWR lessons improved their relationship skills. This shows that evidence-informed and well-implemented respectful relationships education programmes such as CWR can have positive impacts on the relationship skills of both boys and girls.

The pre-implementation student survey data also show that an overwhelming majority (92%) of students agreed that males and females should be treated equally at home. There was an increase of around 2% in the post-implementation survey in the proportion of students who agreed with the statement compared to the pre-implementation survey. However, 72% of students in the pre-implementation survey and 77% of students in the post-implementation survey agreed with the statement that males and females should do equal chores at home. This increase can be attributed to the impacts of CWR in shifting some of the gendered expectations about share of household duties.

The findings show that about a third of students (34%) indicated in their pre-implementation survey responses that it is okay for a man to beat his wife if she argues with him. The post-implementation data show a decrease of about 4% with the biggest decrease in the two countries with higher levels of initial agreement that such violence is acceptable: these are Timor-Leste: pre- 52% to post- 38%, and Tanzania: pre- 43% to post- 38%. Despite the decrease, the proportion of students who find it acceptable to use physical violence against women at home is concerning high. This may highlight the need for a focus in the programme on prevention of spousal violence and family violence, rather than just on prevention of SRGBV.

Following the implementation of the CWR programme, students reported an improvement in their peer relationships. The data show a reduction in the proportion of students who reported that they heard boys make sexual comments about girls every day or most days in the previous week. At the same time, the data show that a lower proportion of students both at baseline (15%) and endpoint (14%) reported that they heard girls making sexual comments about boys every day or most days – compared to 20% (baseline) and 18% (endpoint) who responded to the question about boys making sexual comments about girls. This shows that boys are more likely to make sexual comments about girls, and therefore respectful relationship education initiatives such as CWR need to have a specific focus on raising awareness and changing behaviours among males/boys.

About 1 in 10 students reported teasing by same or opposite sex peers. Comparison of the pre- and post-implementation survey also showed a reduction in the proportion of students who reported that students of the same or opposite sex teased them in a mean way every day or most days across the sample. The data also shows a decline in the proportion of students who reported that students of the opposite sex touched them in a sexual way without their permission. These improvements in cross-gender relationships among peers can be attributed to participation in the activities of the CWR programme which aim, among other things, to foster positive and respectful relationships among peers.

The data collected from students about their help-seeking attitudes and behaviours also show significant improvement. The findings show an increase in the proportion of students who know how to seek help for those impacted by GBV as well as those who indicated that they would seek help if they were affected by GBV at school. The findings also show a reduction in negative bystander behaviours such as laughing, and an increase in positive bystander behaviours such as referral to a teacher among students if they witness GBV. Finally, the comparison of pre- and post-implementation study survey data show an increase in the proportion of students who reported that boys and girls treat each other with respect in their classrooms. A higher proportion of boys, compared to girls, indicated that boys treat girls with respect in their classes. This disparity may indicate a lower level of awareness among boys about what constitutes "respectful treatment" or of the frequency with which they display such treatment towards girls.



Implications of the findings for education systems

There are a number of key pointers from these findings which are relevant to education systems in considering whether this or a similar programme might contribute towards their goal of preventing school-related gender-based violence.

- Teachers and students value the programme and recommend its provision more broadly.
- Teachers endorse the CWR resource, but note the importance of accompanying professional learning, policy support and leadership.
- More comprehensive provision of the programme is associated with better outcomes, however, some positive results are also evident following a more partial or modified provision.
- The programme leads to positive results including improvements in:
 - attitudes towards gender equality
 - knowledge about how to seek help for self or others
 - intentions to provide positive bystander or witness responses
 - experience of being treated with respect by classmates of the opposite sex
- The programme leads to reductions in forms of school-related gender-based violence, including:
 - sexual harassment by peers
 - negative social interaction between boys and girls
- The programme has demonstrated that it can produce positive results with:
 - different age groups
 - in different settings, such as rural and urban
 - through different modalities of provision including within school, and after school
 - when provided as a universal intervention or in a more targeted way for students with higher indicated needs

Overall, these findings point to the viability of the Connect with Respect programme in assisting education systems in their broader efforts towards prevention of SRGBV.



Appendix

Percentage (%) of teachers who taught each activity and the extent to which the activity was taught

Topic 1																					
	Activity 1			Activity 2			Activity 3			Activity 4			Activity 5								
	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all						
Thailand	100	NR	NR	82	NR	NR	NR	NR	NR	59	NR	NR	NR	NR	NR						
Eswatini	77	23	0	77	21	2	27	29	44	37	33	31	19	25	56						
Zambia	12	82	6	23	73	5	30	66	4	58	41	1	47	51	3						
Tanzania	0	88	12	0	83	17	2	77	21	6	81	13	4	80	15						
Topic 2																					
	Activity 1			Activity 2			Activity 3			Activity 4			Activity 5			Activity 6			Activity 7		
	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all
Thailand	81	NR	NR	81	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Eswatini	35	29	37	21	25	54	12	23	65	8	14	79	8	10	83	6	6	85	NR	NR	NR
Zambia	10	63	4	47	50	3	49	48	3	38	58	4	47	44	9	33	57	10	58	29	13
Tanzania	0	89	11	3	85	11	3	77	20	2	80	17	9	71	20	10	76	14	20	56	24
Topic 3																					
	Activity 1			Activity 2			Activity 3			Activity 4											
	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all									
Thailand	29	NR	NR	86	NR	NR	72	NR	NR	NR	NR	NR									
Eswatini	15	14	71	17	15	67	12	14	73	4	12	85									
Zambia	15	77	8	13	82	6	56	42	1	37	59	3									
Tanzania	2	93	5	0	94	7	0	91	8	2	81	17									
Topic 4																					
	Activity 1			Activity 2			Activity 3			Activity 4											
	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all									
Thailand	68	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR									
Eswatini	8	10	83	0	0	0	0	0	0	0	0	0									
Zambia	23	70	7	30	67	3	48	48	3	55	40	5									
Tanzania	1	94	5	3	76	21	6	80	14	7	85	8									

Topic 5												
	Activity 1			Activity 2			Activity 3			Activity 4		
	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all
Thailand	NR	NR	NR	81	NR	NR	NR	NR	NR	NR	NR	NR
Eswatini	0	0	0	0	0	0	0	0	0	0	0	0
Zambia	69	28	3	67	31	2	62	35	3	63	31	6
Tanzania	3	87	10	1	88	11	6	84	10	8	70	23

Topic 6												
	Activity 1			Activity 2			Activity 3			Activity 4		
	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all
Thailand	NR	NR	NR	50	NR	NR	NR	NR	NR	72	NR	NR
Eswatini	0	0	0	0	0	0	0	0	0	0	0	0
Zambia	60	31	9	50	42	8	50	45	5	52	42	7
Tanzania	2	91	7	6	84	10	11	71	18	10	81	9

Topic 7												
	Activity 1			Activity 2			Activity 3			Activity 4		
	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all	In full	In part	Not at all
Thailand	77	NR	NR	86	NR	NR	NR	NR	NR	NR	NR	NR
Eswatini	0	0	0	0	0	0	0	0	0	0	0	0
Zambia	71	23	6	45	49	6	57	37	6	55	35	9
Tanzania	6	82	12	2	90	8	11	69	20	5	70	26

Note. NR = Not reported, 0 = it was reported but the activity was not delivered

References

- Ashdown, D., & Bernard, M. (2012). Can Explicit Instruction in Social and Emotional Learning Skills Benefit the Social-Emotional Development, Well-being, and Academic Achievement of Young Children? *Early Childhood Educ J*, 39, 397–405.
- Avid, R., Breiding, M., Blanton, C., Mercy, J., Dahlberg, L., Anderson, M., & Bamrah, S. (2008). *A national study on violence against children and young women in Swaziland*. Swaziland: UNICEF.
- Ball, J. (2013). *Effectiveness of relationship education programmes in schools for Years 7-13* (F. Commission Ed.). Wellington, NZ: Families Commission | Kōmihana ā Whānau.
- Cahill, H., Beadle, S., Davis, M., & Farrelly, A. (2016). *Connect with Respect: Preventing Gender-based Violence in Schools*. Bangkok: Unesco.
- Cahill, H., & Romei, K. (2019). *Preventing gender-based violence in schools in the east and southern Africa region: from consultation to capacity-building*. Melbourne Youth Research Centre, University of Melbourne.
- CASEL. (2013). What Is Social and Emotional Learning? Retrieved from <http://www.casel.org/social-and-emotional-learning/>
- Catalano, R. F., Haggerty, K. P., Oesterle, S., Fleming, C. B., & Hawkins, J. D. (2004). The Importance of Bonding to School for Healthy Development: Findings from the Social Development Research Group. *Journal of School Health*, 74(7), 252–261. Retrieved from <https://ezp.lib.unimelb.edu.au/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=14692159&site=eds-live>
- CDC. Violence against children and youth surveys. Retrieved from <https://www.cdc.gov/violenceprevention/childabuseandneglect/vacs/country-process.html>
- Cornelius, T. L., & Resseguie, N. (2007). Primary and secondary prevention programs for dating violence: A review of the literature. *Aggression and Violent Behavior*, 12(3), 364–375.
- Corrieri, S., Heider, D., Conrad, I., Blume, A., König, H.-H., & Riedel-Heller, S. (2013). School-Based Prevention Programs for Depression and Anxiety in Adolescence: A Systematic Review. *Health Promotion International*, 29(3), 427–441.
- De La Rue, L., Polanin, J. R., Espelage, D. L., & Pigott, T. D. (2014). School-based interventions to reduce dating and sexual violence: A systematic review. *Campbell Systematic Reviews*, 10(1), 1–110.
- Durlak, J. A., & DuPre, E. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology*, 41(3–4), 327–350.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), 405–432.
- Ellsberg, M., Arango, D. J., Morton, M., Gennari, F., Kiplesund, S., Contreras, M., & Watts, C. (2015). Series: Prevention of violence against women and girls: what does the evidence say? *The Lancet*, 385, 1555–1566. doi:10.1016/S0140-6736(14)61703-7
- Flood, M. (2006). Changing men: Best practice in sexual violence education.
- Flood, M., Fergus, L., & Heenan, M. (2009). *Respectful relationships education: Violence prevention and respectful relationships education in Victorian secondary schools*. Melbourne, VIC: DEECD
- Fox, J. K., Warner, C. M., Lerner, A. B., Ludwig, K., Ryan, J. L., & Colognori, D. (2012). Preventative Intervention for Anxious Preschoolers and their Parents: Strengthening Early Emotional Development. *Child Psychiatry & Human Development*, 43, 544–559.
- Frydenberg, E. (2010). *Think positively! A course for developing coping skills in adolescents*. London: Continuum International Publishing Group.
- Garrard, W., & Lipsey, M. (2007). Conflict Resolution Education and Antisocial Behaviour in US Schools: A Meta-Analysis. *Conflict Resolution Quarterly*, 25(1), 9–38.
- Gleeson, C., Kearney, S., Leung, L., & Brislane, J. (2015). *Respectful Relationships Education in Schools: Evidence Paper*. Australia: Our Watch – End violence against Women and Their Children.
- Gravesteyn, C., Diekstra, R., Sklad, M., & de Winter, M. (2011). The Effects of a Dutch School-Based Social and Emotional Learning Programme (SEL) on Suicidality in Adolescents. *International Journal of Mental Health Promotion*, 13(4), 4–16.
- Horowitz, J., & Garber, J. (2006). The Prevention of Depressive Symptoms in Children and Adolescents: A Meta-Analytic Review. *Journal of Consulting & Clinical Psychology*, 73(3), 401–415.
- Hromek, R., & Roffey, S. (2009). Promoting Social and Emotional Learning With Games: "It's Fun and We Learn Things". *Simulation & Gaming*, 40, 626–644.
- Kearney, S., Gleeson, C., & Leung, L. (2016). *Respectful relationships education in schools: The beginnings of change - Final evaluation report*. Australia: Our Watch – End violence against Women and Their Children.
- Kearney, S., Leung, L., Joyce, A., Ollis, D., & Green, C. (2016). Applying systems theory to the evaluation of a whole school approach to violence prevention. *Health Promotion Journal of Australia*, 27(3), 230–235.

- Merrell, K. W., Juskelis, M., Tran, O., & Buchanan, R. (2008). Social and Emotional Learning in the Classroom: Evaluation of Strong Kids and Strong Teens on Students' Social-Emotional Knowledge and Symptoms. *Journal of Applied School Psychology, 24*(2), 209-224.
- Midford, R., Cahill, H., Geng, G., Leckning, B., Robinson, G., & Te Ava, A. (2016). Social and emotional education with Australian Year 7 and 8 middle school students: A pilot study. *Health Education Australia Journal, 1*-11.
- Ministry of Health Community Development Gender Elderly and Children, Ministry of Health, National Bureau of Statistics, Office of the Chief Government Statistician, & ICF. (2016). *Tanzania Demographic and Health Survey and Malaria Indicator Survey (TDHS-MIS) 2015-16*. Dar es Salaam, Tanzania, and Rockville, Maryland, USA: MoHCDGEC, MoH, NBS, OCGS, and ICF.
- Ministry of Youth, S. a. C. D., Ministry of Community Development and Social Services, University of Zambia, United Nations Children's Fund, Save the Children International, & United States Centers for Disease Control and Prevention. (2018). *Violence against Children in Zambia: Findings from a national survey*. Lusaka: Ministry of Youth, Sport and Child Development.
- Ministry of Youth Sport and Child Development, Ministry of Community Development and Social Services, University of Zambia, United Nations Children's Fund, Save the Children International, & United States Centers for Disease Control and Prevention. (2018). *Violence against Children in Zambia: Findings from a national survey, 2014*. Retrieved from Lusaka: Ollis, D. (2011). A 'Respectful Relationships' approach: Could it be the answer to gender-based violence? Paper presented at the White Ribbon Everyday Conference, Brisbane, QLD.
- Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students: Findings from Three Scientific Reviews. Technical Report. *Collaborative for Academic, Social, and Emotional Learning (NJ1)*.
- Poulou, M. (2016). Social and Emotional Learning and Teacher-Student Relationships: Preschool Teachers' and Students' Perceptions. *Early Childhood Education Journal, 45*, 427-435.
- Puerta, S., Valerio, A., & Guitérrez, M. (2016). *Taking Stock of Programs to Develop Socioemotional Skills: Directions in Development*. Washington, DC: World Bank.
- Sklad, M., Diekstra, R., De Ritter, M., & Ben, J. (2012). Effectiveness of School-Based Universal Social, Emotional and Behavioural Programs: Do They Enhance Students' Development in the Area of Skill, Behaviour and Adjustent? *Psychology in the Schools, 49*(9), 892-909.
- Stockings, E. A., Degenhardt, L., Dobbins, T., Lee, Y. Y., Erskine, H. E., Whiteford, H. A., & Patton, G. (2016). Preventing depression and anxiety in young people: A review of the joint-efficacy of universal, selective and indicated prevention. *Psychological Medicine, 46*, 11-26.
- Taylor, R., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. *Child Development, 88*(4), 1156-1171.
- The Asia Foundation. (2016). *Understanding Violence against Women and Children in Timor-Leste: Findings from the Nabilan Baseline Study*. Dili, Timor-Leste: The Asia Foundation
- Topp, S., Keesbury, J., Wilson, K., & Chileshe, D. (2012). *Boys are more vulnerable than girls to school-related gender-based violence: results from a survey in Zambia*. Paper presented at the XIX International Aids Conference.
- Wang, H., Chu, H., Loyalka, P., Xin, T., Shi, Y., Qu, W., & Yang, C. (2016). Can Social-Emotional Learning Reduce School Dropout in Developing Countries? *Journal of Policy Analysis and Management, 35*(4), 818-847.
- Weissberg, R. P., Durlak, J. A., & Domitrovich, C. E. (2015). *Handbook of Social and Emotional Learning: Research and Practice*. New York: Guilford Publications.
- Werner-Seidler, A., Perry, Y., Caele, A., Newby, J., & Christensen, H. (2017). School-based depression and anxiety prevention programs for young people: A systematic review and meta-analysis. *Clinical psychology review, 2017*(51).
- Whitaker, D., Morrison, S., Lindquist, C., Hawkins, S., O'Neil, J., Nesius, A., . . . Reese, L. R. (2006). A critical review of interventions for the primary prevention of perpetration of partner violence. *Aggression and Violent Behavior, 11*, 151-166.
- Whitaker, D. J., Morrison, S., Lindquist, C., Hawkins, S. R., O'Neil, J. A., Nesius, A. M., . . . Reese, L. R. (2006). A critical review of interventions for the primary prevention of perpetration of partner violence. *Aggression and Violent Behavior, 11*(2), 151-166.
- Wilson, S. J., & Lipsey, M. W. (2007). School-based interventions for aggressive and disruptive behavior: Update of a meta-analysis. *American Journal of Preventative Medicine, 33*(2), 120-143.
- World Health Organization. (2021). *Violence against women prevalence estimates, 2018: global, regional and national prevalence estimates for intimate partner violence against women and global and regional prevalence estimates for non-partner sexual violence against women*. Geneva: World Health Organization.
- World Health Organization and London School of Hygiene and Tropical Medicine. (2010). *Preventing intimate partner and sexual violence against women: taking action and generating evidence*. Geneva: World Health Organization.



unesco

United Nations
Educational, Scientific
and Cultural Organization



@unescoROSA



@unescoROSA



www.unesco.org/harare

UNESCO Regional Office for Southern Africa

8 Kenilworth Road, Newlands
PO Box HG 435 Highlands, Harare, Zimbabwe
+263 (0)776775 - 9
harare@unesco.org

HAR/ED-HW/2022/8

