Coalition *for* **Good Schools**

Asia Regional Hub

Creating Good Schools

Preventing School Based Violence
Against Children in Southern Asia

March 2023

About Coalition for Good Schools

Coalition for Good Schools are a collection of leading Global South practitioners committed to preventing violence against children in and through schools across Latin America, Asia, and Sub-Saharan Africa. The Coalition elevates insights and evidence-based programs in order to provide critical tools, data, and best practices for sustainable, local solutions.

The ten-country document review in Asia has been initiated by the Coalition for Good Schools - Asia Hub, which is coordinated by Samya Development Resources Private Limited (SAMYA). The Hub plans to spearhead the Coalition's voices from the Global South through a group of Asian leaders and organisations preventing violence against children (VAC) who are mutually concerned with the debate on preventing VAC in schools. The Hub aims to contribute significantly to the global discourse on preventing VAC at schools based on the experience and knowledge of a group of practitioners and experts from the region. This goal is expected to be achieved by building a shared vision about prioritising and addressing the prevention of VAC at schools and producing and compiling dissemination materials and knowledge products such as policy and practice briefs to increase knowledge and action around prevention of violence against children in schools. The Coalition strongly believes that good schools lead to a better future for children.

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Who are we?

Coalition for Good Schools is a global network with the aim to collectively promote the global agenda on prevention of Violence Against Children in and through schools (VACiS). Raising Voices and SAMYA have been spearheading the Coalition's voices from the Global South along with their regional partners - a group of leaders and organisations who are mutually concerned with the debate on preventing VACiS.

What do we do?

With an estimated half of violent incidents occurring in schools, Southern Asia is currently home to one of the world's largest populations of children of school-going age, with more than 350 million children attending school.

Much of what is known about preventing violence during childhood has emerged in the Global North except for data emerging from conflict settings or high-risk communities. It has been argued that the type of violence prevention interventions in developed countries against bullying and dating violence does not necessarily target the forms of violence and socio-cultural context that drive VACiS in the Global South. Reviews focussing on violence prevention through schools note that there are several prevention programmes in existence, but evidence from the Global South is still scant and emerging.

The coalition aims to address the lack of evidence and visibility to the work on addressing violence against children in and through schools in the Global South.

What is this report about?

This is a ten-country document review from Asia which aims to identify some key patterns of violence against children in ten countries within South Asia: Pakistan, India, Nepal, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Thailand, and Vietnam. While each country is made up of various cultures, religions, and socio-economic circumstances that, in some cases, differ quite significantly, some commonalities exist in the forms of violence children experience in South and Southeast Asia.

What did we find?

Unlike the Global North, children in Global South seem to experience the highest level of violence from adults in position of power

This review presents a Global South perspective where findings prove that physical violence from adults to children in the form of corporal punishment or structural violence are the biggest concerns. This involves the teachers, the parents, institutional policies, structural etc. They also experience significant peer violence.

Although each of these participating South Asian countries suffer the same consequences of almost all forms of violence in schools, the document review found that India, Vietnam and Indonesia emerge as the top hotbeds of corporal violence. Similarly, Thailand, Malaysia and Nepal seem to house children as the worst sufferers of violence inside homes. Peer violence was found more prevalent in Vietnam, Thailand and Malaysia. Cyber bullying has spread more severely across Pakistan, Cambodia and India. While sexual violence is found to be more rampant in Malaysia, Vietnam, India and Thailand. The more severe forms of sexuality-related violence against the LGBT were seen across the Philippines, Cambodia and India.

Governance of school settings adopt violence

In India, as high as 99 percent school children report facing physical and psychological maltreatment by teachers. Additionally, there have been reports of sexual abuse of school children by teachers, employees, and school watchmen.

Home life is characterized by coercive power

In Nepal, 70 percent of children face psychological violence at home regularly, with half of them being punished physically. This is an important consideration given that children more violently disciplined at home are more likely to be violent in schools.

Children are almost always the first to suffer during conflict

In Pakistan, 40 schools were used in military operations, with 1500 school boys reportedly abducted for armed activities over three years from 2009 to 2012. In Cambodia, close to 90 percent of schools were destroyed during or after the Khmer Rouge conflict and children of that generation missed out on education entirely.

Lack of political will sustains violence against children

In Indonesia, almost one-third of the child population faces physical violence at home and in schools but the constitutional court has not reached on any decision to end corporal punishment.

More girls than boys drop out of school due to poverty and sexual violence

In Laos, more than one-third of children face physical violence in schools, most commonly from teachers. Shockingly, there is rampant trafficking of young Lao girls that occurs over the Thai border for sexual exploitation and forced labour across to China. In Malaysia, more than 80 percent students were reported facing sexual harassment – with males perpetrating females.

The Internet – risky waters for children to wade through amid rampant cyberbullying

As more children have access to the internet and mobile devices such as phones and iPad, schoolyard bullying has begun to move online. Adolescents who have access to phones, are relatively naïve about the technology and are socially vulnerable being particularly impacted by this form of violence. Children who seek to express their sexuality differently are at a greater risk.

Racial discrimination fuels violence in schools

In Malaysia, 84 percent of children aged below 18 years face multiple forms of school bullying, most of it resulting from differences and discrimination across the three primary ethnic groups: Malay, Indian, and Chinese.

Imbalance of power between the Global South and Global North

There is evidence of insufficient funding in the South Asian region that prevents the right resources to be prioritised and directed responsively to those on the ground who understand the issues and solutions best. There is a clear lack of direction in child protection and social protection budget allocation and spending in the absence of evidence-based policy making. The voices of practitioners, especially in education settings may have been ignored so far.

Children form close to half of the population in these ten South Asian countries. And yet, the government spending on social protection seems to be masked, unquantifiable and insufficient, at times with no dedicated budget heads leading to low accountability on the state spenders. There is negligible evidence of any public expenditure tracking mechanisms in child protection.

What are our key recommendations?

The document review also substantiates how schools can act as the epicentre of violence against children as well as the best learning and implementation ground to prevent violence against children. Hence, the effect of school-based initiatives to prevent VAC can generate manifold results.

Child centric and gender sensitive and equitable program design

If schools make children aware about their rights, it is the first step to prevent violence. If schools promote tolerance and diversity and share gender-equitable understanding, it is the second step to end gender-based and racial discrimination and thereby violence; if the books are made more from the viewpoint of children, their challenges and their aspirations, not arising out of social biases, but prioritising all marginalised groups, this would be the third step to end violence.

Integrated whole-school interventions

In order to achieve all these steps, there must be multi-component or integrated approaches involving multiple stakeholders such as school staff, parents, learners, community-based organisations, leaders and community members in the planning, implementation and participation in school-based programmes targeted at ending violence against children. The emerging strategies to accelerate the prevention of violence against children drawn from the impact model of The Coalition for Good Schools needs firm follow up in close coordination with the policy and practice partners.

Develop regional infrastructure for these ideas and work to grow

There are three big areas of advocacy and capacity building arising out of the document review for the Asia hub of the Coalition for Good Schools.

Firstly, to create a **cluster-based taskforce approach** to curb violence against children in school settings based on the nature of drivers of violence and the extent of prevalence in the South Asian countries. Moving forward, each of these clusters can exchange models of successful prevention of VACiS on a regional scale.

Secondly, to set up a dedicated regional hub linked to national task forces and develop a **country wise Plan of Action** with strong focus on creating public expenditure tracking mechanisms and advocating for filling the funding gaps through public and private sector partnerships. The document review provides a suggestive representation of roles and responsibilities of the regional hub and the national task forces.

And thirdly, to develop impactful interventions on prevention of violence against children in and through schools with **well-designed campaigns, publications, capacity building toolkits** for the Coalition's policy and practice partners. Some of the **good practices** and proven examples of effective programs and partnerships arising out of the ten-nation document review like Taron Ki Toli – 'Legion of Stars' school-based programme (India), Purple My School Campaign (Cambodia), Blue Heart Campaign (Vietnam) and Bullying Prevention Program 'Root' (Indonesia) could serve as good reference points. The document review also constructs key action points for education partners based on Whole School Violence Initiatives.

These recommendations can be considered and worked upon over a period of time as the Coalition grows in its sphere of influence. In the first phase the Coalition can focus on agenda setting the issue of violence against children in and through schools through its communication and advocacy campaigns, IEC tools and building the community of practice through the Coalition for Good Schools.

Sunita Menon,
Director,
Samya Development Resources Private Limited

Introduction

Violence affects over 1 billion children worldwide, with an estimated half of violent incidents occurring in schools. Southern Asia is currently home to the world's largest population of children of school-going age, with an estimated figure of over 350 million[1] children attending school. The well-being and safety of these children, particularly while they are at school, is therefore of the utmost importance. Schools are where children spend a significant amount of their time and where their formative experiences occur. However, violence, which can often be a hidden and invisible dimension of children's time in school, can significantly impact children's ability to attend school and learn. Bullying in schools is widespread and can discourage students from going to school, which can dramatically impact their studies.

In some cases, bullying is seen as an inevitable part of childhood and adolescence, and caregivers often fail to recognise the effects of violence or bullying on children. However, the fear generated from violent behaviour in schools can significantly impact a child's capacity to learn and grow and can affect a child's long-term development. Violence within and on the way to school can profoundly influence children's educational outcomes, participation and performance in school and can drive dropout and poor learning. In far too many cases, teachers abuse students physically as a disciplinary measure, and even more disturbing, sexual violence can be a common occurrence for both girls and boys in schools. Moreover, COVID 19 related lockdowns resulted in many countries adopting online forms of teaching to ensure continued education. With increased access to the internet and mobile phone technologies, many children and young people became vulnerable to cyberbullying, virtual abuse, and sexual exploitation online.

Thus, this research aims to identify some key patterns of violence against children in ten countries within Asia: Pakistan, India, Nepal, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Thailand, and Vietnam. These were selected to give an overview of violence against children in schools in Asia. While each country is made up of various cultures, religions, and socio-economic circumstances that, in some cases, differ quite significantly, some commonalities exist in the forms of violence children experience in South and Southeast Asia. These forms of violence must be identified, and significant efforts must be made towards introducing good practices that ensure children can have a healthy and productive schooling experience. As defined by the United Nations Declaration in 1959 and the 1989 Conventions of the Right of the Child, violence against children violates their fundamental right to protection and safety.

Therefore, practitioners and policymakers must come together to ensure children's right to a life free of violence..

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1 Estimate based on demography of **five major South Asian countries**
India: 265.2mn (UDISE 21-22, MOE); **Pakistan:** 53.8mn (Pakistan Education Statistics 20-21, Ministry of Federal Education and Professional Training, Govt. of Pakistan); **Sri Lanka:** 4mn (Annual School Census of Sri Lanka Prepared by Statistics Branch of Ministry of Education of Sri Lanka Summary Report -2021); **Nepal:** 7mn (School Education Sector Plan 2022/23-2031/32, Ministry of Education, Science and Technology, Govt. of Nepal); **Bangladesh:** 20mn (Bangladesh Education Statistics, 2021, Bangladesh Bureau of Educational Information and Statistics BANBEIS, Ministry of Education)

Methodology

The research for this document review was primarily carried out through a literature review of violence against children in schools of ten countries, including the South Asian countries of India, Pakistan, and Nepal and the Southeast Asian countries of Cambodia, Indonesia, Laos, Malaysia, the Philippines, Thailand, and Vietnam.[3] The ten-country selection was made for having a representative sample of the Asia region.

- **Government & Public Sector Policy Environment**

  Child Rights / Child Protction / Duty of Care / Community Safety Strategies Elected Leaders / Champions with subject-specific responsibilites

- **In-country Research Centers & Academic Experties**

  Literature Review, Lead Writers, Caselaw (Academic & Grey)

- **Media**

  Local & National TV news & Press articles that detail VAC Web & Social Media channel content - emerging social trends

- **International, National, Local & Community Support Agencies**

  Youth, Health, Education, Crime and Legal Authorities Local and National Leadeship Group Activities iNGOs Existing Networks

A series of studies on violence against children for each country were selected, including government reports, reports from international organisations, child rights organisations, research journals and media reports.
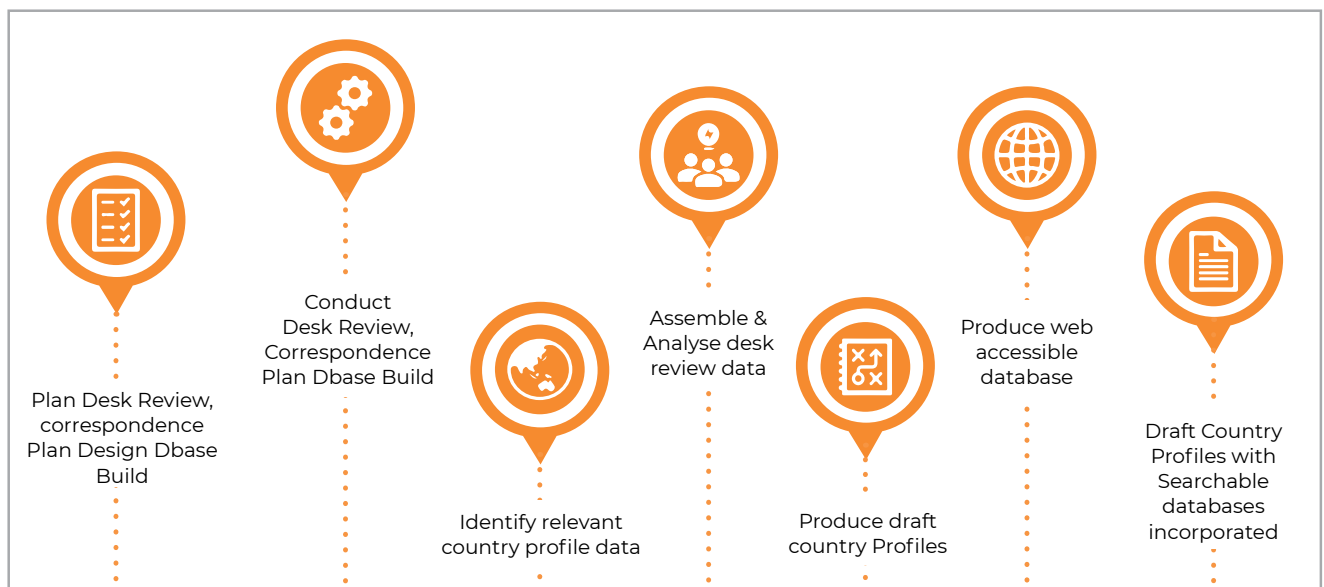
Once the data collection had been completed, several key themes were identified and then thematically organised. The key themes included physical, emotional and sexual abuse, neglect and exploitation, which can potentially harm the child's health, survival, development, study, or dignity. In addition, with the increased access to the internet, and mobile phone technologies, trends in cyberbullying, virtual abuse, and online sexual exploitation were also examined since children are vulnerable to these.

In the final part of the document review, the call-to-action framework is based upon the Coalition for Good Schools Impact Model. The impact model uses knowledge and evidence across several countries in close coordination with field practitioners, research institutions, government policy makers, academia among other partners. It acknowledges the INSPIRE framework to draw knowledge and evidence in the design of prevention of violence in and through schools and harmonises well with multiple UN Sustainable Development Goals including SDG 6.2 - end abuse, exploitation, trafficking, and all forms of violence against and torture of children.

Hence, the Asia hub action points based on the findings of the ten-nation document review have also been organised in line with the 'work' defined under Coalition Impact Model in terms of 'inputs' needed and types of 'interventions' required from the identified 'partners.'

Advantages

Creation of a web accessible database: The review of 273 references and the associated data has helped produce a web accessible database which can serve as a country wise ready reference for policymakers and practitioners.

Feasibility of drawing out common issues and drivers: The review establishes that information exists that has been identified and collated to further inform us about the range of issues and the extent of the problem in the region - violence against children in and through schools. The nature of the issues varies, but there are common issues and drivers that span the range of countries that were assessed.

Identifying good practice and proven examples of program and partnerships from South Asia: This document review has attempted to create an accessible repository of tried and tested methods in the South Asian region. These models have been selected using the WHO INSPIRE framework for organising and categorising programmes identified to prevent violence in and through schools.

Limitations

There were some inconsistencies in the available information on each of the ten countries in relation to violence against children in school. These variations, in some cases, made it difficult to draw common conclusions or find similarities between each of the countries. There were some challenges in accessing information, especially concerning Laos.

None of the participating countries within the scope of the study appears to have the broader concept of violence adequately defined for policy or practice considerations. Some metrics do exist that signal and illustrate the extent of the concept (violence), as defined by the activities that underpin it.

Further, the review may not fully substantiate the strong correlation between child disability and violence in schools. Whereas, studies from the East and Southern Africa region by Raising Voices find that girls with disability are three times more vulnerable to sexual violence. Mental or cognitive disability also creates a vicious cycle. Child with mental health problems experiences violence and then the violence exacerbates the mental health problems which lead to more violence.

The findings must therefore be treated as a preliminary analysis to get the first picture of the extent of the problem of violence against children. It is not meant to be a systematic analysis and caution should be exercised in drawing specific conclusions. Hence, any generalization from this data should be done carefully and conclusions about size and nature of problem can be used for discerning patterns, and not quantification.

Drivers of Violence Against Children in Schools

Globally, children experience a wide range of violence while at school. The most pervasive include bullying from other students and teachers, corporal violence, sexual harassment and, more recently, cyberbullying. Violence in the home and other external factors, like armed conflict and poverty, can potentially lead to children repeating the violence in the schoolyard.

It is important to note that these factors do not determine whether a child will experience violence or not. Rather, they may increase a child's vulnerability to violence, making it important for schools and communities to address these factors when implementing violence prevention programs.
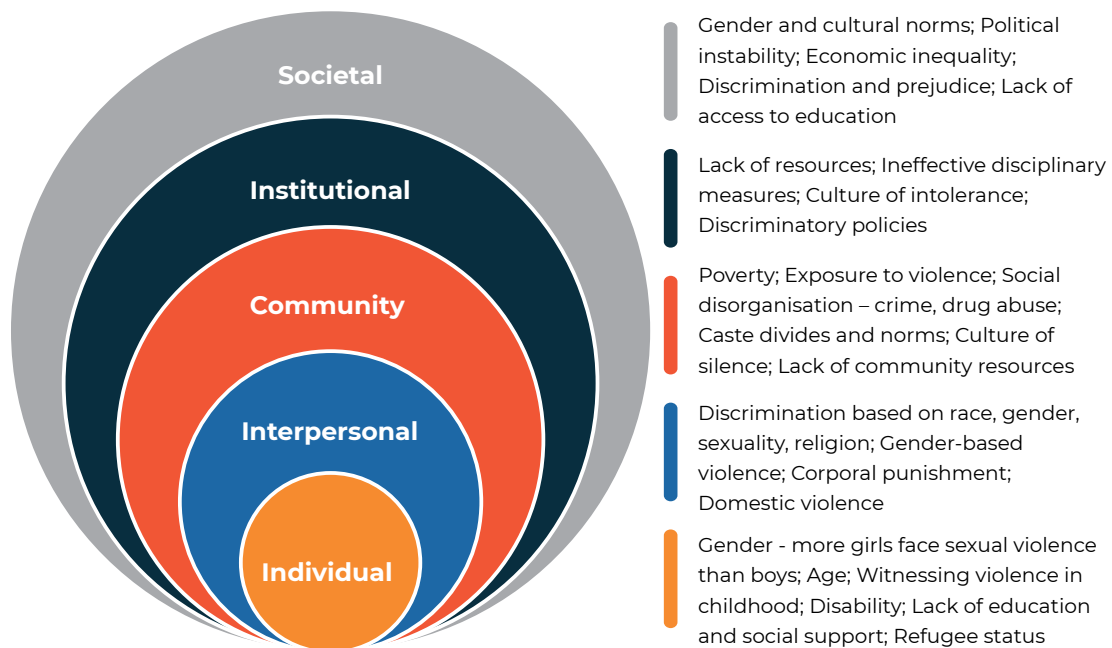
Figure 3: The drivers of violence faced by children in schools

Legend:

Societal: Gender and cultural norms; Political instability; Economic inequality; Discrimination and prejudice; Lack of access to education

Institutional: Lack of resources; Ineffective disciplinary measures; Culture of intolerance; Discriminatory policies

Community: Poverty; Exposure to violence; Social disorganisation – crime, drug abuse; Caste divides and norms; Culture of silence; Lack of community resources

Interpersonal: Discrimination based on race, gender, sexuality, religion; Gender-based violence; Corporal punishment; Domestic violence

Individual: Gender - more girls face sexual violence than boys; Age; Witnessing violence in childhood; Disability; Lack of education and social support; Refugee status

Individual level:

The individual level includes factors that are intrinsic to the child, such as age, gender, personality traits, and personal experiences. These risk factors can contribute to a child's vulnerability to violence. For example, younger children may be more vulnerable to bullying and physical aggression due to their size and developmental stage, while older children may be more likely to engage in violent behaviour. In addition, some children may exhibit aggressive behaviour due to personal or psychological issues such as low self-esteem, anxiety, or trauma. Such behaviour may trigger violence from their peers or teachers.

It is important to note that these factors do not operate in isolation and are not the direct reason behind the occurrence or experience of violence. These factors can compound the vulnerability to violence, especially when these factors intersect with each other.

Factors:

- Gender: Girls may be more vulnerable to certain types of violence, such as sexual harassment or assault, while boys may be more likely to be involved in physical fights. This is due to rigid gender norms around masculinity (boys should be aggressive) and femininity (girls should be passive).

- Previous experiences of violence: Children who have experienced or witnessed violence in their family or community may be more

Using the socio-ecological model we attempt at understanding the different levels of influence that contribute to a child's experiences with violence in school. The model identifies five levels of influence: individual, relationship, community, institutional, and societal.

A study conducted by UNICEF (2017) to understand the drivers of violence faced by children identified risk factors at the individual, interpersonal and community level and the drivers of violence at the societal and institutional levels. This is helpful as it places the child at the centre of the socio-ecological model while simultaneously does not pin the drivers of violence on an individual child. Rather, it posits the drivers of violence within the larger system and society.

likely to be victimized by their peers or engage in violent behaviour themselves. Witnessing violence from a young age may normalize its occurrence and may lead to its acceptance as a form of expression.

- Disability: Children with disabilities may be more vulnerable to violence due to stigma and the social perceptions around disability. Children with disabilities are often seen as a burden and "abnormal." This is compounded when it intersects with age, caste, gender and other factors.

The individual level drivers of violence can lead to bullying, physical aggression, sexual violence, self-harm, and substance abuse.

Interpersonal level:

Interpersonal level refers to the relationships and interactions between individuals in the school environment that can contribute to violence. It includes the child's relationships with peers, teachers, parents, and other adults. These relationships can have a significant impact on a child's experiences of violence in schools. For example, bullying by peers can have a lasting impact on a child's self-esteem and mental health.

It includes violence that occurs within relationships, such as peer-to-peer violence, dating violence, and domestic violence. These types of violence can occur between children, or between children and adults.

Factors:

- Discrimination: Discrimination based on race, ethnicity, gender, sexual orientation, or religion can lead to harassment and violence.

- Gender-based violence: Girls in South Asian schools may be particularly vulnerable to gender-based violence, including sexual harassment, assault, and forced marriage. This is due to existing gender norms that lead to the perception of women as passive and "inferior".

- Corporal Punishment: In several South Asian schools, corporal punishment is acceptable as a form of 'disciplining' children and is often reproduced by school staff, teachers and parents.

- Domestic Violence: Experiencing or witnessing domestic violence can influence a child's behaviour heavily and can lead to issues being replicated in the school. Its manifestation in children is gendered and can impact the social interactions of children which may lead to violent outbursts or being bullied.

Community level:

This level includes violence that is influenced by the social and cultural norms of the community in which the school operates. This type of violence may be linked to factors such as poverty, unemployment, social norms around violence or discrimination. For example, in some communities, physical punishment is seen as an acceptable form of discipline, while in others, it is frowned upon. In addition, children from marginalized communities may be more vulnerable to violence due to discrimination and prejudice.

Factors:

- Poverty: Children from low-income families may be more vulnerable to violence in schools due to a lack of resources and support. Children from rural backgrounds are found to be bullied more in schools.

- Exposure to violence: Children who are exposed to violence in their communities, either through witnessing it or experiencing it themselves, may be more prone to aggressive behaviour.

- Social disorganisation: Communities with high levels of crime, drug use, and social disorganisation may increase the risk of violence in schools. This must be understood with sensitivity and not increase the stigma on already vulnerable communities. High levels of crime within communities are linked to larger systemic issues.

- Social and Caste based norms: Cultural or social norms that condone or encourage violence can contribute to a climate of violence in schools. Patriarchal norms in South Asian communities can lead to violence against women and girls, and caste-based discrimination can lead to violence against marginalised groups.

- Culture of Silence: Adults maintain a silence around violence as it is firstly considered normal and acceptable, moreover violence is often seen as a personal matter and speaking out about it may lead to increased stigma.

- Lack of community resources: Communities with inadequate resources for mental health, education, or social services may contribute to a lack of support for children who are struggling with violence or other issues.

Institutional level:

This level includes violence that is facilitated by the structures and policies of the school or educational system, such as corporal punishment or exclusionary discipline practices. This type of violence can be exacerbated by factors such as inadequate resources or lack of training for staff. For example, a lack of resources or inadequate training for teachers, ineffective disciplinary measures, or a culture of intolerance and discrimination can all contribute to violence.

Drivers:

- Lack of resources: Schools that lack the resources to provide adequate supervision, counselling, or other support services may struggle to prevent or address violence.

- Ineffective disciplinary measures: Schools that rely on punitive measures rather than restorative justice or positive disciplining may fail to address the underlying causes of violence.

- Culture of intolerance: Schools that foster a culture of intolerance or discrimination may contribute to the

marginalization and victimization of certain groups of students.

- Discriminatory policies: Policies that discriminate against certain groups of students, such as those based on language or religion, can contribute to the marginalization and victimization of these groups.

Societal level:

This level includes violence that is influenced by broader societal factors, such as cultural beliefs about gender, race, or sexuality, political instability, or economic inequality. This type of violence can manifest in the form of systemic oppression, discrimination, or bias. For example weak governance and corruption may undermine efforts to prevent violence in schools.

Drivers:

- Gender and cultural norms: Gender and cultural norms that condone or encourage violence may contribute to the prevalence of violence in schools. Societal norms around gender and masculinity can contribute to gender-based violence in schools, including sexual harassment and bullying.

- Political instability: Schools located in areas of political instability or conflict may be at greater risk of violence.

- Economic inequality: Economic inequality can exacerbate the risk of violence in schools by creating a sense of social exclusion and marginalization.

- Discrimination and prejudice: Discrimination based on race, ethnicity, religion, or sexual orientation can contribute to violence against children who are marginalized or belong to minority groups.

- Lack of access to education: Societal factors such as poverty, gender inequality, and discrimination can contribute to a lack of access to education, which can in turn increase the risk of violence against children.

In conclusion, the drivers of violence faced by children in schools are multifaceted and complex.

In the numbered sections below, we will also explore some key forms of violence against children in schools, identified by country profile section, following these aspects:

1. Corporal Violence

Corporal punishment is a form of discipline where a teacher or caregiver deliberately uses pain or physical violence to punish a child within a school setting. Corporal punishment typically includes the teacher hitting a child with a hand, a cane, paddles, yardsticks, belts, or other objects to cause pain and fear. Corporal punishment has a negative impact on a child's social and emotional well-being and leaves permanent scars that affect productivity later in life. Corporal violence also normalises violence for children as a social norm affecting their experiences

and responses to violence. It also reinforces social norms related to violence shaped by age, gender and the broader social and economic context. Corporal punishment violates a child's fundamental rights to dignity and bodily integrity and impacts a child's ability to feel safe while at school.

2. Violence in the Home

Children who come from violent homes or backgrounds may become violent to other students at school as a result of witnessing it taking place in the home. After growing up in an atmosphere of violence, anger and other negative emotions, children may see these to be normal and repeat them in the classroom. Children may also adopt violence as a way of asserting authority or simply because they view it as normal behaviour.

3. Peer Violence and Bullying

School bullying between children is a serious problem for children worldwide and remains a significant threat to children's well-being while in school. Bullying can take the form of physical, emotional, psychological, or verbal abuse that can significantly negatively affect a child and their development and create a climate of fear among students, significantly affecting their ability to learn. Children and adolescents who bully others will most likely be received differently in their homes, schools, and communities. They might approach these social contexts in ways that can contribute to their increased victimisation or so that they do not fully take advantage of their school learning environment due to them feeling unsafe and intolerable. Furthermore, children and adolescents who are either bullies or victims of bullies may face challenges to their individual social development and mental health, as well as their relationships with family, friends, peers, schoolteachers and administrators.

4. Cyberbullying

As more children have access to the internet and mobile devices such as phones and iPad, schoolyard bullying has begun to move online. Adolescents who have access to phones, are relatively naïve about the technology and are socially vulnerable being particularly impacted by this form of violence. Cyberbullying occurs through digital devices such as cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, apps, on social media, forums, or gaming where children can interact with each other online. Cyberbullying might involve sending, posting, or sharing negative, harmful, false, or mean content about someone else that is designed to humiliate or embarrass another person. It might also include sharing personal or private information about another with the intent to do harm. Cyberbullying can have several negative effects on the ways in which children build relationships with others as it encourages children to become disengaged from being empathetic and guided by their morals. It also has the potential for children to begin building unsafe or negative relationships with others online.

5. Sexual Violence and Harassment

Sexual harassment is unwelcome sexual behaviour that can be verbal, nonverbal, or physical and can also include sexual assault. Sexual harassment is a form of gender-based violence that restricts women and girl's access to the public space. Women and girls, including school children, are far too often blamed for the violence and harassment perpetrated against them. There is significant sexual violence and humiliation based on sexuality in schools (E.g. commenting on girls body by the teacher, spanking her on the bottom etc.). This is often reinforced by community and societal level factors that contribute to the prevalence of harassment. Patriarchal norms and stigmatization of women and girls who experience sexual harassment often prevent most victims speaking up against the harassment they have faced. In far too many cases, teachers and other students are the perpetrators of sexual harassment and assault in schools which can have a highly negative impact on a child's education. Sexual abuse however, tends to be less studied than other forms of violence making it a challenge to collect data on this topic, particularly when there is an absence of reliable justice and response systems. Sexual harassment and violence in schools however, can create an incredibly hostile environment and have a significant impact on students' learning, mental health, and wellbeing.

6. Sexuality

Schools can be challenging places for students, regardless of their sexual orientation or gender identity. However, for lesbian, gay, bisexual, and transgender (LGBT) children, the schoolyard can be particularly challenging. In far too many cases, there are not sufficient policies and practices to protect LGBT adolescents from violence and discrimination and where there are, they are often not sufficiently implemented. This results in many LGBT students being bullied, excluded, and discriminated against while at school which can lead to physical and psychological harm and limit their education.

7. Poverty

Poverty can have a significant effect on children's education. Children from families with lower incomes can have greater difficulties with learning, communication skills, and assessments as well as their ability to concentrate. For families living in poverty, they may have to choose between sending their child to school or providing for other needs. Even in cases where the schooling is free, parents may be unable to pay for uniforms, books, supplies, and/or exam fees. Poverty also often determines whether a pupil will have access to education. In many cases, if families cannot afford the costs of school, they are more likely to send their boys to school than girls. Students from poor backgrounds may face several other forms of discrimination due to their socioeconomic background.

8. Conflict

Around the world, conflict and violence continues to affect children and their ability to go to school. The protracted nature of conflicts today is affecting the futures of entire generations of children. Conflict may prevent schools from opening and keep teachers away from school. Children may not attend school due to threats while travelling to school and attending class. Girls may be kept from school by their parents out of fear of violence against female students. Without access to education, whole generations of children living in conflict will grow up without the necessary skills they need to contribute to their countries and economies, exacerbating the already existing problems with poverty and insecurity.

Unlike the Global North, children in Global South seem to experience the highest level of violence from adults in position of power – the teachers, the parents, institutional policies, structural etc. They also experience significant peer violence.

This review presents a Global South perspective where findings prove that physical violence from adults to children in the form of corporal punishment or structural violence are the biggest concerns.

(See Figure 16: Comparison of Drivers of Violence by Country)

Country Profiles

India

General Information:

The Republic of India is the official name of India. The country is a federal republic with a parliamentary system of democracy. The President is the constitutional head of India and the highest commander of the nation's armed forces. The country's executive powers lie with the Prime Minister and the Council of Ministers. The Prime Minister assists the President in applying the President's rule. The Council of Ministers is the top governing body in the country chosen from the voted members of the union government. The Council of Ministers include Cabinet Ministers, Ministers of State, and Deputy Ministers.[4]

The country profile:

- **Population (2020):** 1.37 billion; urban population 27%, rural population 73%.[5]
- **Main ethnic group:** Indo-Aryan 72%, Dravidian 25%, and Mongoloid 2%.
- **Languages:** Hindi, English, and 20 other official languages and more than 19500 dialects
- **Age Structure:** 0-14 years: 26.31%, 15-24 years: 17.51%, 25-54 years: 41.56%, 55-64 years: 7.91%, 65 years and over: 6.72% (2020 est.).[6]
- **GDP per capita:** $6,100 (2020 est.).[7]
- **Literacy rate:** 65%

Status of VAC Data on different aspects

India's educational institutions have one of the highest VAC rates, UNICEF 2016.[8] Bullying is one of the most prevalent forms of psychological and emotional violence that school children encounter. A study on child abuse in 2007 by the Ministry of Women and Child Development (MWCD) found that 52.86% of these children require care and protection, which highlights the severity of the issue. Two-thirds (67%) of school children were affected by physical bullying committed by classmates in or near the school. A study by UNESCO in June 2019 reported that 60% of middle and high school students and 50% of students in higher secondary inflicted physical bullying. More than 43% of participants experienced sexual bullying in primary school, 24% at higher secondary, and 14% in middle school. Furthermore, the Teacher Foundation's survey 2013-2017 found that 42% of students in grades 4 to 8 and 36% of students in grades 9 to 12 were bullied by classmates. The bullying ranged from teasing to actual physical violence. Children who experience bullying are likely to leave the school and to give up their normal education. The prevalence of smartphones and the internet has also increased the risk of cyberbullying among children in India. Cyberbullying is becoming more widespread as more children, especially young teens, access the internet and mobile devices. Indian children are one of the most cyberbullied in the world. Nearly 80% of individuals are subject to the different types of cyberbullying in India; 63% faced online bullying and insult, and

59% were subject to untrue rumours and gossip for degrading their reputation.[9]

There is no recent national data available on corporal punishment. Still, a study by UNICEF in 2020 with 6,632 children aged 3 to 17 reported that, on average, 63.7% of them were corporally punished by teachers. The report also noted that 99% of school children faced physical and psychological maltreatment by teachers.[10] Between 2012 and 2019, at least 13 teachers and 4 students died, and the conflict-related violence injured 73 teachers and 11 students in the school setting.[11]

Graph - drivers of violence

This graph compares the major factors that lead to violence against children in schools, with data presented as a percentage
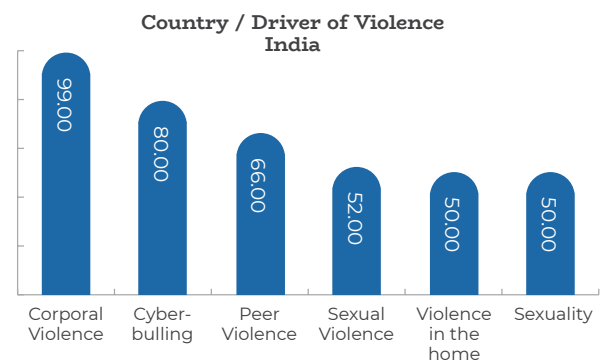
For data of poverty and conflict have been reported as text
(Refernce data from key causes of violence against children in the school of India)

Figure 4: Drivers of Violence against Children in India

Key Causes of Violence Against Children in Schools

1. Peer Violence and Bullying

In India, it is estimated that 42% of students have experienced violence in schools from one of their classmates.[16] UNICEF stated that 66% of school children have experienced physical violence from a peer at school.[17] In March 2019, a survey by UNESCO found that 42% of students in grades 4 to 8 cohort and 36% of students in grades 9 to 12 were bullied.[18] India's vast geographical territory and the cultural differences between regions hinder the interpretation of the studies conducted. Scholars highlight the need to conduct cross-regional and cross-cultural comparative studies to obtain reliable results.[19]

Additional studies have tried to identify risk factors for bullying behaviours. Physical attributes such as body weight and skin colour are significant sources of discrimination among teenage students. The father's education, economic status, and personality traits could lead to school bullying. Religion and caste are key determinants and children from minority and marginalised sections were likelier to become bullying victims than most their upper-caste peers.[20] For example, families belonging to the Dalit caste perform duties considered impure, leading to bullying for children who form part of this caste system.[21]

2. Corporal Violence

Despite India having laws against corporal punishment in all educational institutions, these laws only apply to children between the ages of 6 and 14 years old. In 2016, UNICEF carried out research where it was found that out of 6,632 children aged 3 to 17, 65% of teachers had used physical violence to punish the children. Of these, 75% had been canned, 70% had been slapped, and 58% had been hit.[22]. In 2020, UNICEF also found that 99% of schoolchildren had been subjected to physical and psychological violence from teachers.[23]

3. Violence in the Home

One study found that 50% of children had been bullied while at home and 88% of children had been mistreated by their parents.[24]

4. Cyberbullying

Cyberbullying is becoming more widespread among children, especially young teens, with internet and mobile devices increasingly becoming more accessible in India. One study found that nearly 80% of children reported being subjected to different types of cyberbullying.[25]

5. Sexual Violence and Harassment

In India, there have been reports of school children being sexually abused by teachers, school staff, and school watchmen.[26] In one report, it is stated that 52% of school going children said that they had experienced sexual abuse.[27] Over 43% (two-fifths) of children faced sexual bullying in primary school and 24% higher in secondary, and 14% in middle school, a study on child abuse 2007.[28]

6. Sexuality

According to a desk review carried out by UNICEF, 50% of 240 men suffered homophobic bullying at the hands of fellow students or teachers.[29]

7. Poverty

Students from lower socio-economic backgrounds in India reported experiencing violence or discrimination in school from school teachers. Almost 1 in 5 teachers (20%) interviewed believed that the children from poor families are slow learners and nearly 39% of teachers assumed that children from illiterate parents have no intelligence.[30]

8. Conflict

In 2010, 129 schools were used as part of battlefield operations which led to an increased risk of children becoming involved in military activities.[31]

Response to VAC

The Indian government and UNICEF are working as partners to end the violence against children through the national strategy called "End Violence Against Children (EVAC)". The strategy combines the country's civil societies, private sector, and development partners. Government and stakeholders have increased commitment to fund and implement the comprehensive, evidence-based, multi-sectoral, coordinated interventions, policies and laws to EVAC.[13]

Budget and Policy

- 2022-23, child protection has received 0.04 % of the total Union Budget
- Poverty headcount ratio at $2.15
- Policy on child protection: National Policy for Children of 1974, National Policy on Education of 1986, National Policy on Child Labour of 1987 and National Health Policy of 2002.[15]

India has a comprehensive policy and legal framework addressing rights and protection for children, providing opportunities to ensure that all children have equal access to quality protection services. The core child protection legislation for children is enshrined in four main laws: The Juvenile Justice (Care and Protection) Act (2000, amended in 2015); The Prohibition of Child Marriage Act (2006); The Protection of Children from Sexual Offences Act (2012), and [32] The Child Labour (Prohibition and Regulation) Act (1986, amended in 2016). In terms of protecting children from violence at school, India has several laws in place. Section 17 of the Right to Education Act, 2009 for example, prohibits corporal punishment or any kind of physical punishment and mental harassment to children of any age below 18 years. Section 75 of the Juvenile Justice Act also prescribes punishment for cruelty to children. In addition, whenever a child is assaulted, abused, exposed or neglected in a manner to cause physical or mental suffering by any person employed by or managing an organisation, which is entrusted with the care and protection of the child, the punishment would be rigorous imprisonment up to five years and fine up to Rs 5 lakh.[33]

Institutional Mapping of the country to deal with VAC

- *Ministry of Women and Child Development https://wcd.nic.in*
- *Indian Penal Code 1860*
- *There are numerous other legislations were introduced concerned with individual issues related to children[12]*

Nepal

General Information:

Nepal is a mountainous landlocked country. It is rich in customs, culture, and religion. In 2008, the Nepalese abolished their monarchy system and passed a country constitution in 2015 to become a federal democratic republic with a multiparty system. The elected President is the head of state, and the Prime Minister is the head of the government.[34]

The country profile:

- **Population:** 30.24 million.[35]

- **Main ethnic group:** Nepal has a diverse ethnicity, Chhetri 16.6%, Bahun 12.2%, Magar 7.1%, Tharu 6.6%, Tamang 5.8%, Newar 5%, Musalman 4.4%, Yadav 4%, Rai 2.3%, Gurung 2%, Limbu 1.5%, Others 21.93%

- **Languages:** Nepali

- **Age Structure:** 0-14 Years: 28.36%, 15-24 Years: 20.93%, 25-54 Years: 38.38%, 64 Years: 6.64%, 65 and over: 5.69%.[36]

- **GDP per capita:** $920.00 (2022 Forecast).

- **Poverty rate:** 17.4%. [37.]

- **Literacy rate:** 59.63% [38]

Status of VAC Data on different aspects

School bullying is one of the significant public health issues in Nepal. Several studies on school bullying and violence against children were conducted by various organisations in the country and indicated that school bullying is associated with poor mental and health risk behaviours that negatively impact the present and later life of children.[39] The study found that almost every child in the country experiences some form of violent discipline from their parents, teachers or caregivers. The statistics are alarming that more than 70% of children accounted for psychological aggression, over 50% are subject to general physical punishment, and 14% face more severe forms of physical punishment. In some instances, the physical harm inflicted on children was fatal.[40]

The latest multiple indicator cluster survey on child discipline conducted by UNICEF Nepal in 2019 indicated that overall, 82% of children aged 1-14 years have experienced at least one form of physical punishment and/or psychological aggression by caregivers in the last month preceding the survey. The level of violence disciplinary at home varied depending on where the children lived - in rural or urban areas, i.e. 84% and 81%, respectively. Education attainment of caregivers did not seem to make much difference, with uneducated or marginally educated mothers/caregivers inflicting violence on 82% of their children compared to 77% of children suffering at the hands of educated mothers/caregivers. [41]

In the age of cyber technology, children in Nepal also face another type of bullying - cyberbullying. Research conducted by the DQ Institute and International Think Tank committee, as quoted by local media, reported that more than 50% of the children in the 8-to-12-year age group are exposed to one or more forms of cyber risks. These include cyberbullying, video game addiction, online grooming, and online sexual behaviours.[42]

Graph - drivers of violence²

This graph compares the major factors that lead to violence against children in schools, with data presented as a percentage.

Country / Driver of Violence Nepal
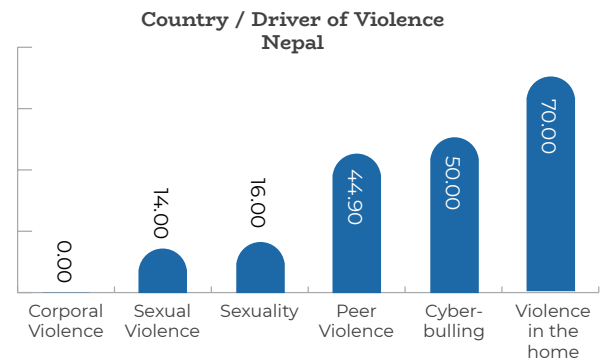
For data of Corporal Violence, poverty and conflict have been reported as text (Refernce data from key causes of violence against children in the school of Nepal)

Figure 5: Drivers of Violence against Children in Nepal

Key Causes of Violence Against Children in Schools

1. Peer Violence and Bullying

School bullying is a significant public health concern in Nepal. Numerous studies on school bullying and violence against children in Nepal have shown that bullying is often associated with poor mental and health issues. A study by Save the Children explored the patriarchal roles and gendered values anchored in Nepalese society that result in peer violence in schools.[45] Female students, for example, reported lower participation rates in the class as they feared being teased by their peers. Moreover, most male students said that young women, 'wearing less clothes', are responsible for the harassment and rape or assault they faced. This could also result in bullying and intimidation in the classroom. Physical violence was also prevalent in the school environment, with one study showing that 39% of children had been involved in physical altercations while at school, and 44.9% of children said that they had been physically attacked.[46] In 2019, UNESCO also found through their research that 39.9% of school children had engaged in some form of aggression with another student while at school, and 44.9% of children reported that they had been attacked by a classmate while at school. [47] All this suggests that violence and bullying within schools remain widely pervasive.

2. Corporal Violence

One report found that a teacher reportedly kicked a student on the back multiple times in front of the class.[48] Boys were often beaten while girls were shamed for their sexuality, verbally abused, and called a number of demeaning names by their teachers. According to a desk review carried out by UNICEF,

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² Zero per cent value in the graph means insufficient evidence found in the thematic analysis of qualitative summary based on literature review. It may not be confused with zero occurrence of any particular form of driver of violence

children said that [49] they were afraid to report abuse from their teachers. Alarmingly, one study found that a teacher forced students to slit their wrists with poor results on their tests. The Kathmandu Post has published several reports in recent years about physical humiliation and abuse. One article, for example, details an incident involving a Math teacher from a private school in Pokhara, Nepal, taking 18 students from grade one to the school toilet and making them touch human excrement with the tip of their tongues as a punishment for not memorising mathematical multiplication table given to them as home work (www.wavemag.com.np, 2006). Similarly in another article, a 10-year girl who was severely thrashed and hung upside down from the ceiling fan by the school principal because she was suspected to have a stolen fruit lying at the principal's desk; she is now suffering from problems of hallucinations, depression and nightmares, and has discontinued her studies (Mishra, N., Thakur, K et al., 2010) (Khanal).

3. Violence in the Home

According to UNICEF, 70% of children in Nepal reported having experienced psychological violence in homes, 50% of children had been punished physically and 14% of children have experienced severe physical punishment from a caregiver.[50] It was also found that violence in homes often varied from rural to urban areas, with the levels of violence being slightly higher in rural areas.

4. Cyberbullying

In Nepal, a research report conducted by the DQ Institute and the International Think Tank Committee found that more than half of the children aged 8 to 12 years had been exposed to one or more cyber-risks including online grooming.[51]

5. Sexual Violence and Harassment

Save the Children Norway, along with the NGO Child Workers in Nepal (CWIN), conducted a survey to assess the prevalence of sexual abuse amongst children in Nepal. It was found that out of 6000 participants, 13% of boys and 15% of girls said that they had experienced some form of sexual abuse. A number of these children reported that the abuse had taken place at school by their teachers.[52] In March 2022, eight incidents of sexual violence towards female students from their teachers became public after the students stood up against the teachers. However, for the most part, students do not receive the support they should from the school administration. (Himal Sanchar)

6. Sexuality

A 2016 UNESCO report exploring responses to violence based on sexual orientation and gender identity, found that in Nepal, 16% of LGBT students had experienced some form of verbal harassment while at school. A 2014 UNDP report also said that due to issues surrounding their identification cards and uniforms, some transgender students were not allowed to take exams which posed significant challenges to their education.[53]

7. Poverty

In Nepal, poverty has a serious impact on children's education. For children from poverty-stricken areas or families, accessing education can be particularly difficult. Children may be forced to find a job to help earn an income for their families and discontinue school or even if they do go to school, their grades often suffer.[54] For example, according to the ILO, Nepal had an estimated 1.1 million children aged between 5-17 years who were engaged in child labour, predominantly in the agricultural work in 2015.[55]

8. Conflict

From 1996 to 2006, the Maoist party in Nepal waged an armed conflict against the Nepali state which had a significant impact on the education sector. Students faced threats from the revolutionary party and government security personnel. The rebels tried to force schools to apply "Janavadi Sikchhava," the Maoist curriculum and stood against the government system.[56] On the other hand, teachers and students also faced consequences for providing food or shelter to the rebels. The conflict put the education system under tremendous pressure which has had a significant negative impact on children going to school.

Response to VAC

The Nepalese government has been carrying out essential measures through police intervention and legal fronts. The Ministry of Education, Science and Technology established a school-based reporting mechanism called "Suggestion Box" to encourage reporting of cases. Every secondary school nationwide should appoint one female teacher as the focal point to receive complaints from students on any bullying or abuse that occurs in school, according to UNICEF.

Budget and Policy

The National Social Protection budget for 2019 -2020 was 13.7% of the national budget.[44]

Nepal has made some progress with protecting children against violence in schools. The school- based reporting mechanism 'Suggestion Box' is being implemented to encourage children to report cases of violence or bullying in schools and gather real time evidence. However, there are huge issues in violence against children that need to be addressed. For example, the UN Committee of the Human Rights and Child Rights suggested that the existing draft of Children's Law did not provide a comprehensive, integrated, rights-based approach nor did it adequately define terms or mandates for protecting children, 2016. There also continues to be a significant amount of overlap among the various ongoing sectoral national plans and they do not have adequate details, indicators, targets and timelines for their effective implementation.[57]

> ### Institutional Mapping of the country to deal with VAC
> - *National Child Rights Council https://ncrc.gov.np/en/about-us/topic/48*
> - *https://cjcc.gov.np/page/introduction*
> - *Nepalese Department of Education https://moest.gov.np/, Nepal National Teachers Association, UNICEF, Child Workers in Nepal [43]*

Pakistan

General Information:

Pakistan is a federal parliamentary republic country with the official name of the Islamic Republic of Pakistan. The President is the head of state, and Prime Minister is the head of the country's executive power with a powerful cabinet.[58]
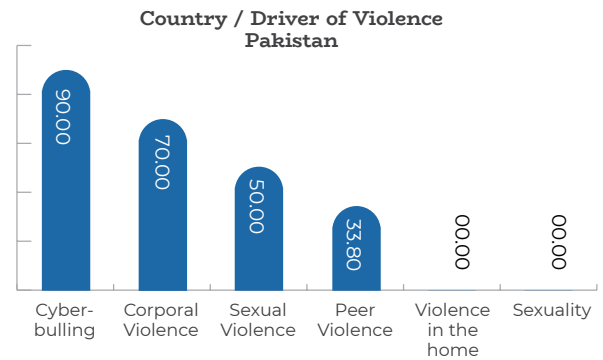
The country profile:

- **Population:** expected to reach 371.7 million in 2022.

- **Main ethnic group:** Punjabi 44.7%, Pashtun (Pathan) 15.4%, Sindhi 14.1%, Saraiki 8.4%, Muhajirs 7.6%, Balochi 3.6%, and Others 6.3%.[59]

- **Languages:** 98% of the language spoken in Pakistan is mixed between Indo-Iranian (70%) and Indo-Aryan (30%).[60]

- **Age Structure:** 0-14 years: 36.01%, 15-24 years: 19.3%, 25-54 years: 34.7%, 55-64 years: 5.55%, 65 years and over: 4.44% (2020 est.) [61]

- **GDP per capita:** $4,600 (2020 est.).

- **Poverty rate:** 39.2%.[62]

- **Literacy rate:** 58% (est. 2019)

Status of VAC Data on different aspects

Between the ages of 5-16 years, it is estimated up to 44% or 22.8 million children do not attend school. There are significant differences based on gender, socioeconomic status, and geography. In Sindh, 52% of the poorest children (of which 58% are girls) are out of school. In Balochistan, 78% of girls are out of school.[63] It is estimated that 41.1 % of school children have experienced violence within their school setting.[64] Further studies among 3,582 children aged 6-14 from schools in eight worst-hit districts reported that students get injured, even beaten by teachers and other students, at times tied to a chair, pole and given electric shocks, and are forced to stand in stress positions. Four hundred and four (404) children had run away from home to escape the torture inflicted by teachers. [65] According to Safe to Learn, 40% of government schools and 35.4% of private schools practised corporal punishment and disciplinary acts, and 70% teachers found the violence helpful for students. About 35,000 high school students leave the primary education system annually because of corporal punishment. 61% of children experience emotional violence, such as verbal insults, inappropriate language, being locked in the room or toilet, and outbreak rumours. The perpetrators are teachers, male students or peers. [66] Such extreme forms of violence may well be attributed to the socio-ecological model of violence which includes conflict-related violence perpetrated by the Taliban militants. For instance, 30 students and 20 teachers have died between 2012 to 2014, also leaving behind many injured.[67]

Graph - drivers of violence³

This graph compares the major factors that lead to violence against children in schools, with data presented as a percentage.

Country / Driver of Violence Pakistan

Cyber-bulling: 90.00; Corporal Violence: 70.00; Sexual Violence: 50.00; Peer Violence: 33.80; Violence in the home: 00.00; Sexuality: 00.00

For data of Violence in home, Sexuality, Poverty and Conflict have been reported as text. (Refernce data from key causes of violence against children in the school of Pakistan)

Figure 6: Drivers of Violence against Children in Pakistan

Key Causes of Violence Against Children in Schools

1. Peer Violence and Bullying

Studies carried out in Pakistan have reported that violence against children in schools is widespread.[73] In 2019, UNESCO reported that 37.3% of children had engaged in some form of physical altercation with a peer while at school, and 33.8% of children had been physically attacked by a classmate.[74] Studies carried out on this topic have explored numerous reasons why peer violence in Pakistan might take place. One study, for example, carried out surveys in 40 public schools where it was found that children witnessing their mothers being abused by their fathers, and/or their fathers being involved in a fight with another man, led to higher rates of violence at school, especially between male students.[75] Thus, it can be concluded that patriarchal gender attitudes in the family environment can influence and engender violent episodes in educational settings. Another study found that malnutrition and hunger had a direct correlation to violence at school, especially from male students.

2. Corporal Violence

Violence from teachers in schools has been reported as common practice in Pakistan. In a study by UNICEF, for example, it was found that the rate of corporal punishment among teachers was 40.7% in government schools and 35.4% in private schools. Of the teachers who participated in the study, 70% said that they believed that the use of corporal violence was beneficial to students.[76] In addition, 61% of children reported that they had experienced emotional violence, such as verbal insults, inappropriate language, being locked in a room or toilet or had false rumours spread about them.[77] It was also found that more than 400 children had run away from home in order to escape torture by teachers. Most of the punishment may go unchecked as children often feel afraid to report violence by teachers.[78] Children who were slow learners also reported that in many cases they gave up school, being discouraged by their teachers.[79]

³ Zero per cent value in the graph means insufficient evidence found in the thematic analysis of qualitative summary based on literature review. It may not be confused with zero occurrence of any particular form of driver of violence.

3. Violence in the Home

A study by UNICEF found that children affected by parental violence and regressive gender attitudes often got influenced and were more likely to perpetrate violence in school.[80]

4. Cyberbullying

Cyberbullying and digital harassment has become a serious problem for many young people in Pakistan.[81] A research study surveyed a sample of 273 students aged between 18-25 and found that almost 90% of children had experienced cyberbullying.[82] In a recent study on cyberbullying, that included 7,644 children and youth aged between 8 and 17 years from 25 nations, 26% students reported that they had been bullied online.[83] The victims of school-based cyberbullying reported that they felt extreme stress, feelings of intense fear, isolation, an inability to socialise, and noted changes in their personality as a result of the online bullying.[84]

5. Sexual Violence and Harassment

The Sahil organization has reported the extent of sexual abuse across Pakistan, 54% of the victims being girls and 46% as boys. The boys were predominantly aged between 6 and 16 years old, while girls have reportedly been abused at ages even younger. [85] In 2020, the Associated Press found numerous accounts from Pakistani police, which alleged sexual harassment by Islamic clerics working in madrassas, or religious schools, across Pakistan, where many of the poorest children in the country would attend classes.[86]

6. Sexuality

In Pakistan, many LGBT students have reported experiencing physical, mental and even sexual abuse due to societal and religious discrimination. This has led to students dropping out of school or deciding against continuing their education altogether. In addition, discrimination against LGBT students results in many choosing to not express their identity. [87]

7. Poverty

Pakistan has the world's second-most amount of school absentees (OOSC) and it is estimated that 22.8 million children between the ages of 5 and 16 do not attend school. Due to numerous factors, children may be excluded from school because of their socioeconomic status, the location in which they live or simply because of their gender. In Sindh for example, 52% of the poorest children, especially girls stay out of school. In Balochistan, 78% girls remain out of school. [88]

8. Conflict

In Pakistan, it was found that forty schools were used in military operations, and 1500 school boys were abducted for armed activities between the years 2009 to 2012. Pakistani Taliban militants attacked educational institutions in order to block the education of girls and disrupt education by imposing their conservative religious and cultural values on the population. Interaction between female and male students was also prohibited.[89]

Response to VAC

For better protection, the Pakistani government has introduced the Crime Bill related to the internet with different categories [69] such as (1) Electronic/Cyber Crime Bill 2007, (2) Prevention of electronic crimes act (PECA) 2016, (3) Electronic Transaction Ordinance (ETO) 2002. The bill covers a broader range of issues, from electronic document recognition crime, electronic terrorism, and cyberstalking to the denial of the services attacked. If found guilty, the perpetrator will be punished by a prison term of 3 months to 10 years.[70]

Budget and Policy

Pakistani government designed at least three types of budget for child violence protection: strengthening the social welfare workforce at the decentralised level, strengthening systems and services to address violence against children, and funding for services for the child and women survivors.[71] However, the average share of overall child-related spending in government budgets is around 6% for children that covers just 48% of Pakistan's population.[72]

Moreover, multiple challenges exist with implementing laws and policies to protect children from violence in schools. Corporal punishment, for example, is still lawful in the home. But Article 89 of the Penal Code 1860 is often used as a legal defence for corporal punishment of children. It states, *"Nothing which is done in good faith for the benefit of a person under twelve years of age, or of unsound mind by or by consent, either express or implied, of the guardian or other person having lawful charge of that person, is an offence by reason of any harm which it may cause, or be intended by the doer to cause or be known by the doer to be likely to cause to that person...."* Even the provisions against violence and abuse in the Domestic Violence (Prevention and Protection) Act 2012, Sindh Child Protection Authority Act 2011, the Guardians and Wards Act 1890, and the Code of Criminal Procedure 1898 are not interpreted as prohibiting corporal punishment of children.[90]

However, some of the helpful legal provisions include the Punjab Destitute and Neglected Children Act 2004 (art. 35) and the Sindh Children Act 1955 (art. 48). The Khyber Pakhtunkhwa Child Protection and Welfare Act 2010 prohibits corporal punishment "in all its kinds and manifestations" but it states that this is "as provided under section 89 of the Pakistan Penal Code 1860" (art. 33) and allows for 'reasonable punishment' by parents (article 44), the definition of corporal punishment (art. 2) covers only that which reaches a certain severity. The National Child Policy adopted in 2006 recognises the right of the child to protection from corporal punishment but there is no prohibition in law.

Institutional Mapping of the country to deal with VAC

- *Federal and state government increase mechanisms in protecting children.*
- *National Commission for Children*
- *Child Rights Movement (CRM) [68]*
- *UNICEF*

Cambodia

General Information:

Cambodia is a constitutional monarchy where the king is the head of the state and the Prime Minister is the head of the government, liberal multiparty democracy in which powers are devolved to the executive, judiciary, and the legislature.

The country profile:

- **Population:** 17.18 million (2022).
- **Main ethnic group:** Khmer 95.4%, Cham 4.2%, Chinese 1.5%, and other races 0.7%.
- **Languages:** Khmer.
- **Age Structure:** 0-14 years: 30.18%, 15-24 years: 17.28%, 25-54 years: 41.51%, 55-64 years: 6.44%, 65 years and over: 4.59% (2020 est.). [91]
- **GDP per capita:** $1,561 (NIS 2018).
- **Poverty rate:** 18% is living under the poverty line of 10,951 riel a day. [92]
- **Literacy rate:** 80.53%

Status of VAC Data on different aspects

The 2006 UN World Report on Violence Against Children indicated that most bullying is sexual or gender-based, both in terms of the selection of victims and the nature of the abuse.[93] The Cambodian youth are similarly bullied in all forms, including online violence and cyberbullying. 85.7% of Cambodian teenagers aged between 15 to 25 are in danger of online violence and cyberbullying as internet penetration in Cambodia has been growing rapidly. The prevalence of LGBT directed violence is 42.02%. [94]

Graph - drivers of violence

This graph compares the major factors that lead to violence against children in schools, with data presented as a percentage.

Country / Driver of Violence Cambodia
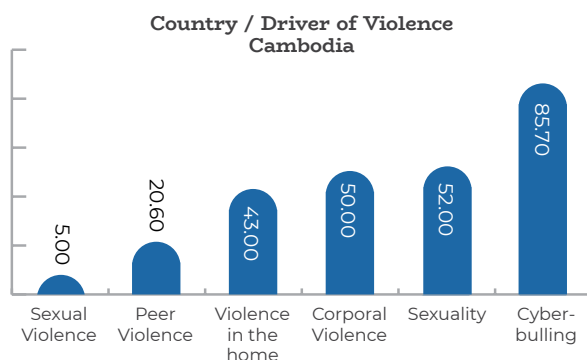
For data of poverty and conflict have been reported as text (Refernce data from key causes of violence against children in the school of Cambodia)

Figure 7: Drivers of Violence against Children in Cambodia

Key Causes of Violence Against Children in Schools

1. *Peer Violence and Bullying*

Bullying at school was also found to be prevalent in schools in Cambodia. A study by the United Nations found that Cambodian youth experience several forms of bullying while at school, including online violence and cyberbullying. UNESCO also reported that physical fights are commonplace between children while at school.[98] In some schools in Phnom Penh, severe forms of bullying have been reported, with some children describing a climate of fear while attending school. [99] This can be demonstrated through one study where it was found that nearly 14% of children were involved in some form of a physical fight with a classmate while at school, and 20.6 % of children had been physically attacked by a classmate while at school.[100] It was also shown that male students are at risk of being physically attacked at school.[101] Children often receive little support or protection from teachers, and physical violence as a disciplinary measure is still accepted within the education system. This perpetuates the normalisation of physical violence in the school environment.

2. *Corporal Violence*

The use of corporal punishment is common in Cambodian classrooms. A 2013 Cambodia Violence Against Children Study found that teachers are the most common perpetrators of violence against children outside their home and generally speaking, such disciplinary measures are considered to be socially acceptable throughout Cambodian society. Parents are expected to discipline their children for their bad behaviour, especially when they are believed to have damaged the family's reputation or shown disrespect for their elders. There have also been cases of parents advising their children's teachers to beat their children if they misbehave in the classroom.[102] Some studies have also suggested that Khmer teachers use corporal punishment to stop students from cheating during the exams. For example, in a study conducted by UNICEF, students claimed that they felt fearful of being punished even though they did not cheat during exams.[103] In 2022, Nath Bunroeun, Secretary of State at the Ministry of Education said 50% of children in school suffered at the hands of teachers [104] and further suggested that physical and mental safety for children at school needs to be improved. (Khmer Times) In 2022, deputy director of the Primary Education Department at the Education Ministry, Chhun Ramy said that it is not uncommon in Cambodian schools for teachers to hit and verbally abuse their children. (Camboja News) A school vice director at Por Preuk primary school in Kampot province also said teachers used corporal punishment at school frequently.

3. *Violence in the Home*

According to one study, an estimated one-quarter of Cambodian children have been emotionally abused by a parent, caregiver or other adult relatives. In 2022, UNICEF reported that 43% of children had been disciplined using physical violence at home. [105] Children reported feeling sad, depressed, and unmotivated to study as a result of the violence from caregivers at home.[106]

4. *Cyberbullying*

With the internet penetration rates in Cambodia growing rapidly,[107] so has cyberbullying risen amongst children. A UN study in 2006 for example, found that 85.7% of Cambodian

teenagers aged between 15 to 25 are in danger of online violence and cyberbullying. A study by UNICEF found that 85.7% of Cambodia's youth aged 15 to 24 reported that they had experienced cyberbullying.[108] In 2021, UNICEF said that more than 150 reports were made to Cambodian authorities each year of suspected cases of child sex abuse materials such as child pornography and sextortion.[109]

5. Sexual Violence and Harassment

In Cambodia, approximately 5% of males and females aged 18–24 reported at least one experience of sexual abuse before the age of 18. Of the children aged between 13-17, 6.4% of girls and 5.2% of boys said that they had experienced at least one incident of sexual abuse. [110]

6. Sexuality

Schools can be challenging places for students, regardless of their sexual orientation or gender identity. However, for lesbian, gay, bisexual, and transgender (LGBT) children, the schoolyard can be particularly challenging. In far too many cases, there are not sufficient policies and practices to protect LGBT youths from violence and discrimination and where these exist, they are often not sufficiently implemented. This results in many LGBT students being bullied, excluded, and discriminated against while at school which can lead to physical and psychological harm and limit their education.[111]

7. Poverty

In Cambodia, as a result of poverty, many students are forced to give up their education. Poverty is a severe problem, with the current rural poverty rate at 22.8%.[112] For example, 33% of students from poor families drop out of school, according to KAPE.[113] Data on child labour from 2020 showed of the Cambodian children aged 5 to 14 years, at least 5.5% of children worked in industries making bricks, construction, textile production, wood manufacturing and metal products instead of going to school.[114]

8. Conflict

Between 1975 and 1979, Cambodia suffered from a conflict with the Khmer Rouge, led by the Marxist nationalist dictator, Pol Pot. This had a significant impact on the education system as an estimated 90% of schools were destroyed and generally speaking, education was discouraged. For children who were born during or after the conflict, they missed out on education entirely which has continued to have an impact on Cambodia today.[115]

Response to VAC

The government has set up a mechanism to deal with violence against children from the village level to the provincial authorities.[96]

In 2021, the Cambodian Government, along with support from the NGO sector, committed to ending all violence against children by 2023. [116] This included a commitment to banning all forms of violence against children, strengthening child protection data and monitoring, enabling parents and caregivers to keep children safe, making the internet safe for children and making schools safe, non-violent, and inclusive.

Previously, in 2017, the European Union, together with the University KU Leuven in Belgium, implemented a capacity development program at the Teacher Education College in Battambang to assist teachers in creating safer environments in classrooms. They also worked with public school teachers to increase their awareness about gender-based violence and abuse in Cambodian's schools.[117] The program highlighted the absence of gender-based violence regulation systems at schools, and concluded that teachers are also attached to traditional gender roles which perpetuate gender stereotypes.

Priority and Strategy

Ministry of Women's Affairs (MoWA) led the development of the five-year Action Plan 2017 -2021 with 13 key government ministries and agencies to prevent and respond to violence against children.[97]

However, despite this, some concerns have been expressed about Cambodia's progress towards protecting children from violence in schools. An inspection carried out by the UN Human Rights Committee for example,[118] found that insufficient action had been taken to protect children from violence in schools, specifically children with disabilities, adolescent health, and social justice. The Committee also expressed concern that children with drug addictions had been tortured and forcibly placed in a rehabilitation centre where they had been given electric shocks. Despite the introduction of the 2008 Policy on Education for Children with Disabilities and the 2009 Law on Promotion and Protection of the Rights of Persons with Disabilities, much of the data on children with disabilities is not accurate. The government also has not yet taken sufficient responsibility for providing support to children with disabilities with this responsibility instead falling primarily on non-government organisations.

Concerns have also been expressed about the lack of action from the Cambodian government to stop corporal punishment. While there is a law prohibiting corporal punishment in Cambodia, a loophole in Article 1045 of the Civil Code allows *'the holder of parental power to discipline the child to the extent necessary personally'.* In addition, article 8 of the Law on the Prevention of Domestic Violence and Protection of the victims allows the corporal punishment of children for disciplinary purposes. However, it is encouraging to note that the Education Ministry in cooperation with UNICEF has set up policy and training systems on gender equality, violence against children, and teacher training to eliminate corporal punishment in schools.

Institutional Mapping of the country to deal with VAC[95]
- *Cambodian Ministry of Interior (MoI)*
- *Cambodian Ministry of Women Affairs (MoWA)*
- *Ministry of Education, Youth, and Sport (MoEYS)*
- *Local governments*
- *UNICEF, local and International NGOs*

Indonesia

General Information:

Indonesia is officially a Republic with a presidential system where the executive branch is led by a President who serves as both head of state and head of the government. Under the fourth amendment to the Constitution, Indonesia has adopted a bicameral legislature system.[119]

The country profile:

- **Population:** 279 million (2022).[120]

- **Main ethnic group:** Sundanese 15.5%, Malay 3.7%, Batak 3.6%, Madurese 3%, Betawi 2.9%, Minangkabau 2.7%, Buginese 2.7%, Bantenese 2%, Banjarese 1.7 %, Balinese 1.7%, Acehnese 1.4%, Dayak 1.4%, Sasak 1.3%, Chinese 1.2%, other 15% (Indonesia census 2010). [121]

- **Languages:** Indonesian

- **Age Structure:** 0-14 years: 25.8% total, 15-64 years: 67.87% total,65 and above: 6.5% total[122]

- **GDP per capita:** $11, 858.15.[123]

- **Poverty rate:** 9.54%.[124]

- **Literacy rate:** 96%

Status of VAC Data on different aspects

75% of children and adolescents face at least one type of bullying, 33% of women and girls are violated in their lifetime. 74% of high school students get bullied on average 4-5 times a week. 18% of girls and 24% of boys are bullied and shamed. Boys are especially at risk of physical attack in schools. 40% of children aged between 14 to 24 years face cyberbullying. 56% of child sexual exploitation and online abuse goes unreported.[125]

Graph - drivers of violence[4]

This graph compares the major factors that lead to violence against children in schools, with data presented as a percentage.
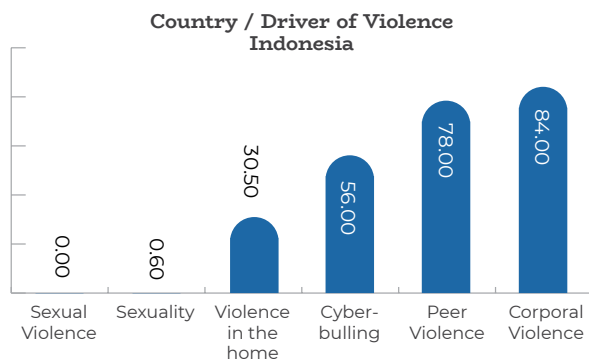
For data of sexuality, sexual violence, poverty and conflict have been reported as text. (Refernce data from key causes of violence against children in the school of Indonesia)

Figure 8: Drivers of Violence against Children in Cambodia

Key Causes of Violence Against Children in Schools

1. Peer Violence and Bullying

In Indonesia, bullying within schools is commonplace. A survey by The Indonesian Child Protection Commission (KPAI) for example, which was carried out with more than 1000 children in nine provinces, showed that 87.6% of the students experienced violence at school within different education levels. The violence entails both physical and psychological violence, such as yelling, insulting, beating, negative stigma, and serious abuse. (Universitas Bandar) A UNESCO report found that 24.6% of students had engaged in some form of physical altercation with other students and 34% had been a victim of some kind of violence from other students while at school.[127] Rutgers reported in an additional study that 78% of respondents said they had been threatened by other students while at school. [128]In a recent UNICEF study in Sorong District, West Papua, 87% of teachers surveyed said that they always or usually take harassment seriously when it is reported at school, while only 9% of students felt that teachers take harassment seriously when it is reported. Widely different perceptions of bullying among teachers and students are concerning. (UNICEF)

The International Centre for Research on Women (ICRW) has similarly found that Indonesia had one of the highest rates of school violence in Asia, with 84% of school-aged children reporting some degree of violence. More alarmingly, the study also found that 43% of students did not do anything when they saw an incidence of violence at school. The ICRW also conducted a study on children's experiences of violence and pointed out the urgent need to go beyond an individual's behaviour to find out how violence is encouraged and condoned within the education system. (Tempo.Co)

2. Corporal Violence

In Indonesia, corporal punishment is also common. The Ministry for Women's Empowerment and Child Rights, for example, reported that 84% of students had experienced some form of physical violence while at school from a teacher.[129] UNICEF has also reported that teachers use physical and psychological violence as a means of disciplining students. [130]

3. Violence in the Home

In Indonesia, UNICEF reports that parents or caregivers often used physical punishment to discipline their children. Violence in the home is particularly common in broken families as well as amongst child labourers and within orphanages.[131] UNICEF, for example reported that 30.5% of children experienced physical violence from their parents or caregivers.[132]

4. Cyberbullying

Cyberbullying is one of the most serious issues for children aged 12 to 17 with 40% of children reporting cyberbullying and 56% of children having experienced online sexual exploitation and abuse, according to a 2022 UNICEF report.[133] In a report

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[4] Zero per cent value in the graph means insufficient evidence found in the thematic analysis of qualitative summary based on literature review. It may not be confused with zero occurrence of any particular form of driver of violence.

by Safaria Triantoro's, 80% of 102 junior high school students in Indonesia reported that they had been bullied online.[134]

5. Sexual Violence and Harassment

A study by the University of Indonesia found that sexual assault in schools is common and frequent problems include teachers forcibly hugging or inappropriately touching students.[135] The Indonesian Child Protection Commission (KPAI) has also reported that sexual violence against children in schools is rife. In 2021, it was reported that out of 18 cases of sexual violence in schools, the perpetrators were mostly teachers. KPAI also noted that 197 minors were victims, 126 girls and 71 boys, with all the perpetrators being men. The perpetrators included 10 teachers, 4 school principals/leaders of Islamic boarding schools, caregivers, religious leaders and boarding school tutors. The perpetrators used certain methods to lure the victims, including promising them good grades, video games, and even certain arguments that forced victims to obey them. (Tempo.co)

6. Sexuality

In Indonesia, LGBT students face a number of barriers in going to school including being able to access identity cards that reflect their gender identity. Harassment, bullying and discrimination are also common for those who violate gender norms. Bullying often includes verbal abuse which can cause some LGBT students to drop out of school.[136]

7. Poverty

In 2021, there were 2.1 million Indonesian children estimated to be living in situations of poverty.[137] As a result, many children were not able to afford schooling. Some who came from refugee backgrounds or migrant families were also excluded from schools due to not having a birth certificate.

8. Conflict

In certain areas of Indonesia, conflict has affected children's ability to study at school. Students and teachers have had difficulties in entering schools as fighting takes place nearby. In some cases, the violence has spilled over into the school which has stopped children from entering the school entirely.[138]

Response to VAC

The Ministry of Women's Empowerment and Child Protection, together with UNICEF and Yayasan Nusantara Sejati, an independent NGO, developed the Positive Discipline Program aiming to sensitise teachers, headmasters, and School Committees about violence at schools. In parallel, the Bullying Prevention Program (ROOTS Indonesia) targeted Junior High School Students aged 12-25. UNICEF recommended implementing positive discipline instead of violent punishment at schools, since clear guidelines for the discipline of students was also lacking at the National Level (Evaluation of the Roots Indonesia | UNICEF Indonesia, 2020).

Strategy

The Women Empowerment and Child Protection Ministry called for further efforts to 'cultivate a sense of empathy and tolerance.' It encouraged dialogues, exchanges and discussions with children's organisations at a national and international level. In this context, a series of workshop sessions were led by 35 young facilitators from different backgrounds in 2021. Recently, the child-friendly student organisations have proliferated to develop awareness among parents, teachers and students. Also, the Indonesia Joining Forces to End Violence Against Children alliance was formed comprising six most prominent international NGOs (Child Fund International di Indonesia, Yayasan Plan International Indonesia, Save the Children Indonesia, SOS Children's Villages Indonesia, International Terre des Hommes Federation, and Wahana Visi Indonesia).[126]

The Indonesian government has taken several steps to work towards protecting children in schools. The law on Child Protection for example was enacted in 2014 and in 2017, a group of teachers initiated a judicial review to clarify the definition of 'violence and abuse'.

But in relation to corporal punishment, the Constitutional Court has not reached any decision to end corporal punishment, [139] despite several reported cases in the District courts for the offending teachers to be sentenced.[140] The ROOTS program, with support from UNICEF was also been initiated[141] with a focus on eradicating bullying by targeting public schools. As part of the program, one student per class was chosen by their peers to be an 'agent for change' and was tasked with advising and reporting on violent behaviour in the classroom. Facilitators from NGOs communicated with the teachers and students on a regular basis and aimed to promote positive reward systems to encourage positive attitudes in the classroom environment. The Ministry of Women's Empowerment and Child Protection has also partnered with international and local NGOs to develop a positive discipline program to sensitise teachers, principals, and school committees about school violence. [142] However, despite these positive moves, the UNCRC has expressed concerns about harmful cultural practices that affect girls in Indonesia[143] as well as children still having insufficient access to the judicial system.[144]

Institutional Mapping of the country to deal with VAC

- *Ministry of Women's Empowerment and Child Protection*
- *Ministry of Social Affairs*
- *UNICEF*
- *Ministry of Education*

Laos

General Information:

Lao People's Democratic Republic (Lao PDR) is a one-party parliamentary socialist republic country. The only legal political party is the Lao People's Revolutionary Party (LPRP). The President is the supreme of Laos as he is the Head of State and the party's General Secretary. The government is led by the Prime Minister.[145]

The country profile:

- **Population:** 7.582 million.

- **Main ethnic group:** Lao 53.2%, Khmou 11%, Hmong 9.2%, Phouthay 3.4%,Tai 3.1%, Makong 2.5%, Katong 2.2%, Lue 2%, Akha 1.8%, and Other 11.6% (2015 est.).[146]

- **Languages:** Lao (official), French, English, various ethnic languages

- **Age Structure:** 0-14 years: 31.25%, 15-24 years: 20.6%, 25-54 years: 38.29%, 55-64 years: 5.73%, 65 years and over: 4.13% (2020 est.)

- **GDP per capita:** $7,800 (2020 est.).

- **Poverty rate:** 23.2%.

- **Literacy rate:** 84.7% out of total population

Status of VAC Data on different aspects

School bullying occurs frequently at Lao PDR's schools. School boys have been bullied more often at 15.2%, compared to girls at 11.3%. School bullying generally affects around 13% of children in Lao PDR. The violence can take the physical form at 36.3%, instances of sexual abuse 5.9%, and psychological or social exclusion 3.5%. The common drivers of bullying are reported to be the child's physical appearance, race, nationality or child's skin colour, and religion.[147]

Despite being a communist country with a strong policy framework, the proportion of girls aged 15 years and older who got subjected to physical and sexual violence by partner/non-partner was up to 20.2%.[148] There is a report on the increase in child trafficking, especially among vulnerable children. Much of the trafficking occurs across the Thai border where young Lao girls cross over to China for sexual exploitation and forced labour.[149]

Graph - drivers of violence[5]

This graph compares the major factors that lead to violence against children in schools, with data presented as a percentage.

Country / Driver of Violence Laos
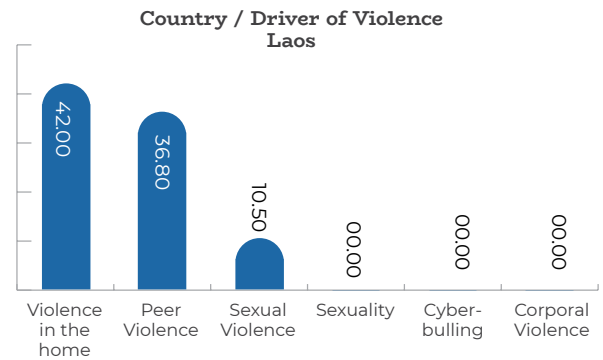
For data of sexuality, cyberbulling, Corporal violence, poverty and conflict have been reported as text (Refernce data from key causes of violence against children in the school of Laos)

Figure 9: Drivers of Violence against Children in Laos

Key Causes of Violence Against Children in Schools

1. Peer Violence and Bullying

School bullying happens frequently in Lao schools. School bullying can take the form of physical violence - 36.3%, sexual harassment - 5.9%, and psychological bullying or social exclusion - 3.5%. Children have reportedly been bullied for their physical appearance, race, nationality, skin colour, and religion, with boys, reportedly being greater targets of bullying than girls.[152]

2. Corporal Violence

In Laos, according to a survey carried out on violence against children, teachers are found to be the most common perpetrators of physical violence against students, with most being male.[153]According to a 2019 Lao PDR Violence Against Children Survey, one in six children have experienced at least one form of physical violence before the age of 18 years. Corporal punishment is still a reality in pre-schools and primary schools and many teachers are not aware of children's rights or child protection laws.

3. Violence in the Home

A United Nations Common Country Analysis in Laos indicated that one in six children have experienced at least one form of physical violence before the age of 18. More than a quarter of children have witnessed physical violence at home and almost a third witnessed physical violence in the community where they lived. Nearly a quarter of children experienced emotional violence at home, and 1 in 10 experienced sexual abuse as a child.[154] UNICEF found that over 48% of children have experienced physical violence, while 42% of children experienced emotional violence from a caregiver. As a result, at least 10% of females and 7.2% of males have missed out on going to school.[155]

4. Cyberbullying

The availability of data on the impact of cyberbullying on students in Laos is limited. However, as the internet is becoming more prevalent, there is concern that violence and harassment

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[5]Zero per cent value in the graph means insufficient evidence found in the thematic analysis of qualitative summary based on literature review. It may not be confused with zero occurrence of any particular form of driver of violence.

online is taking place, though it largely remains hidden. It is also believed that most children do not report such cases of online harassment and bullying due to fears of stigma, fear, low awareness, and the lack of trust in authorities.[156]

5. Sexual Violence and Harassment

In a UNICEF report, 10.5% of children reported being victims of sexual assault while at school. Among those who experienced sexual abuse as a child, 8.7% of females and 12.2% of males missed school as a result of their experience, according to a UNICEF report.[157]

6. Sexuality

According to an Apcom report, LGBT students both in urban and rural areas in Laos have reported experiencing discrimination while at school. As a result, students tend to drop out of school specifically as there are no policies and practices which support LGBT students.[158]

7. Poverty

While poverty in LAO PDR has declined significantly over the last 25 years, there continues to be discrepancies between the urban and rural areas.[159] For children living in poverty stricken rural areas, social problems are common which inadvertently affect their education. Where education is available, boys tend to be favoured over girls meaning that many girls miss out on education. For children from poor backgrounds who do attend school, discrimination can be common, particularly for children from minority ethnic groups.[160]

8. Conflict

Laos suffered from a civil war between 1959 until 1975 which had a significant impact on children's education. While the country has recovered for the most part from the conflict, the effects can still be felt on the education system.[161]

Response to VAC

There are plans to protect and eliminate violence against women and children, but challenges exist in implementation and awareness of the related laws with no effective complaint mechanism. As a result, there are 44% of child victims who do not seek any help or demand accountability from the accused.[150]

Policy, Priority and Strategy

To reduce violence in schools and foster better learning environments in schools, Aide et Action has been training teachers on inclusive education, child rights and participation, and child development since 2019, as part of the organisation's goal to provide inclusive and child-friendly pre-primary and primary school environments. (Action Education)

The UN has encouraged Laos to establish a child-friendly complaint mechanism on abuse, exploitation, and violence against children.

Institutional Mapping of the country to deal with VAC
- *Ministry of Labour and Social Welfare*
- *Lao Women's Union*
- *Ministry of Education*
- *UNICEF.*

Malaysia

General Information:

The country's official name is the Federation of Malaysia. It is an Islamic country with a federal parliamentary constitutional elective monarchy consisting of thirteen states and three federal territories. The King is the head of state, and the Prime Minister is the head of government. Executive power is exercised by the federal government and the 13 state governments. Federal legislative power is vested in the federal parliament and the 13 state assemblies.[163]

The country profile:

- **Population:** 32.7 million (2021).

- **Main ethnic group:** 69.7% Bumiputera (57.3% - Malay, 12.4% - Indigenous groups of Sabah Sarawak and Orang Asli), 22.9% Chinese, 6.6% Indian and 0.8% other.

- **Languages:** Malay.

- **Age Structure:** 0-14 years 26.8%, 15-24 years: 16.63%, 25-54 years 40.86%, 55-64 years 8.81% and 65 years and over 6.9% (2020 est).[164]

- **GDP per capita:** 10,616.85 USD (Dec.2020).[165]

- **Poverty rate:** 5.6%. The poverty increased due to impact of COVID-19.[166]

- **Literacy rate:** 94.71%

Status of VAC Data on different aspects

School bullying has been well documented by the Malaysian Ministry of Education. It was reported that 64% of the children acknowledged participating or possibly participating in acts of bullying, and 83% of victims said they were most often bullied in school, with half of those experiencing it in their classrooms.[167] Between 2012 and 2015, the government recorded school bullying up to 14,000 incidents.[168] Cyberbullying is not new in Malaysia, given the rampant use of digital devices and social media platforms. In 2012, 33% of children under the age of 8 to 17 years have been subjected to online bullying with some form of defamation, online harassment, and impersonation.[169] In 2019, 28% of young people in Malaysia became victims of online bullying.[170] In addition, between 2018 to 2020, the number of children involved in crime increased by 10.5%. The Malaysian police is trying to work more closely with schools to reduce such crimes.[171]

Graph - drivers of violence[6]

This graph compares the major factors that lead to violence against children in schools, with data presented as a percentage.

Country / Driver of Violence Malaysia

Peer Violence	Sexual Violence	Violence in the home	Cyber-bulling	Sexuality	Corporal Violence
84.00	81.40	70.00	37.00	00.00	00.00
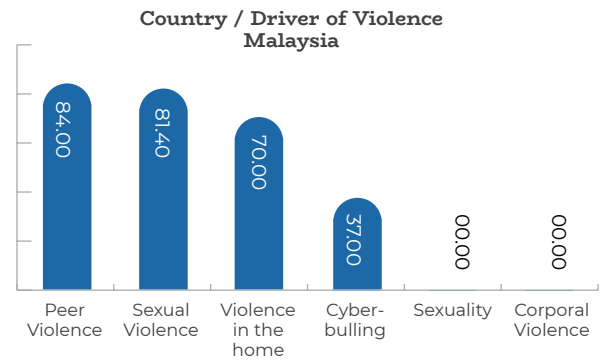
For data of sexuality, Corporal violence, poverty and conflict have been reported as text (Refernce data from key causes of violence against children in the school of Malaysia)

Figure 10: Drivers of Violence against Children in Malaysia

Key Causes of Violence Against Children in Schools

1. Peer Violence and Bullying

In Malaysia, studies have found that multiple forms of school bullying can affect up to 84% of children under the age of 18. For example, between 2012 and 2015, the Ministry of Education recorded 14,000 incidents of bullying at schools.[175] Another study found that 30% of children had been engaged in some form of physical fighting while at school, and 29.2% had been attacked by another student.[176] There have been some notable shifts, however, in recent times with teachers making more efforts to protect children while at school.[177]

One study in high schools in Kuala Lumpur found that socio-economic status was one of the main reasons for bullying children, specifically from middle and high-income families. Bullies said that they took money from their victims to buy cigarettes after school or to be able to get more food from the canteen. Some students said that their friends or classmates had hired them to beat up or threaten other students.[178] Discrimination based on ethnicity was also cited as a reason for bullying in schools in Malaysia. The three main ethnic groups in Malaysia are Chinese, Indian and Malay and groups tend to form around these ethnicities, which often leads to discrimination and bullying.[179]

2. Corporal Violence

In Malaysia, corporal punishment of boys is legal in schools and is subject to the Education Regulations (Student Discipline) 2006 under the Education Act 1996. Article 350 of the Penal Code 1936, for example, confirms that the caning of a scholar by a headteacher does not amount to criminal activity. One research project on corporal punishment spotted nine primary and ten secondary schools in Malaysia, where students were reportedly being slapped in the face, pinched, hit on the back of the head and verbally abused, having their hair, eyebrows, ears pulled as well as being forced to do repetitive physical activity such as 'squats' while crossing their arms and holding their ear-lobes.[180]

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[6] Zero per cent value in the graph means insufficient evidence found in the thematic analysis of qualitative summary based on literature review. It may not be confused with zero occurrence of any particular form of driver of violence.

3. Violence in the Home

According to a study, more than 70% of children have experienced violent discipline at home in Malaysia and over 50% of parents or caregivers said that they believed that physical punishment is a necessary form of discipline to raise their children.[181] According to the WHO, in 2020, 71% of children aged 1 to 14 years experienced some form of violent discipline while at home.[182] In another study in 2018, it was found that 47% of parents accepted physical punishment by teachers in the school and only 20% of parents were against it. [183]

4. Cyberbullying

Malaysia has the highest number of internet users who upload and download child sexual abuse materials in the entire Southeast Asian region.[184] In 2012, 33% of children under the age of 8 to 17 years said that they had been subject to some form of online bullying such as defamation, online harassment, or impersonation.[185] As a result, almost 37% of school students aged 12 to 18 years have reported encountering cyberbullying, including sexual abuse.

5. Sexual Violence and Harassment

The UNICEF report, "Situation analysis - Adolescents in Malaysia," found that at least 22,134 children had been sexually abused between 2010 and 2017.[186] A total of 1,145 incidents of sexual harassment and other forms of abuse were recorded at schools. Of the offenders, 472 were identified as peers and 320 as teachers. The report also noted that 81.4% of sexual harassment violations went unreported.[187] The All-Women's Action Society reported that most sexual harassment took place in primary or secondary schools and other school children were reported to be the largest group of perpetrators.[188]

6. Sexuality

In 2020, three organisations released a joint monitoring report that students encountered a range of challenges, discrimination, and violence in educational settings, including elementary, secondary, and university education, based on how they express their gender, their actual and or perceived sexual orientation and gender identity. Multiple actors, such as classmates, instructors, administrators, and others, are involved in the acts of discrimination and violence, which may not be restricted to the school grounds.[189]

7. Poverty

While Malaysia is an upper middle-income country[190] an estimated that 5.6% of Malaysian households are still living under the poverty line which can have a significant impact on children's education.

8. Conflict

Malaysia is home to nearly 2.5 million legal and illegal migrants, predominantly from conflicts in the Philippines, Indonesia and Thailand. For many of these families who have lived in Malaysia since the 1960s and 1970s, they continue to be considered as refugees.[191] Tens of thousands of these refugee children are not allowed to go to school for not having the proper documentation. However, efforts to change this are underway and a school dedicated to such children are being built.[192]

Response to VAC

The safe school program was developed by Malaysia's Ministry of Education in 2002.[173] Child Activity Centres (PAKK) and Child Protection Teams (PPKK) were formed that registered and monitored the government's thirty-six children's homes and institutions.

Policy and Strategy

The Child Act 2001 is the legal and policy framework for the functioning of the child protection system to respond to child victims of abuse, neglect and exploitation. This framework has recently been consolidated with the introduction of a National Policy for Children and a National Child Protection Policy.[174]

Malaysia has taken few steps to protect children from violence in schools. In 2002 for example, the Malaysian Ministry of Education developed the practice of a safe school program with the goal of decreasing violence, vandalism, theft and gangsterism and misconduct within schools.[193] The Malaysian Ministry of Education has also collaborated with UNICEF to work with schools across Malaysia to participate in the "Kindness for Every Child" school program to motivate children to learn about their rights and mobilise them to use 'kindness' in their actions. In further collaboration with UNICEF, the Malaysian Communications and Multimedia Commission has promoted the government's national policy which aims to ensure that the internet is an environment which is safe for all children.[194]

However, despite these positive moves, a UNCRC report on Malaysia suggested that more coordination is needed in order to ensure that the government and local communities are all working to uphold children's rights. It was strongly recommended that Malaysia takes greater measures to stop violence against vulnerable children, specifically in the home. It was also stated that more efforts should be made to ensure that all students should have equal access to high-quality education at all levels.

Institutional Mapping of the country to deal with VAC

- *Malaysian Education Ministry has set up a special committee to improve procedures for cases of sexual harassment and bullying in educational institutions under the ministry.[172]*
- *Ministry of Women, Family, and Community Development*
- *National Population and Family Development Board (Lembaga Penduduk dan Pembangunan Keluarga Negara, LPPKN)*
- *Department of Social Welfare (Jabatan Kebajikan Masyarakat, JKM)*
- *UNICEF*

Philippines

General Information:

The country's official name is the Republic of the Philippines, an archipelago country in Southeast Asia. It is a democratic republic with a multi-party system. The President serves as the nation's Supreme Head of State, Government, and Armed Forces. The people of the Philippines elect their President directly for a six-year term. The President can only hold office for one term and cannot run for re-election. The Vice-President is the next-highest position in government. A Senate and a House of Representatives constitute the Philippines' bicameral Congress.[195]

The country profile:

- **Population:** 112 million (2022).[196]

- **Main ethnic group:** Tagalog 24.4%, Bisaya/Binisaya 11.4%, Cebuano 9.9%, Ilocano 8.8%, Hiligaynon/Ilonggo 8.4%, Bikol/Bicol 6.8%, Waray 4%, other local ethnicities 26.1%, other foreign ethnicities 0.1% (2010 est.).[197]

- **Languages:** Filipino (Tagalog) and English

- **Age Structure:** 0-14 years: 32.42%, 15-24 years: 19.16%, 25-54 years: 37.37%, 55-64 years: 6.18%, 65 years and over: 4.86% (2020 est.). [198]

- **GDP per capita:** $8,000 (2020 est.).

- **Poverty rate:** 16.6%.[199]

- **Literacy rate:** 96.29%

Status of VAC Data on different aspects

Philippines is highly prominent for violence against the children reported by 2017's UNICEF report.[200] There are many forms of bullying inflicted on children at home, school, in communities and when dating. Furthermore, dysfunctional households fuelled the children towards a greater possibility of severe physical violence. This report found 60% (three-in-five) of children who were inflicted with physical bullying. More than three-in-five (61.5%) met with psychological violence, and 24.9% – one in four children suffered from sexual violence in all settings. Bullying was reported at 63.15%, with most children experiencing peer violence due to living with non-family people, since they came from dysfunctional households (including alcoholic or drug-using households), smokers or heavy users of the internet. School bullies appeared to be 29%.[201]

Cyberbullying is also a growing majority area of concern in the Philippines, according to the National Baseline Study, which stated that 48.5% of children experienced cyber violence. In the press release of UNICEF in September 2019, it was mentioned that online bullying remains widespread in the Philippines, that at least 33% are affected by cyberviolence in the form of verbal abuse, while one-fourth experience sexual messages or sexual activities shown through the internet and cell phones.[202]

Graph - drivers of violence[7]

This graph compares the major factors that lead to violence against children in schools, with data presented as a percentage.
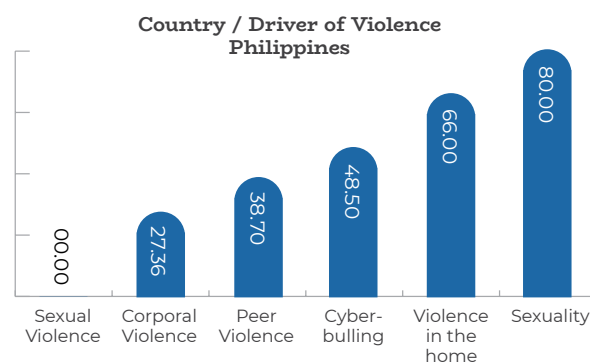
For data of Sexual Violence, poverty and conflict have been reported as text (Refernce data from key causes of violence against children in the school of Philippines)

Figure 11: Drivers of Violence against Children in Philippines

Key Causes of Violence Against Children in Schools

1. Peer Violence and Bullying

In the Philippines, bullying within schools appears to be widespread. A UNICEF report showed that 60% of the children in their study had experienced some form of peer-based violence, with over half of the perpetrators being classmates or close friends.[204] A 2019 UNESCO report also found that 38.7% of children had been in some form of physical fight while at school and 38.6% had been physically assaulted.[205] According to a 2009 report by PLAN Philippines, at least half of Filipino children in grades 1 to 3 and 60 - 70% of high school students have experienced some kind of violence in their schools. The violence ranged from verbal, sexual to physical and often resulted in low self-esteem, fear, anger, and helplessness among children. (Rappler) A study conducted in urban schools in the Philippines found that young students who were more violently disciplined by their parents and those who came from homes with "an authoritarian style of child-rearing" were more likely to be violent at school.[206] This is important because parenting styles and family issues are generally not considered risk factors that lead to violence in schools in the existing government regulations. Consequently, some researchers have emphasised the need to develop training support for teachers and parents so that they are better equipped to identify bullying in the classrooms.

2. Corporal Violence

According to a national baseline study, on average 27.36% of students had faced some form of physical violence from teachers such as pinching, being struck with an eraser or piece of chalk, twisting or being hit with a stick.[207]

3. Violence in the Home

In the Philippines, it is estimated that 63.15% of children experience violence at home, particularly those who live in

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[7] Zero per cent value in the graph means insufficient evidence found in the thematic analysis of qualitative summary based on literature review. It may not be confused with zero occurrence of any particular form of driver of violence.

dysfunctional households, such as with alcoholic or drug-using family members. A UNICEF study found that 66% of respondents have experienced some form of violence by their parents or siblings such as being hit or having their hair pulled, pinching or twisting of ears and in some cases being burned or kicked during their childhood.[208]

4. Cyberbullying

Cyberbullying is a growing concern in the Philippines. A UNICEF report in 2016 for example, revealed that 48.5% (one in every two) children in the Philippines have been bullied online. In 2019, UNICEF stated that online bullying was widespread, with at least 33% (one-third) of children reporting that they had been bullied verbally online and one-fourth had been sexually harassed.[210] Another study found that 44% of children aged 13 to 18 had experienced verbal bullying online and had been sexually harassed.[211]

5. Sexual Violence and Harassment

According to a baseline study on violence against children in the Philippines, sexual harassment is common in schools in the Philippines which affects both primary and secondary school students, with females being particularly at risk.[212] Both Bacoor National High School (BNHS) and the Philippine High School for the Arts (PHSA) recorded numerous cases of sexual harassment towards students from teachers. (Inquirer.net)

6. Sexuality

Over 33% of LGBT respondents who were surveyed said they had experienced sexual assault, and 80% of them had experienced physical or psychological abuse. Of the respondents, 66% of homosexual males faced physical violence, 64% psychological violence and 29% sexual violence. Of the homosexual females, 62% faced physical violence, 60% psychological violence and 21% sexual violence. These children reported experiencing repeated violence in their homes, schools and communities.[213]

7. Poverty

Poverty in the Philippines continues to have a significant impact on children's education. It is estimated that around 25% of the population live below the poverty line and are unable to afford the costs of sending their children to school including school supplies and uniforms. As a result, children from poverty-stricken families are often forced to find sources of income instead of going to school, which could include begging or scavenging.[214]

8. Conflict

As a result of the conflict in Mindanao province, many children have been forced to relocate due to the long running conflict and in some cases, lost their parents and family members which has had a significant impact on their education.[215]

Response to VAC

The Council for the welfare of children and UNICEF designed a multi-sectoral roadmap for the reduction of the progressive

of violence against children, called "Philippine Plan of Action to End Violence against children." The Department of Education set up a policy and guideline called "Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying, and Other Forms of Abuse," known as the DepEnd Child Protection Policy.

Strategy

A number of government strategies to end violence against children in the Philippines exist, such as The Philippine Plan of Action to End Violence against Children (PPAEVAC), in close coordination with the UNICEF. Eight key strategies in the Plan aim to address areas necessary in seeking to break the cycle of violence by guaranteeing access to services, building the capacity of children to protect themselves, improving legislation, while serving as a guide for policymakers and donors.[203]

The Philippines has made some progress towards protecting children from violence. The government has stated that they are committed to establishing an environment that respects, protects, and fulfils the rights of all children and that they recognize children's rights to survival, development, protection, and participation, and their right to attain their full potential, as stipulated in the United Nations Convention on the Rights of the Child (CRC).[216]

Since the passing of the Republic Act (RA) 10627 in 2015, schools are required to develop their own bullying prevention programs and have to include child protection systems from peer and adult abuse at schools, though there is some concern over whether this is being carried out.[217]

The Council for the Welfare of Children and UNICEF have also created a multi-sectoral plan to reduce progressive violence against children, called the "Philippine Plan of Action to End Violence Against Children". However, the UN Committee on the Rights of the Child has expressed concern that many of their previous recommendations were either ignored or only partially addressed. They further stressed that a legislation on the prohibition of corporal punishment, the ban on torture, and the status of children born out of wedlock has still not been put into place. Furthermore, it was also pointed out that the government had still not generated sufficient funds to support children's welfare, which could prevent such mechanisms from functioning effectively. The Committee also remains concerned about the level of discrimination that many children face in accessing social and health services and education in the Philippines.[218]

Institutional Mapping of the country to deal with VAC[95]
- *Department of Education*
- *Council for the Welfare of Children*
- *Department of Interior and Local Government*
- *UNICEF, local and International NGOs*

Thailand

General Information:

Thailand's official name is the Kingdom of Thailand. Thailand follows the constitutional monarchy system, with the monarch being the Head of State and the Prime Minister being the government head. Since 1932, when the country accepted the constitutional monarchy, the country's constitution has changed 17 times.[219] In May 2014, following a military coup, the 2007 constitution was suspended, except for provisions pertaining to the monarchy. The council of Thai military leaders took power.

The country profile:

- **Population:** 71.6 million.[220]

- **Main ethnic group:** The original people were the Tai people, who migrated from southwestern China. Thai 75%, Thai-Chinese 15%, Malay 3%, and the rest are Khmer Mons and hill tribes.[221]

- **Languages:** Thai

- **Age Structure:** [222] 0 - 15 years: 11.71%, 16 - 25 years: 7.63%, 26 - 35 years: 11.37%, 36 - 45 years: 10.13%, 46 - 55 years: 10.28%, 56 – 65 years: 8.34%, 65 years and above: 7.67%

- **GDP per capita:** 7,189.04 USD (2020).[223]

- **Poverty rate:** 8.4% (by the end of 2021, WB).

- **Literacy rate:** 98.137% (2018).[224]

Status of VAC Data on different aspects

School bullying is rampant in Thailand.[225] In Thailand, 91.79% of students have been bullied by students aged between 10 to 15 years old. There are many forms of bullying such as assault, verbal abuse, and online harassment, including stings, beating, mocking and persecution on social media. An empirical research on school bullies in Thailand found that boys were more likely to be struck, kicked, pushed, shoved, or trapped inside of a building, while the girls were more likely to be made fun of with sexual jokes, statements and gestures. Physical violence, being absent from class and psychological issues were found in the boys, while physical violence, lack of parental bonding, and psychosocial distress were found among school girls.[226]

Thailand was ranked second after Japan with the highest rates of bullying, and the victims are getting younger. The suicide rate among children is much higher these days as many feel lonely and vulnerable.[227] Thailand already had high internet usage since before COVID-19 pandemic. The pandemic also forced many school children and young people to spend much more time online. This is the reason cyberbullying increased.[228] Cyberbullying includes sexual exploitation, online risk-taking behaviour, potentially harmful content, and risks to children's privacy.

Graph - drivers of violence[8]

This graph compares the major factors that lead to violence against children in schools, with data presented as a percentage.

Country / Driver of Violence Thailand
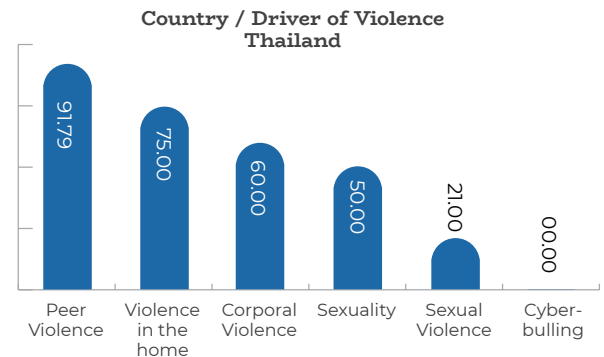
For data of cyberbullying, poverty and conflict have been reported as text (Refernce data from key causes of violence against children in the school of Thailand)

Figure 12: Drivers of Violence against Children in Thailand

Key Causes of Violence Against Children in Schools

1. Peer Violence and Bullying

Bullying remains a serious problem in Thai schools.[235] A survey of 15 schools by the Lawyers for Children and Youth network revealed that among students aged between 10 to 15 years old, 91.79% said they had been bullied. The forms of bullying included assault, verbal abuse, online harassment, beatings, and being mocked and harassed on social media. Another study on bullying in schools in Thailand found that while boys were more likely to be struck, kicked, pushed, shoved, or trapped inside of a building, girls were more likely to be made fun of with sexual jokes, statements, and gestures. Psychological bullying was also found to be common among boys, while physical violence, lack of parental bonding, and psychosocial distress were more common among girls.[236] Another study showed that 92% of schoolchildren reported being bullied at school at least once by peers.[237] Some of the more serious problems that resulted from bullying included suicide.[238] One study on violence in schools found that educational programs typically only include Buddhist cultural values, which excludes students from diverse backgrounds and can, thus, contribute to a climate of polarisation and discrimination among students.[239]

2. Corporal Violence

Thailand has a long history of corporal punishment within the school system, even though it is prohibited. In September 2022 for example, a teacher at a school in Thung Khru district punished a teenage student by making the boy kneel on the floor and then kicked the boy in the chest, hitting his head several times. In May, a teacher at a school in Chon Buri province hit a student's head with the box from a board wiper and in June, another teacher at a school in Udon Thani province slapped her student's face, according to the Bangkok Post. (Bangkok Post) While corporal punishment is officially prohibited in schools in Thailand, it still reportedly takes place. In 2020, for example, research found that up to 60% of students had experienced corporal punishment or other forms of physical violence from a teacher while at school.[240]

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[8] Zero per cent value in the graph means insufficient evidence found in the thematic analysis of qualitative summary based on literature review. It may not be confused with zero occurrence of any particular form of driver of violence.

3. Violence in the Home

In Thailand, according to one report, 77% of boys and 73% of girls have faced some form violence from their parents due to beliefs that physical punishment is needed to raise a child properly.[241]

4. Cyberbullying

Cyberbullying in Thailand is also on the rise. During the pandemic, cyber bullying reportedly increased as many children and young people increased the amount of time that they spent online.[242]

5. Sexual Violence and Harassment

According to the UK-based market research agency YouGov, who conducted a survey amongst 1,107 Thai's; 21% of the participants, both male and female, said that they had been sexually harassed.[243] Sexual harassment has also been reported to take place in schools with the perpetrators often being protected by other teachers and school principals.[244] For example, in May 2020, serious allegations were made in regards to the rape of two girls aged 14 and 16, allegedly by their teachers and former students from a public school.[245] In 2022, New Mandala reported that a female teacher, who was angry at some schoolgirls who weren't wearing singlets under their uniforms to hide their bras, told those students to line up and ordered boys to stare at their chest. In September, a teacher perpetrated sexual abuse on students at his school and posted videos of the abuse on social media. He was arrested. (New Mandala and Lai)

6. Sexuality

In Thailand, bullying based on sexual orientation and gender identity is reportedly widespread with over 50% of LGBT students having been bullied in secondary school among secondary school students of five provinces in four regions of Thailand. Of these, 49% experienced sexual violence, 69% physical violence and 74% experienced verbal violence.[246]

7. Poverty

For children from poor backgrounds in Thailand, attending school can be a particular challenge. It is estimated that around 670,000 children miss school each year due to the financial hardships facing their families.[247] Children from poor families are also much less likely to be able to continue with their higher education and are estimated to only have a 5% chance of being able to continue their education at a higher level.

8. Conflict

In Thailand's southern provinces Pattani, Yala and Naratiwat, a long running conflict between Islamic separatist insurgents and Buddhist government security forces has made teachers and schools the target of violence. Government schools have been attacked and set on fire and many Buddhist and Muslim teachers have been killed or harassed. The conflict has also disrupted hundreds of thousands of children from being able to access education.[248]

Response to VAC

The Ministry of Education has prohibited any form of corporal punishment by the regulation since 2005. The Ministry of Education of has adopted the inclusive approach by setting up a centre to protect and support the students that are the victims of sexual assault.[229] In 2015, the Ministry of Social Development and Human Security and UNICEF launched the "End Violence Against Children" campaign to create awareness of the negative impact on children and urging Thai parents, caregivers and teachers stop using any forms of violence against the children.[230] However the school violence continues unabated, according to Thailand Development Research Institutes reported that 60% of students are facing corporal punishment in various forms of physical violence.[231]

Budget, Policy, Priority and Strategy

The Ministry of Education introduced "the Regulation on Student Punishment 2005" that prohibits any acts to punish students with violent methods or with harmful, angry or revengeful intention.[232] At present, the teachers council is the sole authority to monitor teachers across the country.[233] The government led by the Ministry of Social Development and Human Security with support from UNICEF, adopted an innovative public-private partnership - **"The Thailand Safe Internet Coalition"** with the all telecommunications companies, private sectors and civil societies for safer digital spaces for children and young people.[234]

Thailand has several laws and provisions to protect children from violence. The Penal Code for example, provides for offences of violence acts in general, including offences relating to sexuality, offences against life and body and offences against liberty and reputation. The Child Protection Act of 2003 stipulates the treatment of the child, social welfare, and safety protection of all children.[249] Laws to protect children from violence include the Modification of Criminal Procedure Code Act (No. 20) of 1999 on Investigation of Child Witness, the Act for the Establishment of and Procedure for Juvenile and Family Court of 1991. In addition, there are laws relating to specific types of violence against children that include the Labour Protection Act of 1998, the Prevention and Suppression of Prostitution Act of 1996, The Measures to Prevent and Suppress the Trafficking in Women and Children Act of 1997 and The Boxing Sports Act of 1999.

> **Institutional Mapping of the country to deal with VAC**
> - *Ministry of Education, Ministry of Social Development and Human Security, Ministry of Digital Economic and Society, Ministry of Justice and law enforcement agencies.*
> - *UNICEF, ECPAT, INTERPOL*

Vietnam

General Information:

The country's official name is the Socialist Republic of Vietnam. The politics of Vietnam are dominated by a single party, the Communist Party of Vietnam (CPV). The President of Vietnam is the Head of State, and the Prime Minister of Vietnam is the Head of Government. The party led by the General Secretary of the Communist Party of Vietnam is also the head of the Politburo and the Central Military Commission. The General Secretary is the de-facto Supreme Leader of Vietnam. The Vietnamese political system is authoritarian, with the freedom of assembly, association, expression, press and religion, and civil society activism being tightly restricted.[250]

The country profile:

- **Population:** 96 million.

- **Main ethnic group:** There are 54 ethnic groups in Vietnam. Each ethnicity has its own language, traditions, and subculture. The largest ethnic groups are: Vietnamese 85.32%, Tay 1.92%, Thái 1.89%, Mường 1.51%, Hmong 1.45%, Khmer 1.37%, Nùng 1.13%, Dao 0.93%, Hoa 0.78%, with all others comprising the remaining 3.7% (2019 census).[251] .

- **Languages:** Vietnamese

- **Age Structure:** 0-14 years: 22.61%, 15-24 years: 15.22%, 25-54 years: 45.7%, 55-64 years: 9.55%, 65 years and over: 6.91% (2020 est.)

- **GDP per capita:** $3,373.08 (2021).[252]

- **Poverty rate:** 2.23%. [253]

- **Literacy rate:** 95.4%

Status of VAC Data on different aspects

There are no national statistics on school bullying available, however, the survey conducted by UNESCO in 2016 indicated that 51.9% of all students reported having experienced at least one kind of violent behaviour in the last six months. LGBT students reported to receive harsher treatment at school, 71% had been physically abused, and 72.2% verbally abused.[254] Hoang Ba Thinh, director of the Centre for Population Studies and Social Work at the Hanoi University of Social Sciences and Humanities, noted that over 50% of school girls exhibiting violent behaviour said their parents don't show much care for them. In comparison, nearly 15% said they received no care from their parents. Nearly 85% of the schoolgirls who had been in fights said the violence also occurred in their families.[255]

Graph - drivers of violence[9]

This graph compares the major factors that lead to violence against children in schools, with data presented as a percentage.

Country / Driver of Violence Vietnam
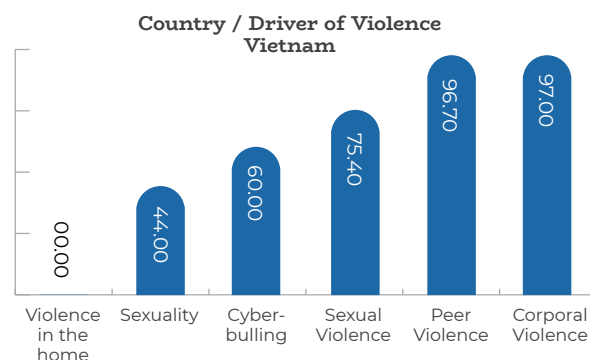
For data of violence in the home, poverty and conflict have been reported as text (Refernce data from key causes of violence against children in the school of Vietnam)

Figure 13: Drivers of Violence against Children in Vietnam

Key Causes of Violence Against Children in Schools

1. Peer Violence and Bullying

A study on school bullies by the Vietnam Ministry of Education and Training found that bullying in Vietnam was rising. According to one study, 96.7% of students reported having witnessed violence or violent episodes while at school.[258] A 2019 UNESCO report also found that 21.8% of schoolchildren had been engaged in some form of physical altercation with another student, and 28% had been assaulted while at school.[259]

2. Corporal Violence

Corporal punishment also takes place in Vietnam. It was found in one study that 59% of children in Vietnam had experienced corporal punishment from teachers by the age of eight.[260] Another study in 2019 showed that 97% of students experienced both physical and emotional punishments from teachers.[261] In 2019, there was one case where a teacher forced all students in the class to slap a female student 230 times on the face.[262]

3. Violence in the Home

In Vietnam, some researchers have suggested that violence at home is strongly correlated with bullying in classrooms and students who are unable to control 'impulsive acts and hot-temper' are more likely to bully their peers.[263] As domestic violence is common in Vietnam, this often results in children witnessing violence in the home and consequently, choosing to replicate it in the schoolyard.[264]

4. Cyberbullying

Cyberbullying has also penetrated schools in Vietnam. It is estimated that more than 60% of children in the country have access to the internet which has increased the likelihood of children being bullied in schools.[265] One study, for example, found that of the 736 students from 8 secondary and high schools in three cities in Vietnam, 24% had been victims of at least one form of cyberbullying.[266] Another study found that

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[9] Zero per cent value in the graph means insufficient evidence found in the thematic analysis of qualitative summary based on literature review. It may not be confused with zero occurrence of any particular form of driver of violence.

21% of people aged 13-24 had experienced online bullying and 70% of young Vietnamese respondents said that they were not aware of any helpline or service in the case of cyberbullying.[267]

5. Sexual Violence and Harassment

In Vietnam, there have been numerous instances of teachers sexually abusing or harassing students, some as young as six years old. According to one survey, there were at least 2,000 reported cases of sexual violence against children in schools. Between 2015 and 2019, the Vietnamese government reported 8,442 instances of child abuse, with sexual abuse accounting for 75.4% of all cases.[268]

6. Sexuality

According to a UNESCO report in 2016 exploring responses to violence based on sexual orientation and gender identity, it was found that 44% of LGBT students had experienced homophobic and transphobic stigma while at school.[269]

7. Poverty

In Vietnam, the quality of education in poorer regions remains low with dropout and repetition rates remaining high. Students primarily drop out of school because their families are unable to afford the tuition fees and are left with no choice other than to leave school.[270] According to the Sprouts Project, many schools in poorer areas are in bad condition and do not provide sufficient education for children. In some cases, the school facilities are so bad that students choose not to attend school.[271]

8. Conflict

The Vietnam war had a significant impact on children and their education. Many children became homeless during this time and schools were shut down due to the fighting. While the country has recovered from the conflict, the impact from the conflict on children's education remains.[272]

Response to VAC

According to UNICEF in Vietnam, there is a lack of coordination between the ministries responsible to deal with domestic violence. Domestic violence is under the mandate of the Ministry of Culture, Sport and Tourism, while gender-based violence (GBV) and VAC cases are under the mandate of the Ministry of Labour, Invalids and Social Affairs (MOLISA). There appears to be very little coordination or collaboration between ministries to address these issues cohesively and comprehensively. The legal framework addressing various forms of VAC and VAW, some forms of this violence, have not been clearly defined such as issues relating to corporal punishment, neglect, child pornography, and trafficking.[256]

Policy, Priority and Strategy

The Vietnamese government set up various pieces of legislation, policy, and action plans to address VAW and VAC such as Law on Gender Equality (2007), Law on Domestic Prevention and Control (2007), National Strategy on Gender Equality (2016-2020), and National Plan of Action on Domestic Violence Prevention and Control (2014-2020).[257]

As part of their efforts to protect children from violence, in 2021 the Vietnamese Government has established the first cyberbullying protection system for children in 2021. Under the programme, businesses were encouraged to develop information security to protect children while on the internet. Furthermore, the government has also established a national child protection hotline with the number 111, and aims to establish digital skills training program to teach children how to use the internet safely.[273]

Institutional Mapping of the country to deal with VAC
- *Ministry of Culture, Sport and Tourism*
- *Ministry of Labour, Invalids and Social Affairs*
- *Ministry of Education and Training*
- *UNICEF*

Call To Action and the Next Steps

It is certain from the document review that violence against children in education settings in the Asia region needs more attention at all levels of policy and practice and implementation. Despite legal commitments by most of the governments in Asia, corporal punishment and other disciplinary acts against children continue to be part of school life in the region.

Drawing the Call-to-Action Framework

The Coalition for Good Schools impact model uses knowledge and evidence across several countries in close coordination with field practitioners, research institutions, government policy makers, academia among other partners. The impact model acknowledges the INSPIRE framework to draw knowledge and evidence in the design of prevention of violence in and through schools and harmonizes well with multiple UN Sustainable Development Goals including SDG 6.2 - end abuse, exploitation, trafficking, and all forms of violence against and torture of children.

Coalition for Good Schools — Impact Model

The Need

PROBLEM
Over 1 billion children worldwide experience violence, half of that in schools. From classroom bullying to beatings by teachers, this problem affects every aspect of a child's life: development, learning & physical health. The long-term repercussions are costly. Not just to individuals, but to the communities & societies in which they live. A large majority of VACiS is concentrated in the Global South. Contributing to this problem defined by SDG 16.2: cultural norms, poor policies & lack of accountability among stakeholders.

PEOPLE
The Coalition's work impacts three related groups: practitioners, policy makers, and donors in fields that intersect with VACiS in the Global South.

These groups include global leaders, national decision makers, researchers, academics, education and school system players, plus civil society organizations.

REASON
Children learning, free from violence, is fundamental for the quality of human life.

The Work

PARTNERS
1 – Direct implementers (practitioners)
2 – Research institutions
3 – Government policy makers
4 – National planning steering committees
5 – Universities & education systems
6 – Direct public comms campaigners
7 – Any work done by Coalition members

INTERVENTIONS
1 – **Advocating**: influencing policy & funding in the Global South
2 – **Convening**: hosting member gatherings to connect, share & learn
3 – **Synthesizing**: identifying, commissioning, combining & translating research/practice

INPUTS
1 – Committed coalition members
2 – Resourced local hubs
3 – Funding
4 – Expertise from the Global South
5 – Comms capacity

BEHAVIORS
1 – **Practitioners** share experiences & research among each other, plus implement learnings
2 – **Policy makers** incorporate Global South evidence/recommendations around VACiS into policy, agendas & curriculum
3 – **Donors** provide adequate resources to evidence-based school violence prevention

BIG IDEA
Shifting the balance of power in global agendas & funding toward VACiS practitioners in the Global South – those who know the issue & solutions best.

MISSION
A coalition of Global South practitioners synthesizing knowledge, convening, and advocating to prevent violence against children in schools.

The Results

SHORT-TERM OUTCOMES
1 – Increase in evidence from the Global South globally showcased & referenced into global school safety agenda
2 – More donor awareness of VACiS
3 – Increase in number of organizations committing to good/safe school initiative
4 – Increased collaboration and innovation from South to South
5 – Improved capacity building of Coalition members

OUTPUTS
1 – # of policies influenced
2 – $ of funding steered toward VACiS
3 – # of convening sessions held
4 – Amount of evidence synthesized
5 – # of comms campaigns/publications
6 – # of practitioners engaged & participating in the promoting the Coalition agenda

PATHWAYS
Systems change (+3) via advocacy & policy
Sustainability (+1) via local hubs catalyzing practitioners

LONG-TERM OUTCOMES
1 – Engaged education sector owning the problem of VACiS
2 – Policy makers prioritizing VACiS
3 – Donors allocating abundant resources to end VACiS
4 – Practitioners better implement VACiS programs

OUR BIG AUDACIOUS GOAL
By 2030, 30% of Global South countries have policies targeting VACiS. And 30% of funding around VAC prevention focuses on practitioners in schools.

VISION
Good schools, Just world.

Figure 14: Impact Model of the Coalition for Good Schools

Hence, the Asia hub action points based on the findings of the ten-nation document review have also been organised in line with the 'work' defined under Coalition impact model in terms of 'inputs' needed and types of 'interventions' required from the identified 'partners.'

This section elaborates upon some of the regional and national action points drawn from the cross-country document review.

These action points have been organised separately as policy-intensive and practice-intensive for the targeted partners. However, integrated approaches involving multiple stakeholders such as school staff, parents, learners, community-based organisations, leaders and community members, government machinery in the planning, implementation and/or participation in a programme have been found to effectively address violence. Therefore, all these action points are meant to be carried out collectively and not in-silos to support and reinforce the Coalition partner behaviours and increase commitment towards the interventions in preventing violence against children in and through schools.

Emerging Strategies to Accelerate the Prevention of VAC in and through Schools
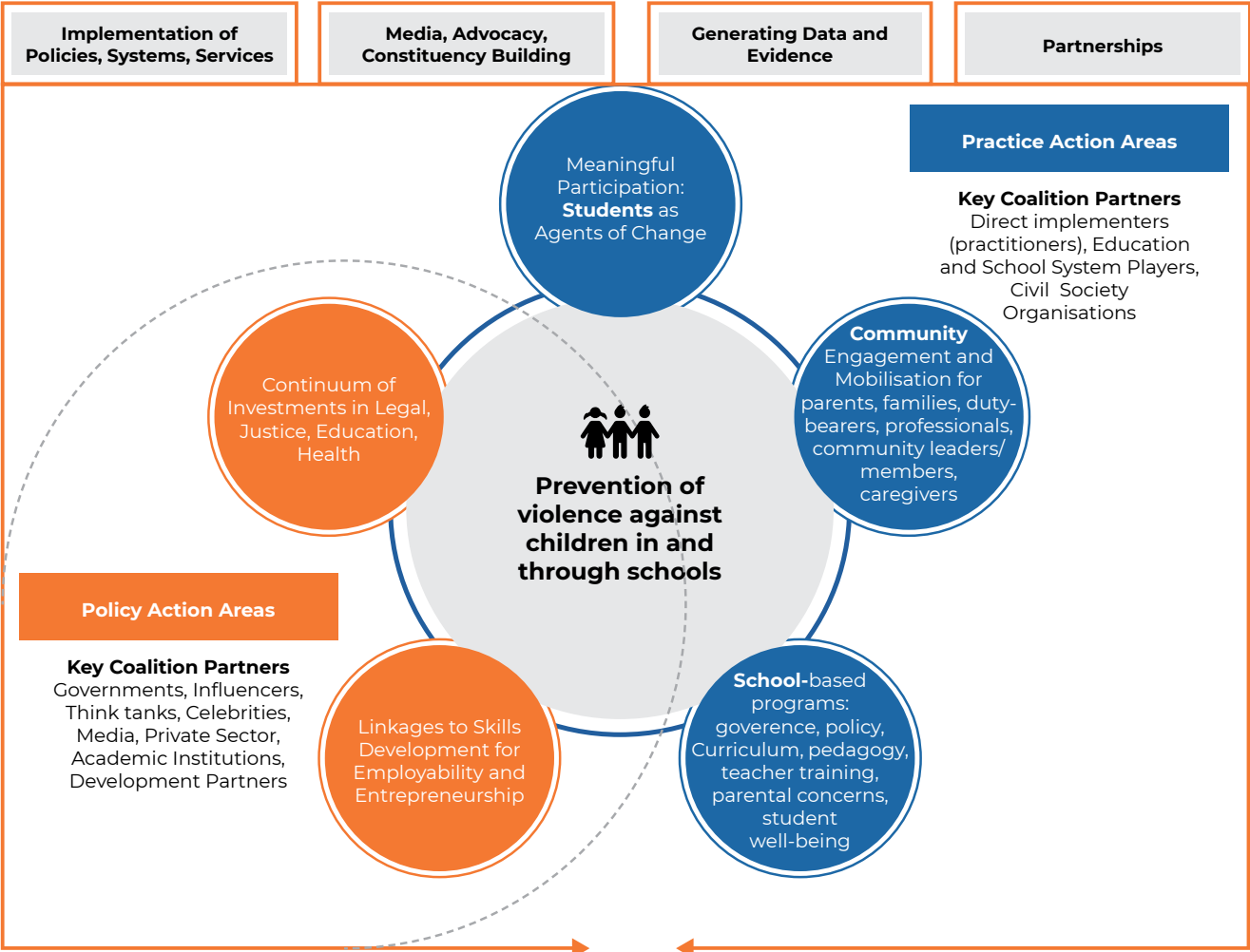
Figure 15: Emerging Strategies to Accelerate the Prevention of VAC in and through Schools

Call to Action in Policy – the regional narrative

Coalition Impact Model Input 1 – Committed coalition members

Key Action #1 - Create urgency for prevention of violence against children in and through schools

Laying out the Magnitude and Consequences of Violence against Children

As a first step, it is essential to build public opinion and raise awareness and knowledge against VAC among policymakers, programme managers, duty-bearers, civil society organisation professionals and paraprofessionals who work closely with the community members, community leaders, mothers, fathers, caregivers, girls, boys and adolescents in the Asia hub. Findings from the Asia hubs document review can be used to build urgency and help nominated influencers to initiate dialogue around ending VAC and leverage support of elected representatives in the participating countries.

All forms of physical, sexual and emotional abuse against girls and boys have shown serious negative short-term and long-term physical, mental and reproductive health consequences. These include physical injury, sexually transmitted infections, anxiety, depression, suicidal ideation, unplanned pregnancy and in some cases death. Evidence suggests that toxic stress associated with exposure to violence in childhood can impair brain development and damage other parts of the nervous system, with lifelong consequences.

An indirect impact of violence against children can also be seen in the form of serious social and economic consequences for individuals and society, including reduced school performance (low literacy rates) and long-term economic costs (high poverty rate).

Coalition partners like the governments, influencers, think tanks, celebrities, media, private sector, academic institutions, development partners need to be sensitised about field realities emerging from the Asia hub document review:

Missing multisectoral action: There is a need to overcome even the slightest lack of political will and create mechanisms or resources to invest in coordinated, multisectoral violence prevention.

Lack of evidence: (especially caste, ethnic race, gender intersectional population-based data) to raise awareness of violence

Gaps in legal or policy frameworks: Weak legal and policy frameworks that inadequately protect girls and boys from violence and discrimination need to be identified and dealt with. Institutions that lack the capacity to implement laws or protect children in alignment with international norms need to be upgraded.

Weak prevention and response services: Lack of system and institutional capacity to prevent and respond to violence needs to be addressed. Inadequate investment in workforce preparedness, particularly child protection must be filled and resource constraints overcome for violence prevention.

Alarming Instances and Statistics that Communicate the Need for Urgent Action

India

- 99% of school children report facing physical and psychological maltreatment by teachers. Additionally, there have been reports of sex abuse of school children in India by teachers, employees, and school watchmen (UNICEF 2020)
- In 2010, 129 schools used as part of battlefield operations, led to an increased risk of children becoming involved in military activities (UNICEF 2016)

Nepal

- Boys often beaten, girls bullied for their sexuality, verbally abused, and called several other names by their teachers (UNICEF 2016)
- 70% children face psychological violence at home, 50% children punished physically (UNICEF 2018)

Pakistan

- Boys witnessing domestic violence and aggressive fathers at home perpetrate higher rates of violence at school (UNICEF 2016)
- Almost 90% children experience cyberbullying (Science Direct Research Article 2021)
- 1500 school boys were abducted for armed activities in conflict of 2009-2012 (UNICEF 2016)

Cambodia

- ~90% schools destroyed for children who were born during or after the Khmer Rouge conflict, they missed out on education entirely (Independent 2019)
- ~86% adolescents aged 15 to 25 years face cyberbullying and violent online behaviours (The ASEAN Post 2019)

Indonesia

- 80% child victims of sexual violence in schools reported being hugged by force or inappropriately touched by other senior male students or teachers (ICRW 2015)
- Almost 1/3rd child population faces physical violence at home and in schools but the constitutional court has not reached on any decision to end corporal punishment (International Journal of Business, Economics and Law 2018)

Laos

- More than 1/3rd children face physical violence in schools, teachers most common perpetrators (UNICEF 2019)
- Trafficking of young Lao girls occurs across the Thai border for sexual exploitation and forced labour across to China (UN Sustainable Development Cooperation Framework 2022-2026)

Malaysia

- 84% children aged below 18 years face multiple forms of school bullying (UNICEF 2018)
- School bullying results from differences and discrimination across the three primary ethnic groups: Malay, Indian, Chinese (Scientific Research Article 2019)
- 71% children aged 1-14 years face at least two forms of violent discipline at home (WHO 2020)

Philippines

- 66% children experience violence at home from their parents or siblings, 60% children face peer-based violence given that children more violently disciplined at home are more likely to be violent in schools (UNICEF 2016)
- Sexual harassment most frequent form of sexual violence in schools, occurring in both primary and secondary schools, with girls being particularly vulnerable. Lesbian, gay, bisexual and transgender (LGBT) youth may be particularly at risk of sexual violence at school; often from peers (UNICEF 2016)

Thailand

- Thailand ranked second after Japan among countries with the highest rates of bullying and the victims are getting younger. 91.79% students aged between 10-15 years face peer-based violence in schools (THE NATION THAILAND 2020)
- 77% boys and 73% girls experience violence from their parents (WHO 2020)
- School girls face physical violence, a lack of parental connection, and psychosocial distress, whereas boys display physical aggressiveness, absenteeism from class, and psychological issues (Research Article by Hindawi Scientific World Journal 2013)

Vietnam

- 97% students experience both physical and emotional punishment from teachers (Language, Discourse and Society Research Article 2019)

- ~97% students witness violence or violent episodes while at school (ASIA NEWS 2010)
- With 60% of population aged between 13-24 years active on the internet, as many as 70% students are not aware of any helpline or service to address Cyberbullying (VN Express International News 2019)

Coalition Impact Model Input 2 – Resourced local hubs

Risk Factors and Drivers of Violence against Children

Although each of these participating South Asian countries suffer the same consequences of almost all forms of violence in schools, the document review found that India, Vietnam and Indonesia emerge as the top hotbeds of corporal violence. Similarly, Thailand, Malaysia and Nepal seem to house children as the worst sufferers of violence inside homes. Peer violence was found most prevalent in Vietnam, Thailand and Malaysia. Cyber bullying has spread more severely across Pakistan, Cambodia and India. While sexual violence is found to be more rampant in Malaysia, Vietnam, India and Thailand. The more severe forms of sexuality-related violence against the LGBT were found across the Philippines, Cambodia and India.

Different types of violence require different strategies, and learner age and gender are important considerations. A cluster-based taskforce approach can be helpful in intensifying efforts to curb violence against children in school settings based on the nature of drivers of violence and prevalence in educational settings. Moving forward, each of these clusters can exchange models of successful prevention of VACiS on a regional scale.

For instance, the 'ending-corporal-punishment' cluster could have dedicated task forces in countries with higher prevalence to construct effective working models of advocacy, convening and evidence-based programme implementation with direct stakeholders like pre-school to middle school committees, government departments in policy and planning, education, justice, social welfare, health and civil society practitioners working closely with the students, parents and the community.

There are foundational interventions that have implications for all forms of VACiS - addressing school culture, gender and rights education, social-emotional relationship skills. These basic interventions can be strengthened through the indicated interventions addressing specific manifesting contextual issues as depicted here.

Drivers of Violence	Comparison: Drivers of Violence by Country (100%-50%)					
Corporal Punishment	India - 99%	Vietnam - 97%	Indonesia - 84%	Pakistan - 70%	Thailand - 60%	Cambodia - 50%
Peer to Peer Violence	Vietnam - 96.70%	Thailand - 91.79%	Malaysia - 84%	Indonesia - 78%	India - 66%	-
Cyberbullying	Pakistan - 90%	Cambodia - 85.70%	India - 80%	Vietnam - 60%	Indonesia - 56%	Nepal - 50%
Sexual Violence	Malaysia - 81%	Vietnam - 75.40%	India - 52%	Pakistan - 50%	-	-
Sexuality (LGBT)	Philippines - 80%	Cambodia - 52%	India - 50%	Thailand - 50%	-	-
Violence in the home	Thailand - 75%	Malaysia - 70%	Nepal - 70%	Philippines - 66%	India - 50%	–

- Corporal punishment is also commonly used in schools of Philippines, Malaysia, Nepal and Laos.
- More than 33% of students face peer to peer violence in their school in Pakistan, Nepal, Laos and Philippines.
- Students of Thailand, Laos, Malaysia (37%) and Philippines (48.5%) are also affected by Cyberbullying.
- Instances of sexual violence against students in schools of Malaysia and Philippines are common. Studnets in Thailand (21%), Nepal (14%), Laos (10%) and Cambodia (5%) also face sexual violence.

Figure 16: Comparison of Drivers of Violence by Country   *Reference Resources: Drivers of Violence Report - Asia Hub Study Draft Dec 2022.*

Suggested Task Force Clusters based on Drivers of Violence mapped to Age of Occurrence, Type of School, Worst-affected Nations (reported prevalence of >50% among children)
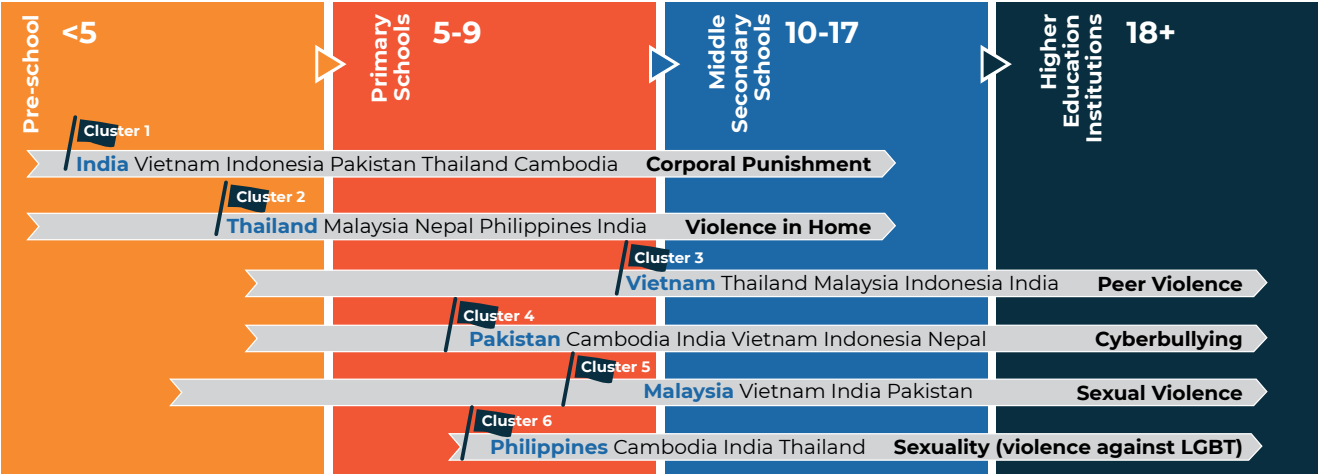

Figure 17: Suggested Task Force Clusters to End VAC

Coalition Impact Model Input 3 – Communications capacity

Key Action #2 - Consistent efforts for correct messaging on prevention of violence against children in and through schools

The overarching idea would be to delink violence with the act of learning. Beating and humiliation does not help children learn or become better, rather it prevents learning. Thus schools must create violence-free environments. This requires profound reframing of how we as adults relate with children.

Themes to address through campaigns, publications targeting policy partners

Justice and Legal Implementation

· Invest in child-friendly justice reforms to prevent violence against children, aligned with international norms (e.g. CRC-Convention on the Rights of the Child, UNODC-UNICEF Model Strategies).

· Review laws and policies for compliance with international norms related to violence and discrimination (e.g. CRC and Committee on the Elimination of Discrimination against Women CEDAW).

· Advocate for legal reform and implementation, placing the school system at the centre.

· Reform laws and policies related to violence against girls, boys and adolescents, including access to weapons.

· Strengthen policies related to child- friendly justice.

Social Welfare

· Campaigns to raise awareness of and support for violence-related laws and rights.

· Invest in the social welfare and child protection workforce, especially interfaced with the school system.

· Invest in school-based case management services and information systems.

Health

· Align protocols and practice with international clinical guidelines on child sexual abuse and child maltreatment.

· Integrate attention to violence within public health programming.

· Develop school-based programs to support students manage challenges of adolescence and safe transitions to adulthood, including sexual and reproductive health services.

Education

· Build capacities of education policy makers, system leaders, teachers, counsellors around whole school violence initiatives

Media

· Ensure various media platforms are effectively and consistently utilised.

· Negotiate mandatory air time for advertisements/public messages on ending violence against children in the public interest on radio and television, including digital platforms.

· Ensure high coverage of issues pertaining to violence against children in schools across media including local media.

· Promote objective and sensitive reporting.

Key Action Points for Education Partners based on Whole School Violence Initiatives

Display posters to improve the **understanding of laws** that protect children from violence and provide justice to the victims. It is important to create awareness among children on how violence undermines the enterprise of learning so that they can be key protagonists for eliminating violence in schools and at home.

Integrate attention to violence in and around schools in **education policies and programmes.** Promote the making of a **zero-tolerance policy on bullying and violence** in the school. Talk to students about the benefits of non-violence. Understand and practice the **code of conduct** in child protection in school settings. **Link with the community-based child protection duty bearers.**

Audit the school premises regularly to rule out school-related violence hotspots; discriminatory access barriers, based on gender, caste and abilities. Check if the school has appropriate and safe physical facilities: school buildings, grounds, separate toilets, water and sanitation facilities, furniture, lighting and security equipment for all. The safety audits can also be done as co-curricular activities by students under teacher supervision. Ideally, the school audit must cover the aspects of ethos, policies and practice in schools. Put a system in place to propose an **upgrade or a redesign plan based on the audit findings,** like a committee or annual meeting. **Involve the parents and community, local administration** to find solutions to the problems, example - unsafe transportation to and from school

Form active committees to prevent school-related violence like bullying, street harassment, sexual harassment (including residential schools) **Facilitate student clubs and committees** for boys as well as girls to address students' experiences and attitudes around school related violence. Increase observation and sensitivity to spot child abuse and neglect among teachers, school staff and students. Actively listen to students to understand their problems. Show care and concern for students, with respect to their mental health requirements or safety. Explain safe touch-unsafe touch to students

Show **zero tolerance to corporal punishment** by personally committing to never use it. Instead, use **positive discipline:** ensure consequences are fair and consistent and the same for everyone, regardless of their gender, caste or status. Use the four levels of non-violent responses to implement positive discipline: Reflection, Reparation, Penalty and Last resort

students to include preventive health, mental health, good nutrition, personal and public hygiene, sexual health and reproductive rights, disaster response and first-aid; scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs; sensitise boys against toxic masculinity; digital skills and cyber safety of students

(Synthesised from resources under the Coalition for Good School ASIA HUB DOCUMENT REVIEW Dec 2022)

Themes to address through campaigns, toolkits targeting practice partners

· Practitioners like direct implementers, education and school system players, civil society organisations need to be sensitised about the challenges, drivers, risk factors and bottlenecks emerging from the Asia hub document review. The communication packages can include campaigns, training toolkits, reflection tool kits etc. to raise awareness and change norms. The toolkits can be used to train implementers, service providers and frontline functionaries across school-based platforms to prevent violence against children.

Society/communities

· Sensitise against social, economic and gender inequality; discrimination against vulnerable groups to reduce the occurrence of ethnic/racial violence.

· Encourage community and youth engagement in protecting the rights of girls and boys.

· Communicate the ill impact of structural inequality, armed conflict/violence and emergencies.

· Create strategies to change social norms about gender, violence and discrimination.

· Mobilise communities and community-based organisations (CBO) to prevent and respond to violence and discrimination against girls and boys, including adolescents, particularly the most vulnerable.

Households/ families

· Create awareness on how economic instability, lack of livelihoods, poverty-related stress, marital conflict, family disintegration leads to violence against children.

· Sensitise against gender inequality and violence against women in the home.

· Create awareness on the social care and support programmes for households that integrate attention to gender equality, violence against children and violence against women.

· Share details on cash transfer programmes, especially those that address or evaluate the impact on girls' empowerment and safe transitions to adulthood for girls and boys.

Mothers, fathers and caregivers

· Implement positive parenting programmes for mothers, fathers and other caregivers across the child life cycle, reinforced by communication strategies.

· Run parent and caregiver support services (e.g. home visits) for vulnerable families.

Girls, boys and adolescent students

· Improve awareness, information and skills about rights, violence, healthy relationships and how to seek help. Address gender and age-based power imbalances.

· Sensitise about managing challenges of adolescence and safe transitions to adulthood, including sexual and reproductive health services.

· Include life skills/ livelihood programs in school curriculum that integrate attention to rights, gender norms, healthy relationships and violence.

· Create school- based violence prevention programs, including adolescent- friendly sexual and reproductive health services.

Coalition Impact Model Input 4 – Funding

Key Action #3 - Mobilise private and public sector

The Coalition's evidence review on prevention of violence against children in schools established how a large majority of VACiS is concentrated in the Global South. The ten-nation document review findings substantiate the imbalance of power and funding in the South Asian region that prevents the right resources to be prioritised and directed responsively to those on the ground that understand the issues and solutions best. There is a clear lack of direction in child social protection budget allocation and spending in the absence of evidence-based policy making. The voices and recommendations of practitioners, especially in education settings may have been ignored at all levels.

Children in the age groups of 0-14 years and 15-24 years form close to half of the population in these ten South Asian countries. The future economy and growth of these nations depend on this demographic segment. However, the government spending on child social protection seems to be masked, unquantifiable and insufficient, at times with no dedicated budget heads leading to low accountability on the state spenders. There is negligible evidence of any public expenditure tracking mechanisms in child protection for these countries.

The table below highlights some of the recent focus areas of government spending on child social protection.

Country	% of child population 0-14, 15-24 yrs	Recent focus in government spending on child social protection (as reported)	Literacy Rate %	Poverty Rate %
India	43.82	In 2022-23, child protection has received 0.04% of the total Union Budget. The overall allocation for Child Protection remains Rs 1,574 crore.	65	16.4
Nepal	49.29	In 2020, children received just 4.1% of the social protection budget. In 2022, the Child Grant, Nepal's main income support program for families, covered only about 40% of children under age 5 and just 9.5% of all children in the country.	59.63	17.4
Pakistan	55.31	Pakistan's spending on social protection is close to 0.3% of the GDP only. Although these programs are contributing but not quantifiable because no specific heads were mentioned in budgetary documents related to child-specific allocations except child protection and welfare commissions.	58	39.20
Cambodia	47.46	The 2021 budget projections indicate a further drop in education (2.9%), and slight increases in health (1.9%) and social protection (1.1 %).	80.53	18
Indonesia	40.63	Less than 0.1% of the total government budget is dedicated to protecting children from violence.	96	9.54
Laos	51.85	At the national level, the Ministry of Labour and Social Welfare reported receiving 100,000 million Kip for social welfare programs in the financial year 2021, from a proposed budget of 5 billion. Most of these funds were spent on disaster response. At the provincial level the ministry received 320 million Kip for all programming (not including salaries) and 100,000 million Kip to support the welfare fund focused on emergency relief. There is no additional dedicated budget to support implementation of the CPAC and CPN although the ministry has a mandate to support these mechanisms.	84.70	23.20
Malaysia	43.43	The budget states that it aims to be a "whole-of-nation approach," but the needs of children appear to be poorly focused on.	94.71	5.60
Philippines	51.58	The Philippines is one of the lowest spenders on children among middle income countries. A child-focused budget is only 1% IRA/NTA (Internal Revenue Allotment/National Tax Allotment) allocation for the Local Council for the Protection of Children.	96.29	16.60
Thailand	19.34	Relevant information unavailable	98.14	8.40
Vietnam	37.83	Despite the overriding need to protect and support all children under 18 years from violence, abuse, exploitation and neglect, Vietnam faces shortages in budget allocation and statutory services in welfare and justice systems, such as counselling, emergency support, alternative care and child-friendly justice services.	95.40	2.23

Links to above information sources: India Nepal Pakistan Cambodia Indonesia Laos Malaysia Philippines Vietnam

Table 1: Country wise Trends in Government Spending on Child Social Protection

In order to bring better balance of power and sufficient funding in the region, the first priority of the Coalition's Asia Hub would be to set up a dedicated regional hub linked to national task forces to develop country wise Plan of Action with strong focus on creating public expenditure tracking mechanisms. The plans can be based on real-time sound evidence collected through research, mapping, surveillance and monitoring.

The task force can comprise of both public and private sector partners: influencers, think tanks, celebrities, media, private sector, academic institutions and civil society organisations including development partners, volunteers and community groups.

As identified under the document review, dialogues with line ministries of each country can be initiated advocating the need for leveraging the funds from private and corporate sectors to fill in some of the gaps resulting from low GDP and high poverty rates in the region. The regional hubs and national task forces can advocate for better convergence at multiple levels of ministries and recommend a larger share to be carved out of their Information, Education and Communication (IEC) budgets under various ministries and departments towards prevention of violence against children in school settings.

Here is a suggestive representation of roles and responsibilities of the regional hub and national task forces.

Roles/ Responsibilities	Asia Regional Hub	National Task Forces
Planning	Develop public expenditure tracking mechanisms. Ensure clear administrative and implementation guidance Build and disseminate the evidence base, (research, mapping, surveillance and monitoring) Prepare 'Research to action' strategies to raise awareness and mobilise action. Multisectoral, multi-stakeholder planning mechanisms (e.g. task forces), with child/ adolescent participation	Based on the regional guidance, develop, adopt, cost, fund, implement and monitor a multi sectoral national plan of action. Invest in administrative data collection systems that track spending on school-centric child protection, monitor institutional and professional practices, and document sector-specific expenditures. Review, revise and implement stronger country-specific normative frameworks (e.g. policies, protocols, codes of conduct, plans of action, etc.) relevant to violence against children in schools. Perform comprehensive mapping of whole sector/ system/institution-wide resources and gaps, both within each sector and across the school-centric child protection system in each country.
Convergence	Collaboration with line ministries to facilitate convergence at all levels Hold convening and stakeholder consultation events	Convergence with related departments for VACiS prevention activities using government platforms Mobilise all convergent departments and related school-centric non- government bodies Build school-based referral networks; enhance multisectoral collaboration and community outreach. Integrate attention to implications of violence across all policies and programming. Invest in reporting systems, case detection, responses, referrals, monitoring, care and support. Invest in dedicated, high-priority, evidence-based violence prevention initiatives in each sector.
Private Sector Engagement	Partnerships with non-government bodies, organisations and institutions	Partnerships with state level bodies, school systems, organisations and institutions Collaboration with CSOs, and private institutions at the national level Invest in institutional resources (e.g. infrastructure, data systems, equipment, supplies, referral networks, etc.) based on comprehensive needs assessments in each sector.
Communication packages, materials and toolkits	Development of tools/materials for dialoguing and communication	Adaptation and/or translation of tools/materials to local language/dialects Effective use of available tools/materials Invest in workforce preparedness, including sensitising, training, hiring and retaining more and better-qualified school system players, duty-bearers, professionals and paraprofessionals.
Capacity Building	Training of influencers and master trainers	Training and orientation of national stakeholders
Monitoring	Monitoring, assessment and reporting at regional level to track policies influenced, funding steered toward VACiS, convening sessions held, amount of evidence synthesised, no. of communication campaigns/ publications, practitioners engaged to participate in promoting the Coalition agenda	Monitoring, assessment and reporting at national level Monitoring and reporting of activities to regional hub

Drawn from:
The Coalition for Good Schools Impact Model 2021
UNICEF Theory of Change in Preventing & Responding to Violence Against Children and Adolescents 2017

Table 2: Suggestive representation of Roles and Responsibilities of the Regional Hub and National Task Forces

Coalition Impact Model Input 5 – Expertise from the Global South

Call to Action in Practice – the regional narrative

This document review has attempted to bring the focus on the cause of VACiS and create an accessible repository of tried and tested methods in the South Asian region. These models have been selected using the WHO INSPIRE framework for organising and categorising programmes identified to prevent violence in and through schools.

The Coalition's evidence review on prevention of VACiS also identifies five strategies based on INSPIRE:

1. developing knowledge and life skills;

2. building safe environments;

3. addressing harmful gender norms and values;

4. providing psychosocial support (response and support services); and

5. a whole-school approach.

However, these interventions seem to be seldom based on a single strategy, but use pragmatic clustering and build upon the whole-school approach and hybrid approach with an amalgamation of strategies. Successful programmes are found to improve schools' operational culture and take a whole-school approach. They create meaningful roles and spaces for children to speak and act. They provide support to teachers, and go beyond the school to engage with a wider system of violence. They focus on long term implementation, collect data, and adapt to local contexts, especially addressing the adult-to-child violence which is more rampant in the region.

Here are a few highlights of good practices and proven examples of public-private-partnership based programmes from South Asia

Emerging Good Practices and Proven Examples of Public-Private-Partnership based Programmes from South Asia

Type of Programmes with Key Elements (INSPIRE based)	Good Practices and Proven Examples of Public-Private-Partnerships
PROGRAMMES FOCUSED ON KNOWLEDGE, ATTITUDES, AND LIFE-SKILLS OF CHILDREN Involving parents and school teachers and school staff, health workers and frontline workers to prevent violence and respond to it	
• Building knowledge to reduce risk • Building self-protection skills • Building capacity to manage conflict and aggression • Behavioural, Social and Emotional Skills development • School Clubs/groups with a focus on empowerment	**Life Skills to Change Gender Norms: Breakthrough Taron Ki Toli (Legion of Stars) School-based Programme** **Location/s and Duration/Year:** Haryana, India, 2014 to 2016 **Type of Intervention:** Breakthrough implemented its curriculum 'Legion of Stars' for cohorts from grades 7-9 in 150 government schools across four districts of Haryana and reached 18,000 children. Through teacher training, interactive classroom sessions, youth clubs, school activities and a media and communications campaign, the programme aimed to create awareness of gender discrimination, change dominant gendered perceptions and promote gender equitable attitudes. By changing gender attitudes among youth, the programme aimed to influence a wide range of behaviours related to girls' education, mobility, marriage, work and fertility. **Partners:** J-PAL South Asia, Breakthrough and the Department of Education, Government of Haryana **Evidence of Success:** The results of the study conducted by JPAL suggested that the intervention increased gender attitude and gender behaviour among the students of the treatment schools. The program is being directly implemented by Breakthrough in 4 states of India within and outside schools. The school programme has been scaled up through Punjab State Education Board for students across 6500 schools in Punjab, and across middle and senior classes from 6th-10th in 23,000 state-run schools in Odisha with a collective reach of 4 million adolescents.
• Provide the skills of personal safety for children, parents and teachers to address child sexual abuse and provide psychosocial first aid. • Build the capacity of teachers and school staff to develop their skills in basic counselling, recognizing peer to peer violence and talk to children about how to stay safe. Develop online resources for promoting safe online behaviour among children and awareness generation on how to report cybercrimes. • Work with teachers training institutions at national and state levels to integrate diversion and positive discipline and classroom management in pre-and in-service training programs. • Strengthen the capacity of school staff and students themselves to prevent child sexual abuse and establish a pool of Master Trainers from CHILDLINE.	**School Safety Program** **Location:** India, 2014-2020 **Type of Intervention:** Preventing and responding to violence in schools, such as personal safety to prevent child sexual abuse in schools, prevention of bullying and online threats (Including cyberbullying), prevention of corporal punishment and linkages with referral pathways **Partners:** UNICEF, Ministry of Human Development, Ministry of Women and Child Development to continue to support and to strengthen and roll out a comprehensive school safety program to create a protective learning environment to address violence and abuse. **Evidence of Success:** Program implemented in several States, including Bihar, Odisha and Jammu and Kashmir and is being piloted in Chhattisgarh. UNICEF with MHRD and MWCD enhanced the capacity of school staff and students to prevent child sexual abuse and supported the development of a pool of Master Trainers from CHILDLINE who, in turn, oriented 4.2 million schoolteachers on child sexual abuse and the Protection of Children Against Sexual Offences Act.

Type of Programmes with Key Elements (INSPIRE based)	Good Practices and Proven Examples of Public-Private-Partnerships
• Build the capacity of the health workers on skills, knowledge resources, identify cases of VAC and respond to both the physical and emotional needs of children. • ·Build the capacity of frontline workers to identify and deal with issues of VAC depending on their current emotional stability and well-being. • ·Develop the curriculum and resources materials to dedicate sections on prevention and response to all forms of violence including corporal punishment, bullying and child sexual abuse	**School Health Program** **Location:** India, 2014-2020 **Type of Intervention:** Prevent and respond to violence occurring at all levels of health care and service provision. **Partners:** Jointly launched by the Ministry of Human Resource Development and the Ministry of Health and Family Welfare and supported by UNICEF, WHO and other UN agencies who provided technical support in designing the curriculum as well as teacher training manuals. **Evidence of success:** Has reached 260 million school children and, through them, their families and communities by the end of 2022.
• Build the knowledge about child rights and child welfare and child protection. • Building self- protection skills from child protection issues. • Build school clubs/groups which focus on empowerment.	**Biratnagar Working Children's Club** **Location:** Nepal, 2009-2011 **Type of Intervention:** Two-year supplementary educational program for working children for promotion of child rights. The children's clubs raise awareness of child rights and campaign on issues such as exploitative labour, child marriage and trafficking, and advocate for more child participation in school, in the community and in governance. **Partners:** Government of Nepal and UNICEF **Evidence of Success:** 30 districts were covered through training on child rights, child welfare and child protection issues.
• Build knowledge to reduce risk and build self – protection skills from various types of violence against children, including sexual abuse and exploitation.	**Plan of Action to End Violence against Children** **Location:** Philippines, 2017-2022 **Type of Intervention:** Address areas necessary to break the cycle of violence and achieve the vision of its complete termination by 8 key strategies: Promotion of evidence-based parenting program and life skills and personal safety lessons, Capability building, Comprehensive Communication for Behaviour Change (C4BC) strategy, Children and adolescent participation/mobilisation, Direct service delivery, Monitoring, evaluation and research, Policy advocacy and Institution building. **Partners:** The Government's Council for the Welfare of Children and UNICEF **Evidence of success:** The regional workshops were attended by 423 participants, who were mostly representatives from the Regional Committee/Sub-Committee for the Welfare of Children (RC/SCWC), program managers of NGOs, CSOs and FBOs, officials from local government units (LGUs), direct service providers, and representatives from the Local Councils for the Protection of Children (LCPCs) in areas where VAC prevalence is high. Of the total number of participants, 283 were staff members from various agencies and LGUs, 75 were children, and 65 were parents or relatives from the country's 17 regions. The National Planning Workshop was attended by 84 participants from 43 government agencies, local and international NGOs, FBOs, CSOs, and the academy.

PROGRAMMES FOCUSED ON CREATING SAFE ENVIRONMENTS
Using Arts and Theatre as a mechanism to promote peace building; Improving School wide engagement and Community Mobilisation

• Send the kindness message to a new audience and speak to children in the community to highlight stories of bullying happening in Sabah. • Encourage schools across Malaysia to participate in a "Kindness for every child." Flexible and engaging School Activation kicked off early in 2018 and continued through the year to motivate children to learn about their rights and mobilize "kindness" actions in their schools.	**Standing together to curb bullying** **Location:** Malaysia, first national kindness a week in April 2018 **Type of Intervention:** the message for all people to stand together, support each other, and come up with ideas to express kindness. **Partners:** Ministry of Education Malaysia, youth reporters Rage, the Borneo Marathon, UNICEF **Evidence of Success:** Over 150 submissions were received. Thirty winning schools were given RM1,000 (USD260) each to run their projects and receive a visit by one of the campaign's celebrity ambassadors. Children, teachers, and parents alike were invited to take the kindness pledge. The campaign saw many children and adults come forward to share their experiences with bullying. Even celebrities shared how they were bullied.
• Promote peace/impact building campaign • Promote the school wide engagement • Draw communities' interest • Campaign highlighted that the government and parliament must see this bill beyond adult issues but also children's issues and that throughout the bill's journey, children's aspirations must be heard as well, including LGBTI students	**Purple My School Campaign** **Location:** Cambodia, March 2016 **Type of Intervention:** LGBTI's Cambodia group uses facts and football to promote teacher tolerance of a form of school-related gender-based violence or to protect their right to a safe education in order to make an impact on the lives of young LGBTI students. **Partners:** UNESCO, UNDP and CamASEAN **Evidence of Success:** Nearly 900 participants, including school principals' villagers, local authorities, LGBT community members and straight allies, showed up to watch and play in the games. Till date, CamASEAN has trained more than 3,000 teachers in Cambodia. Indonesia, Thailand, and India also run "PurpleMySchool" campaign to make education safer for LGBTI students. **Joining Forces to End Violence Against Children Advocacy and Campaign** **Location:** Indonesia, 2017 to 2022 **Type of Intervention:** Children's protection against sexual violence through enacting the sexual violence crime bill. **Partners:** Led by the Ministry of Women Empowerment and Child Protection and involved other ministries and Child Fund International **Evidence of Success:** This campaign took an active part in a series of ministries' public consultations and audiences with parliament members. The Joining Forces to End Violence Against Children were accepted to 11 points related to ending violence against children. The successful adoption of eleven advocacy points into the new bill is a clear example of what Indonesia's Joining Forces to End Violence Against Children can achieve together at the national level.
• Coach the children and adolescents to prevent and respond to violence and strengthen and broaden the scope of community-based child protection programs • Strengthen and broaden positive discipline methods in school • Implementation of child-friendly schools that are free from all forms of violence	**Wide Community Mobilization** **Location:** Indonesia, 2016-2020 **Type of Intervention:** Modifications to social and cultural norms that embrace, excuse, or ignore violence against children. **Partners:** Ministry of Women's Empowerment and Child Rights and UNICEF, Social Affairs Ministry, Ministry for National Development Planning **Evidence of Success:** The rights of children to protection from all forms of violence and approaches for reducing violence are known to children, caregivers, and community leaders. The material on anti-violence against children in the training curriculum for school principals was also integrated.

• Empower local communities to detect and provide early treatment of cases of violence against children • Build youth and children networks (through youth/children communities / organizations) to support the handling of cases of violence against children • Increase capacity and socialization of child protection policies to religious leaders and to the community, that include topics related to the protection of women, human trafficking, socialization on the fulfilment of children's rights, child responsive budgeting, life skills education and women's empowerment	
• Promote the school wide engagement and build on the month of action for children	**Blue Heart Campaign** **Location:** Vietnam, 2020 **Type of Intervention:** The blue heart builds on the month of action for children, which is celebrated in Vietnam in June every year, to raise public awareness and change individual and social behaviours to help stop violence before it begins. The campaign reaches people across Vietnam so that people know violence is not acceptable, that bystanders to violence against children and women do not stay silent, and that services and support to break the cycle are increasing in Vietnam **Partners:** Minister of Labour, Invalids and Social Affairs, UNFPA, UN Women and UNICEF **Evidence of Success:** In the first phase in 2020, it generated almost 100 million public engagements across digital media thanks to amplified messaging for influencers. The Government of Viet Nam has made relentless efforts towards ending violence against children and women in the past years with particular attention to the negative impacts of the COVID-19 pandemic on people. However, this battle is still ongoing and can only be won with tremendous and joint endeavours from all members of society, organizations and responsible agencies.
• Urges parents, caregivers, and the public to change their attitudes and behaviour by stopping all forms of violence and using a positive discipline approach to raising children. • Campaign introduces an easy concept of "CUTE" which is confidence, understanding, trust, and empathy as the way to care for children.	**Campaign to End Violence against Children "Parenting without Violence"** **Location:** Thailand, January 2015 **Type of Intervention:** Creating awareness of the negative impact of violence on children and urging Thai parents, caretakers and teachers to stop using any forms of violence against children. **Partners:** UNICEF and Ministry of Social Development Human Security **Evidence of Success:** Under the campaign, 30-second and 15-second TV adverts about the negative impact of violence were aired on Thai television, while messages and parenting tips were promoted through several communication channels such as posters, leaflets, roadshow activities, online at www.endviolencethailand.org through social media with the hashtag #ENDviolence. The Ministry introduced measures and policies as well as activities to protect children from violence, including a good parenting scheme. At the same time, the public can call the One Stop Crisis Centre (OSCC) on 1300 if they witness any violence against children.

PROGRAMMES FOCUSED ON NORMS AND EQUITABLE RELATIONSHIPS
Promoting gender equality; Reducing dating violence and intimate partner violence; Addressing sexual and reproductive health

• Promote gender equality, reducing dating violence and intimate partner violence • Improve sexual safe and reproductive health	**Girls Taking-Action to End Sexual Harassment** **Location:** Nepal **Type of intervention:** The girls educated boys and men on how to make their schools and communities safe. By examining the places where girls regularly faced harassment. Young boys and men became aware of the dangers to which adolescent schools are exposed. The girls have also developed village-level networks that have links to relevant local bodies – such as the district child welfare committee, local police and women's groups. **Partners**: UNICEF, UNiTE Campaign Secretariat and regional members of the UNiTE Youth Network **Evidence of success:** 277 peer educators used the toolkit for ending violence against women and girls to facilitate discussion on gender equality, healthy relationships and positive activism. The toolkit was developed collaboratively by the UNiTE Campaign Secretariat and regional members of the UNiTE Youth Network. 50 million change makers initiated a trend of rejecting VAWG in their own lives and in the lives of those around them. The campaign formed a group of 'allies' including universities and colleges, students, civil society groups, corporate bodies, and private enterprises committed to changing social attitudes on violence against women.

PROGRAMMES FOCUSSED ON PSYCHOSOCIAL SUPPORT FOR CHILDREN, PARENTS, AND TEACHERS
Classroom-based therapeutic interventions; Behavioural management programmes focusing on reducing bullying and aggressive behaviours; Building teachers' capacity and parenting capacity and multicomponent interventions

• Build the capacity of teachers to prevent violence against children and promote positive discipline and effective classroom management • Create the school's positive disciplinary policies, and then inform the school management committee, the parents or legal guardians of the students, and any other pertinent parties. • Train each teacher how to establishes the positive discipline principles for their own classroom in consultation with all students	**Positive Discipline Program** **Location:** Cambodia, 2015 **Type of Intervention:** Teacher training on how positive discipline helps all children and ends violence against children in the school. **Partners:** Ministry of Education of Cambodia, UNICEF, through its partner SIDA (Swedish International Development Agency and USAID **Evidence of Success:** The program noticed a much more successful and positive school environment, three years on from the launch of the positive discipline program: 409 schools, with more than 3,400 teachers of about 120,300 students, have participated in the program.
• Students 'vote' or 'nominate' their peers whom they spent the most time with to become Agents of Change or members of OSIS (students who are highly influential in their social networks). • 40 Agents of Change per school participated in 15 afterschool sessions to identify bullying issues in their schools as well as design, implement and evaluate the solutions themselves through a campaign and all school events.	**Bullying Prevention Program 'Root'** **Location:** Indonesia, 2016 to 2019 **Type of Intervention:** Building a positive school climate through student-led activities, with an evidence-based adolescent-driven anti-bullying intervention model, that was developed based on workshops with government, universities, youth, and civil society. **Partners:** Ministry of Women's Empowerment and Child Protection, the Swiss National Committee for UNICEF and sub-national partners. **Evidence of Success:** Decreased acceptability of bullying and increases in positive bystander actions were evident during the pilot. Since the implementation of ROOTS, most students have braved to report to the counselling teacher or another teacher when they see bullying. The program has reached out to 4 junior high schools in South Sulawesi with 3,568 students; 4 junior high schools in Central Java with 2,770 students and 12 schools in West Papua with 2,821 students. The MoWECP adopted bullying prevention in 7 provinces (Jakarta, West Java, Yogyakarta, South Sumatra, Bangka Belitung, and West Kalimantan), and trained 280 students. As an interesting result, bullying perpetration decreased by 29% and victimisation by 20%.

- Promotes life skills related to identity and self-esteem, empathy and respect, communication and expression and coping with stress and managing emotions, including through working with social and digital media.

- Creative communication techniques, from the development of relevant and appropriate messages, to delivering child protection-tailored C4D community and mass media initiatives

Empowering Adolescents

Location: Pakistan, for Punjab and Sindh, 2016-2018

Type of Intervention: To provide children with the rights to freedom of expression and participation, as well as other rights, using creative communication techniques.

Partners: Government of Pakistan, UNICEF including its implementing CSO partners

Evidence of Success: 1,029 adolescents aged between 10 to19 years of age delivered peer-to-peer life-skills training. These adolescents who participated in the adolescent life-skills training are now furthering and training adolescents in their respective communities.

PROGRAMMES USING WHOLE-SCHOOL APPROACHES
Improving governance, policy environment; Strengthening curriculum/pedagogy; Improving teacher training; Addressing parental concerns, student well-being

- Improving governance and policy environment
- Strengthening pedagogy and improving teacher training
- Addressing parental, and student well-being
- Promoting and increasing the participation of children, families and community through Students' Council.
- Build a safe internet coalition and build resilience among children, young people and parents to cope with online risks that children and young people face

Child Friendly School

Location: Cambodia, in 2006-2007 and running currently too

Type of Intervention: Helping all children to learn better by six interventions: schools seeking out excluded children; schools ensuring all children learn well and achieve their best potential; schools promoting safety, health, hygiene and child protection; schools becoming gender responsive; schools involving students, families and communities members; schools which have sufficient resources.

Partners: Ministry of Education, Youth and Sport (MoEYS), UNICEF

Evidence of Success: in 2006-2007, child-friendly school training was delivered to 373 trainers of teacher training colleges to learn methods of child safety and 428 trainers in school readiness programs. 18,000 student teachers from 6 provinces were trained on CFS methods and MoEYS integrated terminology and technical pedagogy on child-friendly and school readiness programs in teacher pre-service training in 18 provinces and municipalities.

Table 3: Good Practice and Proven Examples of Program and Partnerships from South Asia

Conclusion

The Asia hub document review argues how schools can act as the epicentre of violence against children. At the same time, schools can also offer the best learning and implementation ground to prevent violence against children. Hence, the effect of school-based programmes and initiatives to prevent VAC can generate manifold results.

A. Child centric and gender sensitive and equitable program design:

It is important to keep the child at the centre when designing programs for violence against children in schools. If schools make children aware about their rights, it is the first step to prevent violence. If schools promote tolerance and diversity and share gender-equitable understanding, it is the second step to end gender-based and racial discrimination and thereby violence; if the books are made more from the viewpoint of children, their challenges and their aspirations, not arising out of social biases, but prioritising all marginalised groups, this would be the third step to end violence.

B. Integrated whole-school interventions:

In order to achieve all these steps, there must be multi-component or integrated approaches involving multiple stakeholders such as school staff, parents, learners, community-based organisations, leaders and community members in the planning, implementation and/or participation in school-based programmes targeted at ending violence against children. Investing in a school-wide, multi-component programme that keeps learners and peers at the centre and includes the development of policy and regulations and the training of teachers needs to be built across the region. A whole-schools approach that encompasses concerns of the entire school, including governance, policy environment, parental concerns as well as student well-being is critical to effect the desired change.

The emerging strategies to accelerate the prevention of violence against children in and through schools drawn from the impact model of The Coalition for Good Schools needs firm follow up in close coordination with the policy and practice partners.

C. Create local leadership and ownership of the agenda.

The Coalition for Good Schools needs to actively set the agenda around the issue at a regional level with multiple stakeholders keeping the socio ecological framework in mind. There is an urgent need to enrol more like-minded partners, experts from the global south to rally behind the cause and create a movement around violence against children in school. And the findings of the ten-nation document review can be used to gain momentum in the right direction in the Asia region.

D. Develop regional infrastructure for these ideas and work to grow.

There are three big areas of advocacy and capacity building arising out of the document review for the Asia hub and the Coalition. Firstly, to create a cluster-based taskforce approach to curb violence against children in school settings based on the nature of drivers of violence and the extent of prevalence in the South Asian countries. Moving forward, each of these clusters can exchange models of successful prevention of VACiS on a regional scale.

Secondly, to set up a dedicated regional hub linked to national task forces to develop country wise Plan of Action with strong focus on creating public expenditure tracking mechanisms and advocating for filling the funding gaps through public and private sector partnerships.

And thirdly, to develop impactful messaging on prevention of violence against children in and through schools with well-designed campaigns, publications, capacity building toolkits for the Coalition's policy and practice partners. And some of the good practices and proven examples of effective programs and partnerships arising out of the ten-nation document review like Taaron Ki Toli (Legion of Stars) School-based Programme (India), Purple My School Campaign (Cambodia), Blue Heart Campaign (Vietnam) and Bullying Prevention Program 'Root' (Indonesia) could serve as good reference points.

These recommendations can be considered and worked upon over a period of time as the Coalition grows in its sphere of influence. In the first phase the Coalition can focus on agenda setting the issue of violence against children in and through schools through its communication and advocacy campaigns, IEC tools and building the community of practice through the Coalition for Good Schools.

Annexure

Table: Country-wise Information on Extent of Various Drivers of Violence

Country	Peer Violence	Corporal Violence	Violence in home	Cyberbullying
Vietnam	*96.7% of students have been bullied*	*97% of students have been punished*	*School children who faced parental violence perpetrated violence in school*	*60% - school children have been bullied*
Thailand	*91.79% of students have been bullied*	*60% of students have been punished*	*75% - school children faced some forms of violence*	*Cyberbullying reportedly increased*
Cambodia	*20.6% of students have been bullied*	*50% of corporal punishment is common in classrooms*	*43% -school children have been disciplined using physical violence*	*85.7% - school children are in danger of cyberbullying*
Laos	*36.3% of students faced physical violence*	*Corporal punishment is most common*	*42% of school children faced some form of violence*	*Cyberbullying influenced school children*
Nepal	*44.9% of students faced physical attack*	*Corporal punishment appears to be relatively common*	*70% school children faced psychological and 50% - physical violence*	*50% - school children been exposed to cyber-risks*
India	*66% students face physical violence*	*99% of students faced some form of violence*	*50% - school children have been bullied*	*80% school children being subjected to cyberbullying*
Pakistan	*33.8% of students faced physical attack*	*70% of students faced corporal punishment*	*School children who faced parental violence perpetrated violence in school*	*90% school children faced cyberbullying*
Malaysia	*84% of students have been bullied*	*Students frequently face corporal punishment*	*70% school children have been disciplined using physical violence*	*37% school children faced cyberbullying*
Indonesia	*78% of students have been bullied*	*84% of students faced physical violence*	*30.5% school children faced physical violence*	*56% school children experienced online sexual exploitation*
Philippines	*38.7% students face physical violence*	*27.36% of students faced physical violence*	*66% school children faced some forms of violence*	*48.5% school children been online bullied*

Country	Sexual violence	Sexuality (LGBT)	Poverty	Conflict
Vietnam	*75.4% of students faced sexual violence*	*44% of students face homophobic, transphobic stigma*	*School facilities are so bad that students choose not to attend school*	*All schools in conflict zones have been shut down*
Thailand	*21% of students have been sexually harassed*	*50% of students have been bullied*	*Poor school children attending school can be a particular challenge*	*Violence forced many students to stay away from schools*
Cambodia	5% of students have faced sexual violence	52% of students faced harassment	33% poorest students drop out school	90% schools destroyed during the Khmer Rouge conflict
Laos	10.5% of students faced sexual assault	LGBT students face discrimination	School children from poorest families discontinue education	During the war, all schools were shut down

Country	Sexual violence	Sexuality (LGBT)	Poverty	Conflict
Nepal	14% students have faced sexual violence	16% students faced verbal harassment	Poverty has a serious impact on children's education	The conflict impacted school attendance
India	52% of students faced sexual violence	50% of students have suffered bullying	39% teachers discriminated against the poorest students	129 schools converted into battlefield place
Pakistan	54% girls, 46% boys victims of sexual violence	Many LGBT students faced violence	Among 78% poorest students, mostly girls out of school	1,500 school boys - involved in armed activities
Malaysia	81.4% students faced sexual harassment	Students faced a range of violence in schools	School children living in poverty discontinue education	Violence forced many children out of schools
Indonesia	Sexual assault in schools is common	LGBT students faced several barriers in going to school	Many school children live in poverty and are unable to attend school	Violence has stopped many children from going to school
Philippines	Sexual harassment is common in schools	80% of LGBT students have been bullied	School children from families living below the poverty line are unable to access schools	Conflict has had a significant impact on children's education

Table: Category of Resource Lists

Country	Academic Literature	Action & Action Report	Advocay Campaigns	Journal or Publication	Learning Resources	Policy, Laws or Protection	Stories & Case Studies	Toolkits
Cambodia	4	7	4	1	6	2	2	
India	7	2	1	2	3	4	1	1
Indonesia	3	6	2	2	7	5		
Laos		11			6	1		
Malaysia	1	6	5	4	4	4	8	
Nepal	2	8	3	2	5	1	3	
Pakistan	13	1	3	2	5	6	1	
Philippines	8	4	3		7	2		
Thailand		6	6	2	7	6	4	
Vietnam	2	8		2	6	3	3	

Data sources: from reference list of Asia Hub Study Draft Dec. 2022

Table: Documents and key findings

Country	Key Findings	Link to document
India	The country's official name is The Republic of India. India is a federal republic with a parliamentary system of democracy and population (2020) is 1.37 billion.	[4docoment](#)
India	A population pyramid illustrates the age and sex structure of a country's population.	[6document](#)
India	Central intelligence agency summaries of India showed GDP per capita of India is $6,100 (2020 est.)	7document
India	According to UNICEF, physical punishment is a very common form of violence against children recorded in educational settings.	[8document](#)
India	Parul Gupta said the various forms of cyberbullying affect around 80% of Individuals	[9document](#)
India	UNICEF reported that 99% of schoolchildren faced physical and psychological violence by teachers	[10document](#)

Country	Key Findings	Link to document
India	Snehil Sharma said, numerous other laws setting specific issues relating to children have been introduced.	12document
India	Governments and stakeholders are more committed than ever to funding and putting into effect multi-sectoral, coordinated, and comprehensive EVA actions, policies, and regulations.	13document
India	India government planned budget for 2020- 2021 to 3.16% of the total country's budget for children	14document
India	Indian has the policy on child protection: Children's National Policy of 1974, Education National Policy of 1986, Child Labour National Policy of 1987, and Health National Policy of 2002	15document
India	A report showed, 42% of students have experienced violence in schools from one of their classmates	16document
India	UNICEF found, 66% of schoolchildren have been physically violence by a peer while attending school.	17document
India	a study found that the enormous geographic area of India and the regional cultural diversity make it difficult to understand the results of the research that have been done	19document
India	A UNICEF report said that there have been reports of sex abuse of schoolchildren in India by teachers, employees, and school watchmen.	26document
India	More than 100 cases of sexual abuse were documented, and 52% of school-age children who were surveyed acknowledged having been the victims of sexual abuse.	27document
India	A study found that children experienced sexual bullying at rates of 24% higher in secondary school and other rates related to primary and middle schools.	28document
India	About 50% of 240 men experienced homophobic bullying from other students or professors.	29document
India	A UNICEF study found that 39% of educators said that children with illiterate parents lacked intelligence.	30document
India	A UNICEF report said that in 2010, conflict blocked 129 schools and increased risk of children becoming involved in military activities	31document
India	UNICEF reported that in India, there are four primary statutes that serve as the foundation of child protection legislation.	32document
India	India had the law on protecting children against corporal punishment	33document

Country	Synopsis	Link to document
Nepal	In Nepal, the Prime Minister is the head of the government	34document
Nepal	There are 30.24 million people in Nepal data shows by World Population Review	35document
Nepal	A population pyramid shows the 5 distributions of age structure of a country's population	36document
Nepal	The Nepal Poverty Index 2021 shows that GDP per capita is $920 and poverty rate is 17.4%.	37document
Nepal	Literacy rates are improving in Nepal: 59.63%, adult, 48.84% for women.	38document
Nepal	In Nepal school bullying is associated with poor mental and health risk behaviours that negatively impact present and later life.	39document
Nepal	UNESCO reported that more than 70% of children demonstrated psychological aggression.	40document
Nepal	A UNICEF report said, 82% of children whose mothers/caretakers have no education experience violence	41document
Nepal	Cyber-risk is including cyberbullying, video game addiction, online grooming and online sexual behaviours	42document
Nepal	Nepal National Teachers Association, UNICEF, Child workers mapped the country to deal with VAC on corporal punishment in Nepalese school Children	43document
Nepal	National budget in Nepal for social protection and children is 13.7% in 2019-2020.	44document
Nepal	As various studies on school bullying and violence against children in Nepal have shown, bullying is usually associated with poor mental and physical health. The Nepalese society contributes to bullying in schools.	45document

Nepal	A UNESCO report shows, 39% of children had been involved in physical fight while at school, and 44.9% of children had been physically attacked	[46document](#)
Nepal	UNESCO reported that 44.9% of children had been attacked by a classmate while at school	[46document](#)
Nepal	A report indicated that a teacher kicked a student on the back multiple times in front of the class	[48document](#)
Nepal	A study found that boys were often beaten while girls were slut-shamed, verbally abused, and called a number of other names by their teachers	[49document](#)
Nepal	UNICEF reported that 70% of children of Nepal experienced psychological violence in the home, 50% of children had been punished physically.	[50document](#)
Nepal	More than half of children aged 8 to 12 had been exposed to one or more cyber-risks including online grooming	[51document](#)
Nepal	A survey of Save the Children found that child abuse had taken place at school by teachers.	[52document](#)
Nepal	A 2014 UNDP report illustrated transgender students were not allowed to take exams which posed significant challenges to their education	[52document](#)
Nepal	Poverty children may be forced to find a job to help earn an income for their families and so are not able to attend school or if they do go to school, their grades often suffer	[54document](#)
Nepal	Nepal had an estimated that 1.1 million children between aged 5-17 years who were engaged in child labour, predominantly in agricultural work	[55document](#)
Nepal	Ten years armed conflict had been impact on children were unable to access their education	[56document](#)
Nepal	The UN committee suggested that the existing draft Children's Law did not provide a comprehensive, integrated, rights-based approach nor did it adequately define terms or mandates for protecting children.	[57document](#)

Country	Synopsis	Link to document
Pakistan	Politics of Pakistan is the Prime Minister is in charge of the nation's executive branch, which includes a strong cabinet.	[58document](#)
Pakistan	Pakistan's population is estimated to reach 371.7 million in 2022.	[59document](#)
Pakistan	In Pakistan around 98% of the language spoken in Pakistan is mixed between Indo Iranian and Indo-Aryan	[60document](#)
Pakistan	Poverty in Pakistan was found up from 4.4% to 5.4% by World Bank	[62document](#)
Pakistan	UNICEF reported that about 52% of the poorest children (58% - girls) are out of school. In Balochistan, 78% of girls are out of school	[63document](#)
Pakistan	A UNICEF report in its study found that 41.1% of schoolchildren have experienced violence in a school setting.	[64document](#)
Pakistan	A report shows that the children had run away from home to escape inflicted by teachers.	[65document](#)
Pakistan	A UNICEF study found that emotional violence affected 61% of children. The perpetrators are either male students, teachers, or classmates.	[66document](#)
Pakistan	A UNICEF study found, the conflict in 2012-2014, lead to 30 students and 20 teachers dying and many injured	[67document](#)
Pakistan	In order to have a Child Protection System and Challenges in Pakistan, the government and partners that worked on Child Rights mapped across the country to deal with VAC.	[68document](#)
Pakistan	The Crime Bill relating to the Internet with many categories has been introduced by the Pakistani government for greater protection.	[69document](#)
Pakistan	The bill addresses a wider range of issues, including cyberstalking, electronic document recognition crime, electronic terrorism, and denial of service attacks.	[70document](#)
Pakistan	The Pakistani government created at least three different sorts of budgets for preventing child violence: strengthening the decentralised social welfare workforce, enhancing systems and services to address child violence and paying for services for child and woman survivors.	[71document](#)

Pakistan	A report said that around 6% of government budgets are typically allocated towards children.	72document
Pakistan	There is a lot of violence towards children in schools, according to studies done in Pakistan.	73document
Pakistan	UNESCO reported in its report that 33.8% of children had been physically assaulted by a classmate while at school, and 37.3% of children had been into some sort of physical fight with a classmate.	74document
Pakistan	According to a study, children who see their fathers fighting with another man or abusing their mothers at home have higher rates of violence at school, especially between male students.	75document
Pakistan	According to UNICEF report, 70% of teachers said that use of corporal violence was beneficial to students	76document
Pakistan	A UNICEF study found that 61% of children reported that they had experienced emotional violence	77document
Pakistan	UNICEF indicated that children tend to feel hesitant to report teacher violence, therefore the majority of punishments may go unnoticed.	78document
Pakistan	Slow learners reported that their teachers' discouragement contributed to some cases of them dropping out of school.	79document
Pakistan	A study found that children who experienced parental violence and regressive gender ideas often had behaviour that made them more likely to engage in violent behaviour at school.	80document
Pakistan	Cyberbullying and digital harassment is a serious problem for young people in Pakistan	81document
Pakistan	Research found that almost 90% of children had experienced cyberbullying.	82document
Pakistan	A UNICEF study indicated that 26% of Pakistani students had been bullied online	83document
Pakistan	As a result of the online bullying, students experienced extreme stress, feelings of intense anxiety, isolation, an inability to socialise, and personality changes.	84document
Pakistan	Aid group reports said that 54% of the victims being girls and 46% being boys faced sexual violence.	85document
Pakistan	Many of Pakistan's poorest children would attend lessons at madrassas, or religious schools, where Islamic clerics have engaged in sexual harassment.	86document
Pakistan	A report shows that due to societal and religious persecution, many LGBT students have faced physical, mental, and even sexual violence. They decided to quit school as a result.	87document
Pakistan	A UNICEF study reported, 1500 schoolboys were abducted for armed activities in conflict of 2009-2012	89document
Pakistan	The 2006 National Child Policy acknowledges that children have a right to be protected against physical punishment, but there is no legal prohibition of it.	90document

Country	Synopsis	Link to document
Cambodia	The king is the head of state and the Prime Minister is the head of the government, liberal multiparty democracy. In 2022, the population is 17.18 million.	91document
Cambodia	GDP per capita is $1,561 (NIS 2018) and approximately 2.8 million Cambodians, or roughly 18% of the population, live below the poverty line of 10,951 riel per day.	92document
Cambodia	A study reports, bullying has a negative impact on the social environment of schools, fosters a fearful environment among students, impairs learning, and encourages other inappropriate behaviour.	93document
Cambodia	A report says, 42.02% of LGBT people reported experiencing bullying often. 85.7% of Cambodian youths between the ages of 15 and 25 are at risk of cyberbullying and violent online behaviour.	94document
Cambodia	There numerous institutions (government, local, international and UN) worked to deal with VAC	95document
Cambodia	A system to address violence against children has been established by the government, ranging from local to provincial authorities.	96document
Cambodia	The royal government of Cambodia has set a strong resolve in the action plan to prevent and respond to violence against children 2017-2021	97document
Cambodia	UNESCO reported that physical fights are commonplace between children while at school	98document
Cambodia	The children are fear while attending school due to severe forms of bullying	99document
Cambodia	A study found, nearly 14% of children were involved in some form of a physical fight with a classmate while at school and 20.6 % of children had been physically attacked by a classmate while at school	100document

Cambodia	UNICEF reported that the possibility of physical assault against male students at school exists.	101document
Cambodia	The study indicated that while cheating was more common at the secondary level, it varied in terms of often and time for individual students.	102document
Cambodia	A secretary of state at the ministry of education reported that 50% of children in school suffered on the hands of their teachers	104document
Cambodia	A coalition had been formed to work together (Government and Key NGOs) towards the ending of violence against children in Cambodia	105document
Cambodia	A study found, the children felt sad, depression and encouraged to study due to violence from their caregivers at home	106document
Cambodia	UNICEF calls for action to prevent bullying and harassment for with the 85.7% of young people online in Cambodia	108document
Cambodia	The Cambodia National Council for Children collaborated with three main ministries to organise the official launching of the national action plan to prevent and respond to online child sexual exploitation.	109document
Cambodia	The study found, 6.4% of girls and 5.2% of boys had experienced at least one incident of sexual violence	110document
Cambodia	A report shows that many LGBT students are being bullied, excluded and discriminated against while at school.	111document
Cambodia	Camboja news reports that poverty is a majority problem, with the current rural poverty rate of 22.8%.	112document
Cambodia	USAID found that 33% of students from poor families drop out of school.	113document
Cambodia	Data on child labour 2020 indicated that 5.5% of children (age 5 to 14) worked in industries instead of going to school.	114document
Cambodia	A report showed that an estimated 90% of schools were destroyed and for children who were born during or after the conflict, they missed out on education entirely.	115document
Cambodia	UNICEF reported that the government of Cambodia and partners reconfirmed commitment to end all violence against children by 2030.	116document
Cambodia	The tiger project has implemented a capacity development program at teacher education college in Battambang to assist teachers in creating safe environments in classrooms.	117document
Cambodia	The committee found that Cambodia insufficient action had been taken to protect children from violence in schools, specifically children with disabilities, adolescent health, and social justice.	118document

Country	Synopsis	Link to document
Indonesia	A president serves as both head of state and head of the government	119document
Indonesia	Population pyramid illustrates that Indonesia has a population of 279 million (2022).	120document
Indonesia	There are nine main ethnic group of Indonesia by World directory of minorities and indigenous people	121document
Indonesia	The GDP per capita in Indonesia was recorded at $11,858.15	123document
Indonesia	Indonesia Window reports the poverty rate is at 9.54%.	124document
Indonesia	56% of child sexual exploitation and abuse online are unreported by country report.	125document
Indonesia	Child-friendly student groups are more common to raise awareness among parents, teachers, and students.	126document
Indonesia	A UNESCO report indicated, 24.6% of students had physical altercations with other students, and 34% had experienced violence at the hands of other students while they were in school.	127document
Indonesia	This study found 78% of respondent, they had been threatened by other students while at school	128document
Indonesia	two civil reports showed that 84% of students had experiences some form of physical violence at school from teachers	129document
Indonesia	UNICEF reported that teachers use physical and psychological violence as a means of discipling students	130document

Indonesia	Ending Violence reported that particularly prevalent in dysfunctional homes, child labourers, and orphanages is domestic violence.	131document
Indonesia	A report says about 30.5% of children experienced physical violence from their parents.	132document
Indonesia	A UNICEF report indicated that cyberbullying was reported by 40% of children, while online violence and sexual exploitation were experienced by 56% of children.	133document
Indonesia	A study found, 80% of 102 junior high school students had been bullied online.	134document
Indonesia	A study reported that sexual violence in schools is common place and common problems include teachers forcibly hugging or inappropriately touching students.	135document
Indonesia	A report indicated that harassment, bullying including verbal abuse have been caused some LGBT students to drop out of school	136document
Indonesia	UNICEF reported an estimated number of children living in poverty at 2.1 million.	137document
Indonesia	In some instances, the violence has spread into the school, stopping children from even trying to attend school.	138document
Indonesia	The constitutional court has not reached on any decision to end corporal punishment.	139document
Indonesia	A UNICEF report said that several cases occurred in schools have been reported to the district court.	140document
Indonesia	A report of UNICEF indicated that bullying in Indonesia with prevalence at 41% of students age 15.	141document
Indonesia	UNCRC informed the government to work with international and local NGOs to develop a positive discipline education staff and school committees.	142document
Indonesia	UNCRC still has confirmed the concerns about harmful cultural practices that affect girls' children.	143document
Indonesia	UNCRC Children still have insufficient access to the judicial system.	144document

Country	Synopsis	Link to document
LAOS	Laos, The government is led by one Prime Minister.	145document
LAOS	Laos population is 7.582 million. GDP per capita is $7,800 (2020 est.), poverty rate is 23.2% and literacy rate is 87.7% out of total population.	146dcoument
LAOS	A UNICEF study found; school boys (15.2%) have been bullied more often than girls (11.3%)	147document
LAOS	The percentage of girls aged 15 and older who experienced physical and sexual abuse from a partner or a non-partner increased to 20.2%.	148document
LAOS	Much of the trafficking occurs across the Thai border on young Lao girls for sexual exploitation and forced labour across to China.	149document
LAOS	A study found that at least 44% of victims do not seek any help	150document
LAOS	The national implements appropriate a multi - sectoral response to the national violence against children	151document
LAOS	A UNESCO report showed, the children experienced any form of violence - physical violence 36.3%, sexual harassment 5.9%, and psychological bullying or social exclusion 3.5%.	152document
LAOS	A survey report 2019 showed that teachers are the most common perpetrators of physical violence on their students at schools.	153document
LAOS	A survey report 2019 found that 1 in 10 experienced sexual violence as a child.	154document
LAOS	A survey report 2019 reported that at least 10% of females and 7.2% of males have missed out on going to school because those children have experienced physical and emotional violence at home.	155document
LAOS	Due to lack of trust in authorities, most children do not report cases of online harassment and bullying, which they faced.	156document
LAOS	UNICEF reported in its survey that 10.5% of children faced being victims of sexual assault while at school.	157document

LAOS	No policies to support LGBT students in Laos and they have faced discrimination, then they tend to drop out of school.	158document
LAOS	A report showed that for children living in poverty stricken rural areas, social problems are commonplace which inadvertently affect their education	159document
LAOS	For children from poor backgrounds, discrimination can be common while they attend the school. Particularly for children from minority ethnic groups.	160document
LAOS	The effects can still be felt on the education system for the most part from conflict.	161document
LAOS	Laos has been asked by the UN to create a child-friendly complaint process for child abuse, exploitation, and violence.	162document 162document1 162document2

Country	Synopsis	Link to document
Malaysia	Official name of the country is Federation of Malaysia. Malaysia is based on a federal constitutional monarchy. The King is head of state and the Prime Minister is the head of government, with a population of 32.7 million (2021).	163document
Malaysia	The young populations - high percentage under age 15 need to invest more in schools and Malaysia literacy rate is 94.71%.	164document
Malaysia	According to Trading Economics indicated that Malaysia - GDP per capita is 10, 616.85 USD	165document
Malaysia	World Bank Malaysia indicated that the poverty rate is 5.6%, which increased due to the impact of Covid-19.	166document
Malaysia	Jamie reported in World of Buzz that according to a survey, 8 out of 10 Malaysian children experience bullying daily in school.	167document
Malaysia	UNICEF report in an advocacy campaigns to create the culture of kindness that the ministry of education recorded school bullying up to 14,000 incidents	168document
Malaysia	More than three researchers said in its report that 33% of children between the ages of 8 and 17 have experienced some type of online bullying, including impersonation, harassment, and defamation.	169document
Malaysia	Win Li Low, Davinder Kaur Gill said that 28% of Malaysian young people experienced online bullying in 2019.	170document
Malaysia	The Malay mail indicated that students involved in violent crimes increased by 10.5%, then police and schools have worked together to reduce such crimes.	171document
Malaysia	Sandhya Menon reported in The Star that the Education Ministry has established a special committee to enhance processes for allegations of bullying and sex harassment in school settings.	172document
Malaysia	Tie Fatt Hee reported that a safe school program created in 2002 and the ministry of education formed a committee to investigate and develop a plan to reduce violence in classrooms.	173document
Malaysia	UNICEF showed that the framework has recently been consolidated with the introduction of both a national policy for children and a national child protection policy	174document
Malaysia	UNICEF indicated that 84% of children under age of 18 had been found to be experiencing multiple forms of school bullying.	175document
Malaysia	UNESCO reported that 30% of children had been engaged in some form of physical fighting and 29.2% had been attacked by other students while at school.	176document
Malaysia	UNICEF reported that in recent times, teachers are making more efforts to protect children while at school.	177document
Malaysia	Three researchers, Salleh, Norchidah Mohamad, and Khalim Sainal said that some students were hired by their classmates and friends to beat up or threaten other students.	178document
Malaysia	Salleh, Norchidah and Khalim Sainal said in its report that Chinese, Indians, and Malay are the three primary ethnic groups in Malaysia, and because of the way that groups often form around these groups, bullying and discrimination are frequent results.	179document
Malaysia	A country report of Malaysia showed that there are various forms of corporal punishment used on students.	180document

Malaysia	UNICEF reported over 50% of parents or caregivers believed that physical punishment is a necessary form of discipline to raise their children	181document
Malaysia	WHO reported, 71% of children aged 1 to 14 years faced at least two forms of violent discipline at home.	182document
Malaysia	UNICEF reported that 47% of parents accepted physical punishment by teachers in the school	183document
Malaysia	UNICEF reported, the largest percentage of internet users who upload and download items containing child sexual assault.	184document
Malaysia	A report says, 37% of school students aged 12 to 18 have encountered cyberbullying	185document
Malaysia	UNICEF in Malaysia found that 22, 134 children had been sexually abused between 2010 and 2017	186document
Malaysia	A. Azim Idris reported that 1,145 cases of sexual harassment and other forms of abuse were recorded at schools.	187document
Malaysia	The All-Women's Action Society reported sexual harassment took place in primary or secondary schools.	188document
Malaysia	Three organisations released a joint monitoring report that students encountered a range of challenges, discrimination, and violence in educational settings	189document
Malaysia	An estimated 5.6% of Malaysian households are under the poverty line and can have a significant impact on children's education.	190document
Malaysia	A report says, access to education is a problem for the children of refugees.	191document
Malaysia	Currently efforts to support the paper for refugees children are underway and a school just for these children has been built	192document
Malaysia	The Ministry of Education developed and ran the Safe School Program in order to decrease violence against children.	193document
Malaysia	The Ministry of Education collaborated with UNICEF to work with schools across the country to participate in the "Kindness for Every Child" school program.	194document

Country	Synopsis	Link to document
Philippines	The country's official name is the Republic of the Philippines. It is a democratic republic with a multi-party.	195document
Philippines	By an estimation, Philippines population is 112 million (2022)	196document
Philippines	The world factbook reported that more than 8 main ethnic group found in Philippines	197document
Philippines	Indexmundi indicated, 5 distribution of age structure of Philippines, age 0-14 to over 65 and Literacy rate is 96.29%	198document
Philippines	GDP per capita of the Philippines is $8,000 (2020 est) and poverty rate is 16.6%.	199document
Philippines	2017's UNICEF report reported Violence against the children in Philippines is highly prominent	200document
Philippines	The UNESCO report indicated that school bullies appeared to be 29%.	201document
Philippines	National Baseline Study found that 48.5% of children faced cyber violence and UNICEF also reported the online bullying remains widespread in the Philippines	202document
Philippines	Eight keys strategies action plan to combat violence against children	203document
Philippines	National Baseline Study found that 60% of the children had experienced some form of peer-based violence in their study.	204document
Philippines	UNESCO reported 38.7% of children had been in some form of physical fight and 38.6% had been physically attacked while at school.	205document
Philippines	A study found that more violently disciplined by their parents were more likely to be violent at school.	206document
Philippines	A baseline study reported that on average 27.36% of students had experienced some form of physical violence from teachers.	207document

Philippines	A UNICEF study found that 66% of children experience violence at home from their parents or siblings	[209document](#)
Philippines	A 2017 UNICEF report said dysfunctional households put children at a high risk of experiencing physical violence.	[209document](#)
Philippines	UNICEF indicated online bullying was widespread - with at least one-third of children experienced bullying verbally online and one-fourth experienced sexually harassed	[210document](#)
Philippines	A UNICEF study found that 44% of 13 to 18-year-old children reported being sexually harassed and verbally bullied online.	[211document](#)
Philippines	A baseline study found that sexual harassment is widespread in schools	[212document](#)
Philippines	UNESCO reported that 62% of 1,820 faced physical violence, 60% psychological violence and 21% sexual violence	[213document](#)
Philippines	Philippines Orphanage Foundation found that the children from the poverty-stricken families are often forced to earn income instead of going to school.	[214document](#)
Philippines	Many children have been forced to relocate because of the long running conflict and a significant impact on their education.	[215document](#)
Philippines	The Philippines has made some progress towards protecting children from violence. The government committed to establish environmental aspects to protect children from violence.	[216document](#)
Philippines	Schools are required to develop their own bullying prevention programs and have to include child protection systems from peer and adult abuse at schools	[217document](#)
Philippines	The UN Committee is still concerned about the level of discrimination that many children face in accessing social and health services and education.	[218document](#)

Country	Synopsis	Link to document
Thailand	Official name of Thailand is the Kingdom of Thailand. The monarch being the head of state and the prime minister being the government head.	[219document](#)
Thailand	By world population view, population of Thailand is 71.6 million	[220document](#)
Thailand	The 5 main ethnic groups and the original people were Tai people who migrated from southwestern China.	[221document](#)
Thailand	Thailand there are 7 distribution of age structure	[222document](#)
Thailand	According to MacroTrend, Thailand's GDP per capita is 7,159.	[223document](#)
Thailand	Data warehouse - UNICEF data indicated that the literacy rate is 98.137%	[224document](#)
Thailand	The Nation news reported, 91.79% of students have been bullied by students between 10 to 15 years old.	[225document](#)
Thailand	Hindawi found, schoolgirls indicated physical violence, a lack of parental connection, and psychosocial distress, whereas boys displayed physical aggressiveness, absenteeism from class, and psychological issues.	[226document](#)
Thailand	These days, Thailand was ranked with the highest rates of bullying after Japan and a lot more children commit suicide because they feel vulnerable and alone.	[227document](#)
Thailand	Cyberbullying has increased because many school children and young people spend much more time online.	[228document](#)
Thailand	In order to protect and support the students that are victims of sexual assault, the Ministry of Education of has adopted the inclusive approach by setting up a centre place.	[229document](#)
Thailand	To raise awareness of the detrimental effects on children and to urge Thai parents, caregivers, and teachers to refrain from using any forms of violence towards the children, the Ministry of Social Development and Human Security and UNICEF created the "End Violence Against Children" campaign.	[230document](#)
Thailand	Bangkok post reported that 60% of students are facing corporal punishment in various forms of physical violence, refer to Thailand Development Research Institution.	[231document](#)

Thailand	Country report of Thailand showed that the ministry of education had an official regulation on student punishment, which prohibited students from various forms of violence.	232document
Thailand	At present, the teachers council is the only body with the power to oversee all teachers in the nation.	233document
Thailand	The government developed "The Thailand Safe Internet Coalition" to save digital spaces for children and young people.	234document
Thailand	A survey found, bullying remains a serious problem in school, with students aged 10 to 15 years old having been bullied at 91.79%.	235document
Thailand	Boys were shown to often engage in psychological bullying, but girls were more likely to engage in physical aggression, lack of parental closeness, and psychosocial suffering.	236document
Thailand	A study found, 92% of schoolchildren reported experiencing bullied at school at least once by peers	237document
Thailand	The Nation news reported that the students suicided in serious problems that resulted from bullying	238document
Thailand	A study found that educational programs typically only include Buddhist cultural values, which excludes students from diverse backgrounds and can, thus, contribute to a climate of polarisation and discrimination among students	239document
Thailand	A research found, 60% of students had experienced corporal punishment or other forms of physical violence from a teacher while at school	240document
Thailand	WHO reported 77% of boys and 73% of girls have experienced some form violence from their parents.	241document
Thailand	UNICEF reported cyberbullying increased due to many children spending much time online.	242document
Thailand	A study found 21% of both male and females said they had been sexually harassed.	243document
Thailand	Sexual harassment took place in schools with the perpetrators often being protected by other teachers and school principals	244document
Thailand	Serious case of rape of two girls age 14 and 16 by their teachers and former students from a public school.	245document
Thailand	UNESCO reported that over 50% of LGBT students have been bullied in secondary school.	246document 246document1
Thailand	An estimated that about 670,000 children miss school each year due to the financial hardships	247document
Thailand	The conflict has disrupted hundreds of thousands of children from being able to access education.	248document
Thailand	According to the country report of Thailand, Thailand has a number of laws and provisions to protect children from violence	249document

Country	Synopsis	Link to document
Vietnam	The official name of Vietnam is "the Socialist Republic of Vietnam" Vietnam is dominated by a single party - the Communist Party of Vietnam.	250document
Vietnam	Population of Vietnam is 96 million and there are 54 ethnic groups (census 2019). Literacy rate is 95.4%.	251document
Vietnam	According to Trading Economics, GDP per capita is $3,373.08	252document
Vietnam	According to Vietnam net indicated that poverty rate of Vietnam is 2.23%	253document
Vietnam	UNESCO reported that LGBT students reported at 71% had been physically abused and 72.2% verbally abused	254document
Vietnam	UNICEF reported that nearly 85% of the schoolgirls had said violence also occurred in their families.	255document
Vietnam	There is a legal framework addressing various forms of VAC and VAW, some forms of this violence have not been clearly defined. For example, issues of corporal punishment, neglect, child pornography and trafficking, women's property rights, and dating violence	256document
Vietnam	The Vietnam government set up various pieces of legislation, policy and action plans that address VAW and VAC.	257document
Vietnam	A study found 96.7% of students had witnessed violence or violent episodes while at school.	258document

Vietnam	A 2019 UNESCO report showed that 21.8% of schoolchildren had been engaged in some form of physical fight and 28% had been assaulted while at school.	[259document](#)
Vietnam	A study found that 59% of children had experienced corporal punishment from teachers	[260document](#)
Vietnam	A study reported that 97% of students experienced both physical and emotional punishments from teachers.	[261document](#)
Vietnam	E-VnExpress reported, a teacher forced all students in the class to commit violence on a student with a total of 230 times slapped on the face.	[262document](#)
Vietnam	Some researchers suggested that violence at home is strongly correlated with bullying in classrooms and students who are unable to control 'impulsive acts and hot- temper' are more likely to bully their peers	[263document](#)
Vietnam	Children who were in witnessing violence in the home and consequently, choosing to replicate it in the schoolyard	[264document](#)
Vietnam	An estimation, 60% of children in the country have access to internet which increased likelihood of children being bullied in schools	[265document](#)
Vietnam	A study found, 24% of students had been victims of at least one form of cyberbullying	[266document](#)
Vietnam	A study reported 70% of young Vietnamese said they were not aware of any helpline or service in the case of cyberbullying.	[267document](#)
Vietnam	Johnston's report showed that between 2015 and 2019, government reported 8,442 cases of child abuse, with sexual abuse accounting for 75.4 of all cases.	[268document](#)
Vietnam	A report said 44% of LGBT students had experienced homophobic and transphobic stigma while at school.	[269document](#)
Vietnam	Students dropout of school because of their families are impossible to afford the tuition fees	[270document](#)
Vietnam	The school facilities are so bad that students choose not to attend school	[271document](#)
Vietnam	Many children became homeless during this time and schools were shut down due to the fighting. The impact from the conflict on children's education remains	[272document](#)
Vietnam	The Vietnamese Government has established the first cyberbullying protection system for children.	[273document](#)

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