

REPUBLIQUE DU CAMEROUN
Peace – Work - Fatherland

MINISTERE DES AFFAIRES SOCIALES



REPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie

**MINISTERE DES AFFAIRES
SOCIALES**

**STANDARD OPERATIONAL PROCEDURES FOR THE
PREVENTION, REPORTING AND CARE OF CHILDREN
VICTIM OF GENDER-BASED VIOLENCES IN SCHOOLS**

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Symbols and Abbreviations

VGMS	Gender-based violence in school environment
POS	Standard Operational Procedures
MINAS	Ministry of Social Affairs
MINPROFF	Ministry of Women's Empowerment and the Family
DRAS	Delegation of Social Affairs
DRPROFF	Regional Delegation for the Promotion of Women and Family
CS	Social Centre
DAPROFF	Divisional Delegation for the Promotion of Woman and Family
SAS	Social Action Services
NGO	Non-Governmental Organisation
OSC	Civil Society Organisation
OSP	Private Social Welfare Organisations
UNICEF	United Nations Children's Fund
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INTRODUCTION

The gender-based violence in school environment (VGMS) constitute a major barrier to the quality of education, but also a problem of social protection and fulfilment of human rights which can have devastating consequences on children, be it girls or boys, as well as on families and communities.

In fact, if educational institutions are recognized as appropriate environments for learning, development and empowerment, it happens that they are also places where discrimination and violence towards children reign. In school environment, these gender-based violences can be sexual, psychologic and/or physical; There are several other forms of violences that can affect the children in and out of the school environment, be it from teaching personnel or other school staff, from adults working or passing by the school, but also among students themselves. These violences directly influence the schooling of children in general and girls in particular as they have a negative impact on their academic performances, but also are the cause of their rejection from school due to alleged facts of gender violence or to simply prevent it.

However, it is clear that despite all the negative effects that they produce in children in general and the girl in particular, this violence remains less knowledgeable than other types of violence. A certain silence seems indeed to inhabit them. With regard to the victims of violence, two main obstacles would prevent them from denouncing, complaining and going to the end of the (judicial or social) procedures often undertaken for the rehabilitation of their violated rights: the lack of knowledge of rights and fear of stigma. Beyond this "law of silence", there is also a kind of "trivialization", and at the same time they are frequently a "taboo" subject, especially with regard to sexual violence, all of which makes it difficult to identify them., their recognition, their assumption of responsibility and their sanction.

Fighting gender-based violence in schools as a factor of school drop-out is among the most important challenges that the State of Cameroon wants and needs to address if it wants to achieve the schooling for all its children. It therefore appears more than ever urgent to make visible and say no to these violences, in order to offer real chances of success to children, be it at the social, economic or political level, and to contribute to making the school an institution which defends the values of equality and non-violence.

To overcome the problem of invisibility of gender-based violences in schools, a lot of work must be done to put an end to impunity. In addition, it appeared necessary to evolve and harmonize the current legal, statutory and regulatory frameworks, and to promote the existence of other normative frameworks, in order to allow a real application of the laws. It is in this sense that the Government, in collaboration with UNICEF and other social actors, undertook the elaboration of these Standard Operational Procedures (POS) in order to facilitate the coordination of prevention, reporting and management of gender-based violences, including in school environment.

These Standard Operational Procedures are seen as a key guidance tool for VGMS prevention and response. They specify the roles and responsibilities of each actor in the health, judicial, security or psychosocial sectors, etc., while also considering the support of the education sector, as well as the fundamental role of the community, the families and the children themselves. PSOs need the reflection of an approach based on the respect for the rights of the child. They have been developed to facilitate the adoption of joint responses and prevent gender-based violence in schools by all the stakeholders.

On the architectural plan, the document is divided into seven chapters:

- The first is devoted to the Definition and Typology of Gender-Based Violence in Schools;
- The second chapter lists the key principles of VGMS-related interventions;
- The third chapter establishes the responsibilities for the prevention and reporting of victims of VGMS;
- Chapters 4 and 5 address the responsibilities for response and the mechanisms for referencing and transmitting information;
- The last two chapters are devoted to coordination and monitoring-evaluation mechanisms.

CHAPTER I

MAJOR CHARACTERISTICS OF CHILDREN AND CHILDHOOD, AND PROBLEMATICS OF CHILDREN PERPETRATING VIOLENCE AGAINST OTHER CHILDREN

1.1. CHARACTERISTICS OF THE CHILDHOOD

1.1.1. STAGES OF CHILD DEVELOPMENT

Every child develops in an integrated way, and there are permanent interactions between his psychic, physical, cognitive, emotional and sensory development. The development of a child is however not unique, its development being conditioned by its environment; which begins during the uterine phase, any pressure exerted on the pregnant woman that may have repercussions on the unborn child.

Taking inspiration from the theories developed by psychologists, psychiatrists and psychoanalysts, including PIAGET, FREUD, SPITZ, WALLON ..., the developmental stages of a child can be described as follows:

1.1.2. CHARACTERISTICS OF THE CHILDHOOD

Stages	Characteristics
Before birth	Pregnancy is a crucial and important stage in the development of the child because it is a period when the foetus absorbs everything that the environment in which it evolves sends (softness, noises, traumas of the mother etc.)
At birth	From birth, the newborn enters communion and communicates with the world around him, and captures the signals that this world sends him.
0 - 3 years	<ul style="list-style-type: none">• Becomes aware of its existence• Affirms himself as an individual• Communicates (smiling, crying, angry ...)• Perceives the emotions of others• Create his world ("Magical Thought" or Age of No)• Develops motor skills ...
3 - 6 years	<ul style="list-style-type: none">• Masters the language• Repeat everything he/she hears• Demonstrates its autonomy• Is facing more and more the prohibitions of the family ...
6 - 12 years	<ul style="list-style-type: none">• Accesses to reasoning, logic and deduction• Leaves the "magic thought" and comes back to reality• Overflows with energy• Has started lying• Loves games (physical activities)• Enters the active phase of socialization ...
12-18 years	<ul style="list-style-type: none">• Deep physiological, psychological and relational changes• Age of puberty and individualization• Affirmation of his/her sexual identity• Period of high vulnerability• Clashes with the adult world• Identity conflict leads him to have family substitutes, and there is what makes

	<p>him/her vulnerable</p> <ul style="list-style-type: none"> • Becomes aggressive, violent, angry; which can lead to a runaway, suicide, depression, addiction to drugs and / or alcohol ...
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1.2. THE PROBLEM OF CHILDREN PERPETRATING VIOLENCE AGAINST OTHER CHILDREN

Psychologists claim that the **superego** of a child, i.e. the censorship barrier between what is permitted and what is not, is the sum of the elements of the genetically inherited **superego** of each of his/her parents, his/her own resources and the influences of his/her different contexts of life. Thus, in contact with other children, children will behave differently, and will tend to perpetrate scenes of violence against other children.

1.2.1. Main causes

Studies in social sciences and social surveys conducted on some of these children make it possible to group the causes of violence perpetrated by children on their peers in schools as follows:

- Insufficient education and parental follow-up;
- Lack of teacher's training (*lack of methodology*);
- Phenomenon of “herding” and “crowding”;
- Lack of control in schools;
- Leadership issues (*rivalry and competition among students*);
- Single-parent families;
- Negative influences of the media
- Genetics;
- Family violence;
- etc.
-

1.2.2. Extents, forms of violence and types of responses

It is estimated that 60 million girls and 29 million boys worldwide are victims of sexual violence each year at school or on their way to school. Which means that the phenomenon grows and goes crescendo, hence the alert.

Following are the most common forms of violence:

a) Physical Violence: Injuries and bullying, etc.

b) Sexual Violence: Sexual fondling, forced kissing, rape, etc.

c) Psychological Violence: Rackets, threats, intimidation, bevelling (humiliating behaviour), marginalization, bullying, verbal abuse, ...

CHAPTER II

DEFINITION AND TYPOLOGY OF GENDER-BASED VIOLENCE IN SCHOOLS

I. DEFINITION OF CONCEPTS RELATED TO VGMS

1.1. Violence

It is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation (*World Health Organization WHO*).

1.2. School Environment

It refers to an institution or place that welcomes students and where teachings are taught. The relationship between teachers and students, that of authority and the respect for laws and regulations.

1.3. Gender-based violence

Gender-based violence can be defined as any act of violence against a person because of his/her sex, any act perpetrated against the will of a human being on the basis of sexist differences. This violence includes acts that inflict pain, coercion and sometimes deprivation of liberty. It targets men, women, young boys and girls. The latter are the most affected group because of their vulnerability.

The World Health Organization (WHO) defines gender-based violence as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation. In its definition, WHO intentionally encompasses the act itself, regardless of its consequences. On the other hand, it excludes accidental incidents, such as most road injuries and burns.

1.4. Gender-based violence in schools

School-related gender-based violence can be defined as “*act or threat of sexual, physical or psychological violence happening in and around schools. This type of violence is due to gender norms and stereotypes. It can include verbal abuse, bullying, sexual abuse, harassment and other types of violence*”. This violence also has something to do with the differences between girls and boys in terms of experience and vulnerability to violence.¹ ”

II. CLASSIFICATION

II.1. General types of gender-based violence

The typology proposed by WHO divides violence into three broad categories according to characteristics of those committing the violent act: (I) self-directed violence (ii) interpersonal violence

¹ Greene, Margaret, et al., *Le droit d’une fille d’apprendre sans peur : Lutter pour mettre fin à la violence basée sur le genre en milieu scolaire*, Plan International, 2013.

and (iii) collective violence. These three broad categories, plus harmful practices, are further subdivided to account for more specific types of violence:

❖ **Self-directed violence**: Self-directed violence is subdivided into suicidal behaviour and self-directed abuse. In the first category, you will find suicidal thoughts, suicide attempts - also known as "suicide" or "voluntary mutilation" in some countries - and successful suicides. In contrast, self-directed abuse includes acts like self-mutilation.

❖ **Interpersonal violence**: Interpersonal violence is divided into two categories: (i) Family and intimate partner violence – that is,

violence largely between family members and

intimate partners. This type of violence usually takes place, though not exclusively, in the home. These are usually forms of violence such as child abuse, intimate partner violence and abuse of the elderly; (ii) Community violence or violence between individuals who are unrelated, and who may or may not know each other. It generally takes place outside the home. It includes youth violence, random acts of violence, rape or sexual assaults by strangers, and violence in institutional settings such as schools, workplaces, prisons and

nursing homes.

❖ **Collective violence**: Collective violence is subdivided into social, political

and economic violence. Unlike the other two broad categories, the subcategories of collective violence suggest possible motives for violence committed by larger groups of individuals or by states. Collective violence that is committed to advance a particular

social agenda includes, for example, crimes of hate committed by organized groups, terrorist acts and mob violence. Political violence includes war and related violent conflicts, state violence and similar acts carried out by larger groups. Economic violence includes attacks by larger groups motivated by economic gain – such as attacks carried out with the purpose of disrupting economic activity, denying access to essential services, or creating economic division and fragmentation. Clearly, acts committed by larger groups can have multiple motives.

❖ **Harmful traditional practices**: GBV can include harmful traditional practices. Like Female Genital Mutilation (FGM), forced marriage, early marriage. Is this the cultural type of GBV?

Apart from harmful traditional practices, other forms of violence, namely physical violence, sexual violence, moral or psychological violence, economic violence, include specific acts.

- ✓ Physical violence includes the following demonstrations:
- ✓ Hitting or slapping
- ✓ Threats with a weapon
- ✓ Threat

- ✓ Lock up or prevent from going out with brutally
- ✓ Abandoning brutally on the road (car)
- ✓ Preventing from returning home with brutality
- ✓ Other forms of physical violence

- ✓ Following are some examples of sexual violence:
 - ✓ Imposing sexual intercourses
 - ✓ Imposing unwanted sexual practices
 - ✓ Imposing sex with others
 - ✓ Fondling
 - ✓ Unpleasant sexual advances
 - ✓ Imposing pornographic images
 - ✓ Voyeurism or exhibitionism
 - ✓ Following somebody insistently

- ✓ Verbal abuse includes:
 - ✓ insults
 - ✓ names-calling

- ✓ Following are some examples of psychological violence:
 - ✓ Going after children
 - ✓ Systematically prohibiting outings and relationships
 - ✓ Imposing deviant or unhealthy behaviours
 - ✓ Despising, depreciating, denigrating, or bullying
 - ✓ Putting aside
 - ✓ Refusing to speak
 - ✓ Emotional blackmail

- ✓ Following are some examples of Economic violence:
 - ✓ Denial of resources
 - ✓ Spending resources without agreement (*child-specific without consent*)

II.2. Typology of Gender-based Violence in Schools

Gender-based violence in schools includes all forms of violence or abuse based on gender stereotypes or targeting girls on the basis of their gender. It takes many forms, the most common of which are sexual violence, physical violence and psychological abuse.

- Sexual violence

Sexual violence is the expression of any sexual act committed, or any attempt to initiate a sexual act, using coercion, force, threat or surprise. It includes sexual abuse, attempted sexual abuse and rape, touching, sexually explicit allusions and sexual exploitation.

Sexual abuse, which is a form of sexual violence perpetrated by taking advantage of a situation of superiority, and sexual exploitation that is sexual abuse that generates economic, social or political benefits, also known as transactional sex, are very common forms of violence in and around schools.

Sexual Abuse refers to any act or attempted sexual act committed by an adult on a child or by an older child on a younger one, including touching, using force, under constraint or taking advantage of a situation of superiority. Sexual abuse can include:

- *Verbal or physical harassment with sexual connotations;*
- *Touching;*
- *Sexual assault or rape.*

Sexual exploitation refers to any abuse of vulnerability, position of authority or trust for sexual purposes, with cash or in-kind remuneration to the child or a third party, or social and political benefits resulting from this abuse. It is essentially about transactional relationships such as good ratings or ratings for sexual acts, or sex for payment of tuition or supplies.

- *Physical violence*

Girls may be victims of physical violence such as corporal punishment and forced labour. Physical violence includes any act in which physical force is used with the intention of causing discomfort or pain. It also includes the use of physical or verbal force to engage an individual in actions causing physical injury. Both girls and boys can experience this violence from an adult or another child, ~~mostly boys.~~

While more and more laws prohibit the use of corporal punishment in schools, it appears that corporal and degrading punishment is still common practice in many schools. Both girls and boys are victims of this punishment administered by teachers. These are characterized by the use of sticks, whips, belts or other objects, blows to the head, slapping and placing children in uncomfortable positions. Insults and threats are other forms of degrading punishment often resulting in beatings.

With regard to the "forced labour", it can be seen that chores and housework are assigned differently depending on whether you are a girl or a boy, in terms of frequency, difficulty and prestige. Girls are often restricted to more difficult tasks, such as cleaning the floor. These tasks can be assigned as sanctions, and to meet the personal needs of teachers or school staff. These unequal workloads are harmful, perpetuate inequitable gender representations, and can be explained by categorizations based on age and gender.

The chores assigned to children in schools or in the homes of teachers may be considered as an exploitation when done against their will. Girls are particularly exposed to chores in and around schools.

This high prevalence of forced chores makes girls more vulnerable to other forms of violence and reduces the amount of time they devote to learning, resting or recreation.

- Psychological violence

Psychological violence takes diverse forms and includes verbal abuse, bullying, and emotional manipulation. The most common forms of psychological violence are insults, threats (physical punishment of the child, etc.), and other forms of neglect, including lack of attention, refusing to correct student's homework, or frustrating children.

Psychological violence is often based on sex. Bullying is a common form of psychological violence in schools and is almost always based on gender². A student is bullied when she is exposed repeatedly, and over time, to negative actions by one or more other students. Other forms of bullying can be perpetrated by school staff and teachers. Girls are also victims of the bullying phenomenon. Bullying is usually demonstrated by a wide range of actions, such as insults, false accusations aiming at blackmailing the victim, degradation or theft of personal properties, threats and intimidations.

Sexual representations in school curricula and learning materials can reproduce gender-based prejudices and lead to school discrimination that can also be considered psychological violence.

Psychological violence is different from other types of violence because it is more insidious and can be a standard of behaviour for teachers and school staff. Indeed, they can intimidate students under cover, for example, discipline. It is important to note that most often, children are more sensitive to psychological violence than to physical ones. Girls who are regularly bullied, for example, suffer from low self-esteem and often tend to quit school in order to avoid such aggression.

II. DIMENSIONS OF GENDER-BASED VIOLENCE IN SCHOOLS

These school-based gender-based violence reflect the inequalities that exist between women and men, but also represent a way for boys to assert their "masculinity" and their taught social identity. These behaviours involve a number of dimensions:

- The first dimension is that of *social relations* between women and men. The dominant collective and individual actors, who orient and shape social identities and roles, thus bear a responsibility for these violent behaviours.
- The second dimension is that of *power relations*, it concerns the violence of teachers towards students;
- The third dimension is *based on gender*. It concerns male violence against girls and even female teachers.

²World Report on Violence against Children, Geneva, 2006, United Nations.

- The fourth dimension is an economic dimension in the context of transactional sex, which refers to having sex in exchange of money or gifts (sex for money or favours), it shows the asymmetrical relationship between teachers who bargain for good marks against sexual favours and students who wish to finish their studies. It is generally known in educational circles as STM (Sexually Transmitted Marks).

It is therefore clear that gender-based violence in schools is not disconnected from violence in other areas of children's lives, quite the contrary. They incorporate social and cultural norms around authority, hierarchy, gender discrimination and discipline. However, they are particularly serious since they come from an institution that should be exemplary from the point of view of the values and norms instilled, transmitted and respected, with a view to training the citizens of tomorrow.

CHAPTER II.

KEY PRINCIPLES OF INTERVENTIONS RELATING TO GENDER-BASED VIOLENCE IN SCHOOLS

The following principles shall be applied during interventions in favour of the victims of gender-based violences in schools, and can serve as reference during evaluations.

2.1. General principles

- Coordinated multi-sectoral action by all the actors, as well as a cooperation and mutual assistance in the prevention, reporting and response, including extensive communication on situation analysis and evaluation information, in order to avoid duplication and promote a common approach to the situation by the various actors;
- Integration and incorporation of VGMS actions into existing programs to ensure their sustainability;
- Accountability of all the actors as responsible for their actions and the accomplishment of agreed tasks and responsibilities at all levels;
- Capitalization of international and national legislation for all the interventions.

2.2. Principles based on interventions in schools

- Non-discrimination in interventions, as well as in all the interactions with victims.
- Consideration of context: All the interventions to reduce VGMS need to be context-specific and based on rigorous analysis of the situation and needs, and where possible, link to existing interventions;
- Child-centered approach and the principle of safety: the rights, needs, safety and protection of children must be at the center of all the interventions;
- Participation: children should be recognized as key actors in the search for solutions to fight the phenomenon of VGMS;
- Inclusion: interventions shall be designed to ensure that all the children, including traditionally marginalized and excluded children (disabled, minority, etc.), can participate, act and express themselves;
- Gender sensitive approach: interventions should be based on rigorous analysis of gender and rights, bearing in mind the continuous evolution of the gender spectrum;
- Confidentiality: It is important to respect confidentiality at all the stages of the intervention process. If the victim gives informed and specific consent, only the information that might benefit him / her should be shared with other services;
- Respect for the wishes, rights and dignity of the victim (s) when making decisions about the most appropriate measures to prevent or respond to a case of violence, while keeping in mind the safety of the educational institution (school) as a whole and that of the child concerned.

The following basic rules must be respected in all the interactions with victims:

- *Conduct interviews in private places;*
- *Provide qualified female staff for the special care of girls;*
- *Be respectful all the times, avoid any judgment against the victim;*
- *Remain patient;*
- *Ask only the relevant and strictly necessary questions during the follow-up phase;*
- *Avoid having the victim repeat what he/she experienced.*

CHAPTER III.

RESPONSIBILITIES FOR THE PREVENTION OF GENDER-BASED VIOLENCE IN SCHOOLS

Preventing gender-based violence in schools involves identifying causes and reducing (if we can't put an end to it) the factors that make some children vulnerable to such violence, as well as designing strategies to improve their protection. It is also known that one of the root causes of gender-based violence in schools is not only unequal power relations between students and teachers, but also between students themselves. Another cause of gender-based violence in schools might also relate to the various socio-cultural considerations and social categorizations that govern the functioning of certain communities. It must therefore be noted that it's only when prevention strategies are designed, implemented and monitored by all sectors involved in protecting the rights of child victims of gender-based violence in schools, as well as by the communities concerned, that they can be more effective.

3.1. GENERAL CONSIDERATIONS

As a whole, all the parties involved in these Standard Operational Procedures for the Prevention, Reporting and Management of Victims of Gender-Based Violence in Schools should:

- 1. Ensure that their staff / member receives training in the fight against gender-based violence in the school environment, so that they:**
 - *Have at least a basic knowledge of the subject;*
 - *May take part in effective prevention activities associated with their roles;*
 - *Know the content of these Standard Operational Procedures, including how and where to refer a victim.*
- 2. Adopt codes of conduct applicable to all the stakeholders in the chain of intervention. Measures to be taken include:**
 - *Establish a code of conduct applicable to all the stakeholders;*
 - *Provide all staff / members with training on the Code of Conduct;*
- 3. Organize awareness-raising activities in collaboration with others, or at least participate actively;**
- 4. Ensure that all the stakeholders are aware of and fulfil their roles and responsibilities as described in these Standard Operational Procedures.**

In addition to these general obligations applicable to all the actors, each actor / organization is responsible for specific obligations, depending on their area of competence.

3.2. ROLES OF STATUTORY ACTORS

The Ministries of Social Affairs and Women Empowerment and the Family, starting from their missions of protection of the rights of the Socially Vulnerable Persons in general, children and the girl in particular, are institutions in charge of the coordination of activities to prevent gender-based violence in schools, in close collaboration with other Government institutions in charge of education, development partners, civil society organizations, educational institutions and communities concerned.

For greater efficiency, this coordinating role is covered at the structural and operational level jointly by the Regional Delegations of the Ministry of Social Affairs and the Ministry of Women Empowerment and the Family.

In addition to these two ministerial departments, other actors also play a decisive role in the prevention of VGMS, particularly the medical, educational, judicial and security sectors, as well as civil society and other communities.

3.2.1. Responsibilities of the Regional Delegations of the Ministry of Social Affairs and the Ministry of Women Empowerment and the Family

In collaboration with the community groups and the partners involved, the MINAS and MINPROFF regional delegations prepare information campaigns, awareness raising and behaviour change activities to promote respect for human rights in general and especially children's rights, to encourage victims to speak openly about their situation, to seek help and fight against the stigmatization of victims in their various educational institutions and in their communities.

Following is what is expected from them:

1. Develop an action plan with concrete proposals;
2. *Organize training and / or capacity building sessions on the concept of VGMS, as well as prevention and response mechanisms for the different actors involved;*
3. *Ensure that all the actors involved and / or concerned, understand and know the content of these POS (involvement during the drafting, agreement on the content);*
4. *Ensure that the referencing system, the information-sharing mechanism and the key principles are known and respected by all the actors;*
5. *Ensure that awareness-raising campaigns are regularly conducted, so that educational institutions and communities can be able to recognize a case of VGMS, and know where and to whom to report the cases, as well as any services and assistance provided;*
6. *Ensure that the organizations involved dedicate adequate human, material and financial resources so to comply with the recommendations of the POS;*
7. *Convene and oversee monthly coordination meetings;*
8. *Oversee, as part of these meetings, a common action plan for the prevention of VGMS.*
9. *Ensure that a code of conduct apply to all the stakeholders.*
10. *Advocate for the protection of social workers during social interventions*

In addition to this fundamental coordination role in the field of VGMS, the MINAS and MINPROFF are also responsible for the preventive psychosocial support of victims, their families and their entourage, in collaboration with other partners.

It's worth remembering, and this is valid for all the actors, that at the preventive level, it is crucial to establish relations of trust between the children in school and the staff in charge of psycho-social support.

The Social Centers, Social Action Services, District Delegations of the MINPROFF and the Centers for the Promotion of Women and the Family are appropriate places to receive and monitor cases requiring follow-up, as well as one of the levels of awareness, the other two levels of intervention, i.e. communities and educational or socio-educational institutions.

These structures are expected to:

1. *Designate VGMS focal points in educational institutions and ensure that they are trained on gender-based violence in schools;*
2. *Ensure the ongoing community awareness on VGMS;*
3. *Establish trust relationships with communities and set appropriate, safe and discreet places to receive the victims;*
4. *Organize recreational activities to combat VGMS and help the victims feel confident and open up;*
5. *Actively participate in weekly and monthly coordination meetings.*

3.2.2 Responsibilities of the medical sector

When it comes to the VGMS, the medical sector still has a crucial role to play. Medical staff is often the key player once the violence is perpetrated. This is why in terms of prevention, material, financial and human resources must always be available and mobilized.

In addition, it is crucial that medical staff participate in awareness-raising campaigns. Indeed, we note that it is often by becoming aware of the potential medical consequences of certain acts of violence that victims realize the importance of speaking to a trained medical staff, and especially that the authors of VGMS can denounce.

In this context, the medical sector is called to:

1. *Always ensure the availability of adequate human and material resources to comply with the recommendations of these POS;*
2. *Designate VGMS focal points by district, and ensure that they are trained on the specificities of gender-based violence in schools;*
3. *Get involved in the daily sensitization of the community to make sure that they know and understand the reason for the delay of certain urgent medical care necessary in case of violence;*

4. *Participate actively in monthly coordination meetings.;*
5. *Always take urgently cases of child victims brought into their health structures.*

3.2.2. Responsibilities of the security sector

The Security Sector (police and gendarmerie) is involved in the prevention of VGMS. Law enforcement and / or security forces should be trained and prepared to prevent the onset of gender-based violence in schools, including by sensitizing communities and affected populations so they understand the severity of an act of VGMS in terms of non-respect of human rights and children in particular.

As such, the FMOs are called to:

1. *Participate in regular training on their VGMS intervention roles;*
2. *Engage in training and awareness-raising campaigns on legislation and children's rights for the benefit of the educational institutions and communities concerned;*
3. *Participate actively in monthly VGMS coordination meetings.*
4. *Ensure the protection of social actors in their field missions*

4.2.3. Responsibilities of the judicial sector

The Judicial Sector is supervised by the judicial authorities on the one hand and the Judicial Police Officers (OPJ) on the other. From a preventive point of view, the judicial sector must sensitize the communities concerned on the rights of the potential victims, the victims, as well as on the duties of the potential perpetrators and especially on the risks incurred.

In this respect, the actors involved must:

1. *Engage in raising the awareness of children, teachers and affected communities about their rights and duties, as well as the existing justice mechanisms for VGMS;*
2. *Participate in monthly coordination meetings;*
3. *Facilitate and accelerate procedures involving child victims / perpetrators of VGMS;*
4. *Effectively implement child protection procedures, especially in the fight against VGMS;*
5. *Create reception desks in the jurisdictions;*
6. *Build capacity through the establishment of a judicial training institution.*

4.2.3. Responsibilities of the education sector

Educational institutions should normally be places of excellence for the protection of children's rights, but unfortunately, in some cases, they are rather places where much of this violence occurs. The Education Sector at all levels should therefore be extremely vigilant and ensure maximum prevention of VGMS on children.

Therefore, they have to:

1. *Draft and disseminate, in collaboration with the Parents' Committees, a Code of Conduct clearly prohibiting the sexual exploitation of children and certain types of violence and abuse;*
2. *Establish a referencing mechanism for cases identified in educational institutions, so that teachers, students or any other person involved know exactly who to contact;*
3. *Provide VGMS and children's rights training for principals, teachers, children themselves, community leaders, and anyone identified as having free access to children;*
4. *Conduct regular capacity-building sessions on the Code of Conduct and VGMS, so that educators are effectively able to detect violence against children;*
5. *Participate actively in monthly VGMS coordination meetings.*

3.3.4. Responsibilities of communities

Communities have a fundamental role to play in designing, implementing and evaluating strategies to break the mutism and trivialization of VGMS and to prevent it. All actors must always seek to work in collaboration with the community and identify volunteers who will support and lead prevention, awareness and alert activities. They will therefore have to ensure that the identified volunteers are properly and regularly trained in the field of children's rights in general and in the fight against VGMS in particular.

However, the involvement of the community should not be limited to volunteers. It is essential to encourage all other members to get involved. Indeed, the realization that the perpetrators of this violence, who are also members of the community, are not only part of the problem but also part of the solution, is fundamental to effectively fight against the occurrence VGMS.

CHAPTER IV

RESPONSIBILITIES OF ACTORS FOR THE RESPONSE TO GENDER-BASED VIOLENCE IN SCHOOLS

Responding to gender-based violence in school milieu means to understand the consequences that violence can have on children who are victims, and to elaborate effective programs to support these victims.

In the event that gender-based violence in school milieu could be done against a child, despite the efforts to prevent it, every main actors has a share of responsibility and a decisive role to play that must necessarily be multisectoral and multivariate. In fact, any person may one day witness a case of gender-based violence in school milieu or be a victim's confidant, since the victim has the right to turn to any trustful person to report an incident. This person will then have the responsibility to provide the victim with appropriate assistance, or at least to provide correct information on the services available. The medical response should be considered first and foremost in cases of physical and / or sexual violence.

A stakeholder informed of a *serious* case of violence against a child in school is compelled to *immediately* notify to the head of the closest structure of the Ministry of Social Affairs or the Ministry of Women's empowerment and the Family (Social Action Service, Social Centre, Centre for Women's empowerment, the subdivisional Delegation of Women's empowerment and the Family), in order to take appropriate measures that can trigger the response. Any withholding of information in this regard may engage the responsibility of the person.

4.1. MECHANISMS TO REPORT CASES OF GENDER-BASED VIOLENCE IN SCHOOLS

When a case of gender-based violence in school milieu occurs, clear, safe and accessible procedures and mechanisms must be implemented to report it, to assist the victim, and eventually to refer to appropriate structures.

Reporting mechanisms are a set of procedures that allow victims and / or witnesses and their advocates to report cases of gender-based violence in school milieu. Easily accessible, secure and confidential reporting mechanisms are important for the control of gender-based violence in school milieu. They allow students to report cases of violence and it should be noted that there are services providing care delivery. Moreover, these reporting mechanisms are important as they enable to question the perpetrators of gender-based violence in school milieu who will have to answer for their actions and to ensure they will longer harm the pupils and the community.

4.1.1. Strategies for reporting gender-based violence in school milieu

In Cameroon, there is still no official reporting system for gender-based violence in school milieu on the one hand, on the other hand, some countries have implemented reporting systems that can be capitalized in our country and produce satisfactory results. Among others there are:

- **Helpline to victims³**: This reporting mechanism in use in some countries in Africa, was tested in Kenya in 2008. It is a free and available 24-hour helpline and Internet service for victims. Voluntary trained tele-advisers are responsible of providing support and referral services to children victims of gender-based violence in school milieu. Right from the beginning, girls frequently reported case of sexual abuse perpetrated by their teachers to helpline: more than 1,000 teachers were fired between 2009 and 2010. The support service also implemented a school information service to sensitise and train teachers and students. In addition, the association dubbed Childline associated with the Teachers Service Commission to develop a database of sex offending teachers called *Teacher Sexual Offenders* (UNICEF, 2011);

- **The "emotions" boxes⁴**: it is a reporting mechanism that has been applied in Mali within the framework of the program *Learning without Fear by Plan International Malawi*, the project implemented "emotional" boxes to improve the reporting of maltreatment and gender-based violence in school milieu by children in targeted schools. The boxes allow children to anonymously report cases of abuse and gender-based violence in school milieu. The boxes revealed the following types of violence: *harassment, corporal punishment, starvation, homework to be done in teachers' house and witchcraft*. A 2010 assessment revealed that these boxes were an innovative and successful initiative (Alinane Consulting, 2010).

- **The resource person at school⁵**, within the framework of the fight against gender-based violence in school milieu "*Communication for Change*" (C-Change) project of USAID (2010-2012) in Democratic Republic of Congo, teachers have been trained as resource persons for students wishing to report cases of gender-based violence in school milieu. The teachers were teachers who had previously worked as mentors in a previous USAID project. When boys expressed the discomfort of reporting violence to female teachers, the C-Change project included a male and a female teacher into each school as a referent teacher.

It is important to note that all these reporting mechanisms must be accessible to all pupils and must take into account the particular obstacles that students with special needs, or members of minority or particularly stigmatized groups may face in the violence reporting process.

Moreover, clear judging processes must be implemented in such a way as to give confidence to the people making the reports, and to reassure them that the measures will be taken effectively.

However, it should be noted that the reporting of gender-based violence in school milieu in Cameroon faces a number of limiting factors.

4.1.2. Difficulties related to the reporting of gender-based violence in school milieu

Among the obstacles to the reporting of gender base-violence in school, there are among others :

- The power imbalance between boys and girls on the one hand and between pupils (girls and boys) and teachers on the other hand;

- The sociocultural weight;
- The absence of organized reporting systems on gender-based violence in school milieu;
- The lack of confidence of the students toward the reporting mechanisms (the potential actors of reporting are sometimes children torturer);
- The fear of retaliations, aggression, stigmatization, sanctions or mockery;
- The increase of minor authors (" the law " of complicit silence between classmates).

4.2 ROLES AND RESPONSABILITIES OF THE DIFFERENT ACTORS IN RESPONSE TO GENDER-BASED VIOLENCE IN SCHOOL MILIEU

4.2.1. RESPONSABILITIES OF THE EDUCATION SECTOR IN RESPONSE TO GENDER-BASED VIOLENCE IN SCHOOLS

As mentioned before, school is the main place where all types of violence and abuse on children are perpetrated and / or detected. The Education Sector must therefore be prepared to respond to any case of violence that occurs in schools. It must for this purpose :

- Implement mechanisms for the detection and reporting of cases of gender-based violence in school milieu;
- Guide the victim to focal points and other appropriate partners (medical and psycho-social in first place);
- Report all cases the heads of Social Centres or subdivisional Delegations for Women's empowerment and the family;
- Ensure the absolute safeguard of the confidentiality and rights of the surviving child.
- Coordinate the follow-up of cases reported or reported to teachers;

It is important to note that any solution aiming at addressing the needs of child victims of gender-based violence in school milieus should not prevent them to have access to school. Subsequently, it will be necessary to carefully assess and monitor their integration / reintegration after being victims of acts of violence.

4.2.2 Responsibilities of coordinating bodies (MINAS MINPROFF) concerning the response to gender-based violence in school milieu

Social Centres and subdivisional Delegations of Women's empowerment and the Family are places where useful information can be collected. The different cases may come from focal points of gender-based violence in school milieu (SAS) implemented in educational institutions, communities, or from any other field partner, for the coordination, monitoring, harmonization and updating of data.

Any case of gender-based violence in school milieu must be reported to the person in charge of the Social Centre or the Subdivisional Delegation of the Women's empowerment and the Family within 24 hours after being aware of the case by the focal point or other field partner. Based on information collected, a physical record will be opened and the first response measurements can begin. A report and a copy of the physical file will be transmitted hierarchically to the regional coordination (DRAS, DRPROFF) within thirty days. The stem-files will be kept in the offices of the Social Centres or the subdivisional delegation of woman empowerment and the family. Only social workers in charge of cases follow-up will have access to this information to ensure full confidentiality. Statistics will be shared monthly to all the stakeholders. A quarterly report will be sent to MINAS and MINPROFF Central Services.

In addition, the heads of the Social Centres and subdivisional delegation of Women's empowerment and the Family are responsible for ensuring that all types of assistance are available for each case.

The response can take one or all of the following four forms, depending on the specificities of the case and the victim's wishes:

1. Medical: Appropriate Health Centres ;
2. Safety: Police and Gendarmerie Units ;
3. Judiciary: Local judicial authorities ;
4. Psychosocial: Social Workers.

It is important to recall that the Regional Delegations of MINAS and MINPROFF coordinate them at the regional level, and as such they convene and coordinate monthly case follow-up meetings to ensure the best coordination between the different monitoring partners. A follow-up sheet for case recorded will be elaborated and shared at the beginning of each month to all the stakeholders, and statistics on cases will be shared monthly with all stakeholders. A quarterly follow-up report will be sent to the central services of MINAS and MINPROFF.

The MINAS and MINPROFF structures will have to :

1. *Proactively detect cases and transmit information to the coordination so that the case can benefit from the entire panel of available follow-ups;*
2. *Ensure the psychosocial care of the victim, at the individual, family and community levels;*
3. *Inform the victims with details about the other services that can be provided by the partners, and encourage them to use them;*
4. *Keep confidentiality throughout the accompaniment process provided to the victim.*
5. *Ensure that all actors are able to detect a case of gender-based violence in school milieu*
6. *Collect and analyse incident reports, and supervise necessary references to the different areas;*
7. *Ensure that each decision is made with the consent of the victim;*

8. *Ensure that the victim has been referred to a service appropriate to his case;*
9. *Organize the care delivery to victims of gender-based violence in school milieu , in collaboration with the Ministry of Public Health and other sector institutions, ;*
10. *Coordinate with security forces actions to provide security to the victim ;*
11. *Ensure that the victim receives psychosocial follow-up, as long as the victim wishes;*
12. *Ensure that the FMO and the justice have taken necessary actions in accordance with the law when the victim has decided to make a complaint;*
13. *Collect and compile in a physical file all information related to the case that the victim has agreed to share;*
14. *Convene and coordinate monthly case follow-up meetings and produce an updated case follow-up sheet;*
15. *Keep confidentiality throughout the accompaniment process of the victim.*

Moreover, psychosocial care is an essential element in gender-based violence in school milieu response process, it aims is to stabilize the victim emotionally and lead him to undertake with serenity and assurance, actions that will allow him to restore his balance on the psychological and physical level, and especially to look at the future with confidence. Social workers in the Social Centres and Subdivisional Delegations for Women's empowerment and the Family are therefore have the responsibility to work in complete confidentiality while respecting the rights and dignity of the victim. It will therefore be a question of listening to the victim as well as his relatives, to direct him towards the relevant services in relation to difficulties encountered.

4.2.3 RESPONSABILITIES OF THE MEDICAL SECTOR IN THE RESPONSE TO GENDER-BASED VIOLENCE IN SCHOOL MILIEU

Within the framework of the response to gender-based violence in school milieu, the medical sector is one of the key sectors, especially in cases of sexual and physical abuse, *immediate* medical intervention is crucial as it can prevent the victim from medical complications, or even save his life.

The sector is supposed on the one hand to inform the victim on the available medical services and the importance of using them (which should be a reflex that any actor likely to collect a testimony of the incident should have); on the other hand, appropriate care must be made available by medical actors, at the level of health facilities.

Medical assistance is the priority for cases involving sexual violence and / or possible injury. In case of rape, assistance should be provided in accordance with the WHO / UNHCR Guidelines on the Clinical Management of Survivors of Rape and may include emergency contraception and a HIV / STI post-exposure prophylaxis.

Medical care includes the following steps :

- the reception

- The narrative of criminal facts
 - the preparation of the victim before the examination by explaining the examination procedure
 - Physical and genital examination
 - Collection of forensic evidence (issuance of the forensic certificate if necessary)
 - The prescription of complementary examinations: pregnancy test, vaginal sampling ;
 - Medical management of injury cases ;
 - Medical follow-up;
- The medical sector must also :

1. *Ensure that all health personnel are trained on gender-based violence in school milieu;*
2. *Implement an effective system of orientation, referencing and transfer of cases that require it;*
3. *Ensure the reception and medical care oriented of the victim ;*
4. *Collect relevant information, including forensic evidence;*
5. *Draw up the detailed medical certificate;*
6. *Make a detailed follow-up report of the case and transmit it to the regional coordination ;*
7. *Inform the victim in detail about the non-medical services that may be provided by partners.*

4.2.4 RESPONSIBILITIES OF THE SECURITY SECTOR IN THE RESPONSE TO GENDER-BASED VIOLENCE IN SCHOOL MILIEU

The security sector, gendarmerie and police station, will often be involved in cases where a judicial orientation must be given to a proven case of gender-based violence in school milieu that have caused fairly severe damage to the victim, both physically and psychologically.

For this purpose, actors of this sector will have to ;

1. *Take, if they consider it necessary, immediate action to secure the victim and / or the perpetrator;*
2. *Immediately inform social services and / or focal points, if the victim accepts;*
3. *Inform the victim of available assistance, especially medical assistance, while being sensitive to his needs for confidentiality and respect;*
4. *Refer the case to partners according to procedures defined in the law (priority to health and psychosocial care);*
5. *If there is a complaint, conduct an investigation, in accordance with the procedures defined in the law;*
6. *Keep confidentiality throughout the process which is supposed to ensure physical protection.*

When a case of violence is reported to the police / gendarmerie, the procedure is as follows:

- *The victim and the person accompanying her declare to the police reception office (police station) that they wish to expose a confidential case.*
- *The head of the post who is at the reception leads the victim and his companion to a judicial police officer in a hearing room or by default to a place where he can ensure confidentiality*
- *the judicial police officer receives them in his office or by default in a place where he can ensure confidentiality, record the testimony of the victim and obtain the necessary information for the investigation on the alleged crimes.*
- *The police / gendarmerie issues a requisition for the legal medicine or the doctor available (by law) to obtain a medical certificate.*
- *hearings of victims of GBV-related crimes and any witnesses will only be conducted by police or gendarmerie officers who have the status of police officers specially trained in GBV. If female police officers are available, they will conduct the interviews for the survivors.*
- *Hearings must be done with respect, privilege the dignity of the victim*
- *Once the statement is made, the police give the victim the requisition to the doctor*
- *the victim brings the requisition to the forensic medicine or the doctor to obtain a medical certificate, then gives the forensic certificate to the police as soon as possible.*
- *The police immediately begin their investigation, even if the forensic certificate has not yet been brought to them.*
- *When they have enough elements, the police arrest the alleged perpetrator, draw up his report and communicate the file to the prosecutor.*

4.2.5. RESPONSIBILITIES OF THE JUDICIARY SYSTEM IN THE RESPONSE TO GENDER-BASED VIOLENCE IN SCHOOL MILIEU

The judicial sector has the duty to play the role of legal advice for the victim. As such, it clearly informs the victim of the procedures, limitations, advantages and disadvantages of the existing legal options. Actors in the sector will have to provide him with information on the existing security measures that can prevent the alleged abuser from committing new crimes and the deadlines and possible problems or inadequacies of the solutions offered by the national justice system.

When after having received the information on the judicial services, a victim wishes to complain against her assaulter, care delivery and advises will be provided to her by the FMO who will guide her during the various steps, beginning with the drafting of the complaint.

The steps of the intervention are as follows :

- Reception in a secure and protected place
- Information and counselling on the survivor's right (procedures, information on the available choices to the survivor and its consequences ;
- Keep the survivor always informed on the case progress and ensure the procedure and execution follow-up of the court decision

- demand full respect of the penalty for perpetrators of sexual violence and non-eligibility for parole to perpetrators of sexual violence.

At all the procedure stages, the social services follow the case before the courts, to ensure that the procedure is applied correctly, in strict respect of the child's rights.

At all the stages, the actors concerned are called to :

- 1. Interact with the victim to inform her on existing options for conflict resolution;*
- 2. Monitor cases brought to court to ensure that the procedure is applied with respect to the child's rights;*
- 3. Provide legal assistance to the victim in terms of advice and responses to procedural concerns;*
- 4. Facilitate the effective conduct of the procedure by taking appropriate practical measures;*
- 5. Make effort to safeguard confidentiality throughout the judicial process ;*
- 6. Provide a detailed case follow-up report to the MINAS MINPROFF Regional Coordination*

4.2.6. THE FUNDAMENTAL ROLE OF THE COMMUNITY

The victim of gender-based violence in school milieu and the assaulter are often part of both educational and life community, and the other members will be involved at different levels, as witness, confidant of the victim or even perpetrator of the violence. Each member of the community therefore has a fundamental responsibility for responding to gender-based violence in school milieus.

The two primary obligations of any member of the community are to be available to listen to the victim or whoever would have known a case of gender-based violence in school milieu, and to direct her confidentially to the appropriate partners (medical, and psychosocial in first place) . Then, the community will have to ensure that the child victim of violence is not stigmatized, isolated or rejected because of the violence undergone or actions taken, but rather that be surrounded and supported by the members of the community. Community to overcome the trauma.

In addition, the community focal points will have to prepare a community monitoring report to the heads of Social Centres and sub-divisional Delegations of Women's empowerment and the Family in order to transmit them to the regional coordination.

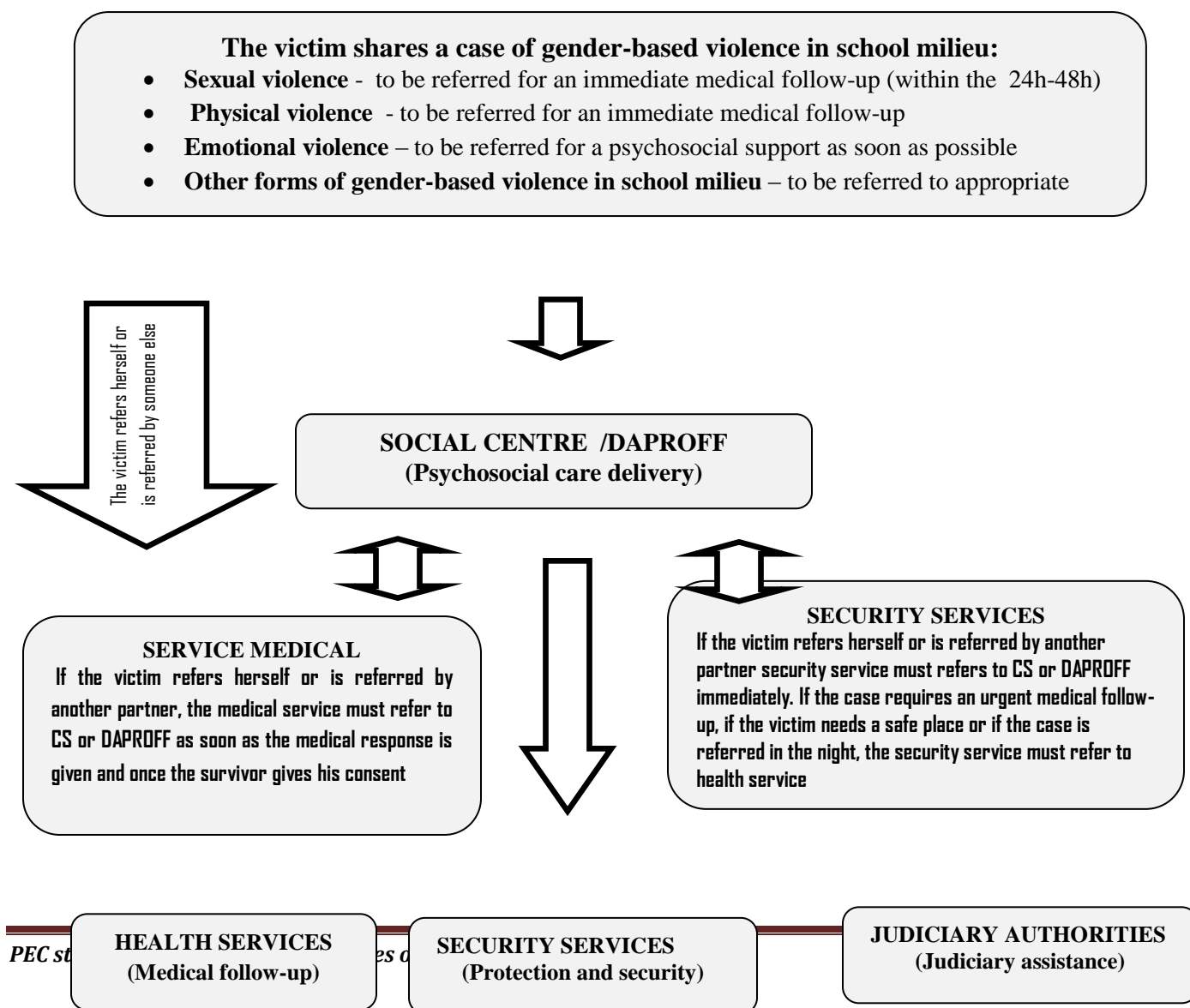
CHAPTER V

REFERENCING AND INFORMATION TRANSMISSION MECHANISMS

When an incident occurs, the victim has the right to report it to the person she wants, whom she trusts. Family member, friend, teacher, or community member, we can all detect potential cases and we may all be called upon to play a role to the victim in the work we do. We must therefore know exactly how to react, what advice to give to the victim and who to contact afterwards, in order to allow this one to benefit from the best care delivery.

Indeed, all forms of gender-based violence in school milieu have harmful consequences for the victims, direct or indirect, at the physical, psychological and even social level. It is therefore important that victims have access to medical, psycho-social, legal and security services. In each service, a gender-based violence in school milieu focal point, especially trained in the subject, will have to be defined.

The schema of the following reference mechanism is used to determine what action is to be taken first, and how it should be taken. Since the victim is free to decide if she is free to ask for help, what kind of help and to which organization (s), this appeal procedure allows her to decide at each step to continue or to stop.



The first service provider to receive the victim must discharge its responsibility with empathy, in confidentiality, by showing him much respect. He should give her complete and honest information on the range of services available, and direct her in priority to medical assistance in case of sexual violence and / or other physical aggression. The **victim remains free to decide whether to ask for help, what kind of help and to which organization (s).** She will also be required to provide informed consent before any information about her is communicated.

Indeed, the victim has the right to control the way information concerning her case is communicated to other institutions or persons except those she confided initially. The concerned must understand the consequences of transmitting information and to take a decision in full knowledge of the evidence before it is disseminated. **She has the right to limit the nature of information that will be transmitted and to specify which structures can and can not receive them.**

Victims should also be consulted using age-appropriate techniques that encourage them to express themselves. They receive all the necessary information so that they can make the appropriate decisions. Their ability to give consent to the use of the information and the credibility of the information will depend on their age, maturity and the ability to express themselves freely. The victim's follow-up will be done through the Social Centres and Regional Delegations for Women's empowerment and the Family, which are specialized structures in the protection of children and involved in the work with children victims of gender-based violence in school milieu.

If the victim agrees to share information about her case, the information holder will have to share this information with the social worker of the Social Centres or the Regional Delegation Women's Empowerment and the Family informally *within 24 hours* . , using an incident report sheet *within 48 hours*. Health and security services, as well as the other partners involved, if need be, will manage this information and take the necessary actions to support the survivor while respecting confidentiality.

If the victim refuses to share information about her case with one or more service providers, the information holder will share only the statistical data related to the case in question with the partners.

CHAPTER VI

COORDINATION

6.1 Monthly follow-up meeting on cases of gender-based violence in school milieu

Weekly follow-up meetings on cases of gender-based violence in school milieu will be held at the Social Centre. Participants are focal points of gender-based violence in school milieu from the six main institutions involved in cases follow-up case: education, health, security, judiciary and psychosocial sectors, a community focal point and some relevant partners concerned. The meeting is managed by the Social Centre.

The purpose of this weekly meeting is to review the individual cases reported, share the actions undertaken and to be undertaken, as well as evaluate the results achieved. The priority is to deal with any immediate protection problem. It is also a question of ensuring that all participants are at the same level of information when the victim agrees to share the details of her case, and that, the actors coordinate the response actions for each individual case. Difficulties and constraints will be shared, and participants will jointly determine an appropriate multisectoral action plan for each case.

Information shared at these meetings is strictly confidential and focuses on actions undertaken or to be undertaken. In accordance with the key principles, individual cases will be discussed in this meeting only if the victim has given informed consent that information about her will be shared with the organizations participating at the meeting.

Exchanges of information should also focus only on those that are relevant to the case. Personal and irrelevant details about the victim of the incident will not be discussed. It is the responsibility of all participants at the meeting to ensure that **the dignity of the victim is respected and confidentiality maintained.**

Each case detected will be inserted in the case follow-up sheet, updated weekly by the Social Centre and shared systematically every Monday following the meeting. Details and specificities of the actions undertaken and to be undertaken by each actor will be indicated.

In addition, when an urgent and sensitive situation requires immediate and coordinated action, *ad hoc* meetings can be organized between the actors concerned. The Head of Social Centre is then responsible for convening and managing the meeting.

6.2. Strategic quarterly meetings on the fight against gender-based violence in school milieu

Strategic meetings on the fight against gender-based violence in school milieu will be held on a quarterly basis at the Regional Delegation for Social Affairs, and will be co-chaired by the regional delegates of MINAS and MINPROFF who, as regional coordinators gender-based violence in school milieu, are therefore responsible for scheduling meetings, convening participating structures, and partners concerned. Representatives from all sectors and focal points of the partner organizations commit to come to the meeting. In case of impediment or absence, they will be represented.

These meetings will be held in the form of a forum, and will have as main objective to take stock of the major trends on the gender-based violence in school milieu and the impact of sensitization / training, on the basis of the statistics delivered by the Social Centres and the subdivisional Delegations for Women's Empowerment and the Family. The activities schedule may be adapted for the coming quarter based on the observations made by participants. The strategy is to use quarterly statistics to discuss the

real causes types of gender-based violence in school milieu types, to detect the impact of activities and to be able to adapt them according to the needs encountered.

CHAPTER VII.

MONITORING AND EVALUATION MECHANISMS

Each sector, health, legal / judicial, safety / security, and psychosocial, develops, shares, and follows-up intervention indicators on gender-based violence in school milieu. It collects and analyses both qualitative and quantitative data, and presents the results at the **quarterly** strategic meeting.

The table below presents the indicators that must reflect the monitoring and evaluation in each sector.

SECTOR / FUNCTION	MONITORING AND EVALUATION INDICATORS	
	Prevention	Intervention
HEALTH	<ul style="list-style-type: none"> • Number of persons sensitized • Number of personnel trained 	<ul style="list-style-type: none"> • Number of identified cases • Number of cases that received assistance • Number of referred cases
PSYCHOSOCIAL	<ul style="list-style-type: none"> • Number of persons sensitized 	<ul style="list-style-type: none"> • Number of identified cases • Number of cases that received assistance • Number of referred cases
SAFETY / SECURITY	<ul style="list-style-type: none"> • Number of persons sensitized • Number of gendarmes and police officers trained 	<ul style="list-style-type: none"> • Number of identified cases • Number of cases that received assistance • Number of referred cases
LEGAL / JUDICIAL	<ul style="list-style-type: none"> • Number of persons sensitized • Number of personnel trained 	<ul style="list-style-type: none"> • Number of identified cases • Number of cases that received assistance • Number of cases that complained • Number of cases where the judicial procedure resulted in a court decision
EDUCATION	<ul style="list-style-type: none"> • Number of children sensitized • Number of teachers trained 	<ul style="list-style-type: none"> • Number of cases reported in schools • Number of referred cases

Conclusion

Situations of gender-based violence in school milieu can occur at any time and they are violation of the fundamental rights of a human being in general and of children in particular. Thus, prevention, reporting and response to gender-based violence in school milieu require vigilance at all times and involvement of all actors, including and especially children themselves.

Within the framework of the protection of children rights, gender-based violence in school milieu still constitutes today one of the most serious and most recurrent challenges because they are not well understood. When an educational institution decides to keep silence on a case of gender-based violence in school milieu to preserve its image in order to avoid losing students, when a child decides to remain silent and do not report a case of gender-based violence in school milieu of which he is a victim or witness because of fear of stigma or retaliation ; when an entire community decides to cover a case of gender-based violence in school milieu just to avoid exposing one of their member, gender-based violence in school milieu have the potential to increase and the consequences can be devastating. Children exposed to gender-based violence in school milieu are likely to develop serious medical difficulties that may lead to death. They may experience problems related to reproductive health, be emotionally and psychologically traumatized, become stigmatized, isolate themselves regardless of the consequences on academic results....

The struggle to preserve the psychological and physical integrity and respect for the child's rights in schools is a commitment that the Government and its partners can not avoid. But to be effective, it must be based on close inter-institutional, interdisciplinary and multisectoral collaboration.

In this perspective, all the stakeholders concerned by these Standard Operational Procedures, whether they are from the Government or not, are invited to make a formal and effective commitment for their implementation, so that convincing results can be obtained in days to come, for the great happiness of our children, our families and our communities ./-