

Gender-Based Violence in Schools and Girls' Education: Evidence from Mozambique

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Motivation

- ▶ Prevalence of **school-related GBV (SRGBV)** is high in Sub-Saharan Africa.
- ▶ **40 percent** of students experience SRGBV and girls are more at risk of experiencing severe sexual violence (CGD 2024)
 - Mozambique: 70% of students believed girls experienced sexual violence in schools.
 - Mozambique: 52% reported teachers as the main perpetrator of SRGBV (UNICEF, 2018)
- ▶ Adolescence is a critical period. SRGBV may alter adolescent girls' lives by affecting their
 - Sexual, reproductive and mental health, fertility and
 - **Education.**
- ▶ Limited evidence on:
 - Effective strategies to curb violence against girls at schools.
 - Causal effect of SRGBV on education.

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This paper...

Research question:

Can creating awareness, and strengthening support systems for gender-based violence in schools improve girls' educational outcomes?

Yes: Highlight 6 main findings to argue why and how the intervention improved the lives of young girls

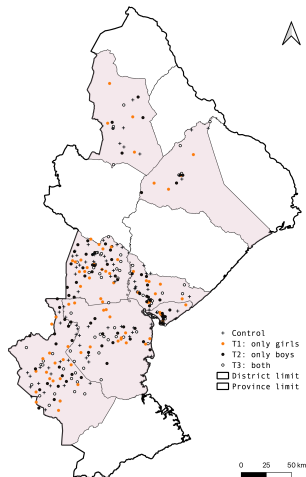
Related Literature

What We Do:

- ▶ Design and test a novel GBV intervention with two components:
 1. **Strengthening support**: Gender focal points (GFP) training
 2. **Creating awareness**: Student training
- ▶ Implement it as clustered randomized controlled trial at the school-level.
 - T1 GFP training + Girls *only* training
 - T2 GFP training + Boys *only* training
 - T3 GFP training + Girls & Boys training
 - ▶ Who should be targeted?: Potential victims, potential preparator/bystanders?
- ▶ Intervention through the public education system → high scalability potential
- ▶ Universe of primary schools (326)

Setting

- ▶ Primary-to-secondary transition
 - ▶ Enrolment rates in 2019: primary above 90%, secondary 32% (World Bank, 2024)
- ▶ Sofala province in Mozambique
- ▶ 7 districts: *Beira, Dondo, Nhamatanda, Chibabava, Maringue and Cheringoma.*
- ▶ 326 Upper primary schools
 - ▶ Aimed for the *Universe* of schools yet 14 were not accessible



Intervention

► *Partners:*

- Ministry of Education and Human Development of Mozambique (MINEDH),
- UNICEF Mozambique,
- local NGO Girls Child Rights (GCR)

► *Features:*

- a Builds on the existing infrastructure.
- b Draws on a pre-existing curriculum around GBV.
- c Delivers the curriculum interactively.

Pre-existing curriculum



Intervention: Strengthening support and Skills

- ▶ Gender Focal Points (GFPs) training.
GFPs are teachers appointed by the Ministry of Education to address schools' gender-related issues.
- ▶ System existed prior to the study.
 - ▶ At baseline, GFPs had not received any sort of training → system exists on paper but there is limited capacity and a *de facto* professional role
- ▶ Improved capacity to effectively respond to GBV at schools.
- ▶ 2-days training:
 - ▶ No costs to participants.
 - ▶ Transport, accommodation and *per diem* covered.
 - ▶ 98.9% attendance.
 - ▶ GFPs received a students' discussion sessions instruction manual.
- ▶ Additional in-person personalized support from GCR before students' session.

Intervention: Creating awareness

- ▶ Student training → 4 guided discussion sessions,
- ▶ Led by GFP,
- ▶ Attendance by gender-session
- ▶ *Topics:*
 - S1 What is GBV?
 - S2 Why is GBV never justifiable?
 - S3 Proactive behaviors around GBV
 - S4 Dating violence.
- ▶ *Activities:*
 - ▶ Short animated videos,
 - ▶ Participatory activities,
 - ▶ Role play,
 - ▶ Interactive discussion.

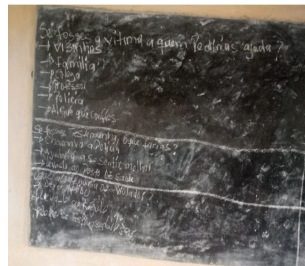


Intervention in Practice: GFPs Training



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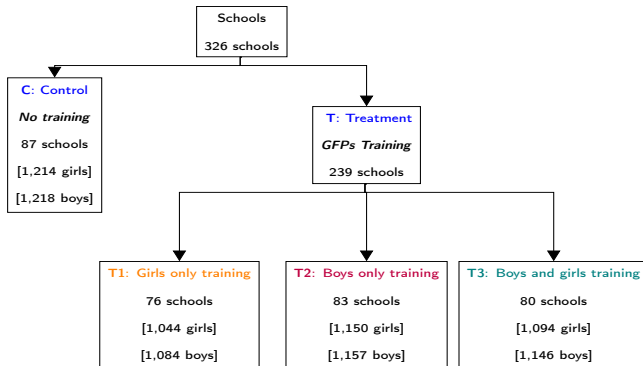
Intervention in Practice: Discussion Sessions



Classificação da Violência	Tipo de Violência	Comportamentos de ajuda
Violência física e psicológica por parte de um colega	Psicológica	Aconselhar o rapaz de que no jogo é mais mesmo.
Violência física por parte de um colega	Física	Os colegas que viram não devem dizer e chamaram atenção de quem estava fazendo o mesmo.
Violência psicológica por parte de um colega	Psicológica	Repudiar a atitude do rapaz.

Design: Clustered Randomized Controlled Trial

- ▶ Unit of randomization: schools
- ▶ Unit of observation: students
- ▶ Stratification: district & baseline GBV.
- ▶ Baseline data collection with 9,107 students. 84 % tracked at endline.



Estimation Strategy

$$Y_{is1} = \alpha + \sum_{k=1}^3 \beta^k T_s^k + \lambda Y_{is0} + \Gamma_{s0} + \varepsilon_{is1}$$

- Y_{i1} : the outcome of interest for student i from school s at endline.
- $T_s^k = 1$ if the school is in the following treatment group:
 - Only girls were treated in school s ($k=1$),
 - Only boys were treated in school s ($k=2$),
 - Boys girls and boys were treated in school s ($k=3$).
- We control for the baseline level of the outcome Y_{is0} and randomization strata.
- Standard errors are clustered at the school-level.

Balance

Attrition

Finding 1: Intervention reduces *vertical violence* towards girls

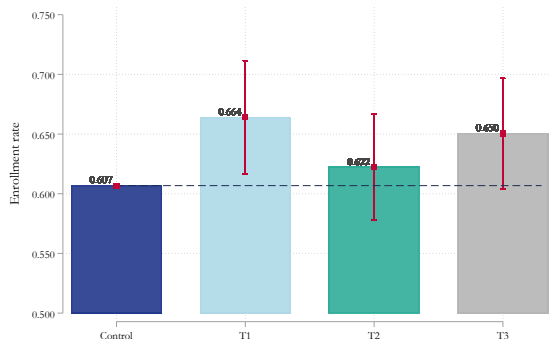
	Perpetrated by Students		Perpetrated by Staff	
	Student reported	Reported by other students	Student reported	Reported by other students
	(1)	(2)	(3)	(4)
Girls (T1)	0.005 (0.022)	-0.002 (0.011)	-0.008** (0.004)	-0.009** (0.004)
Boys (T2)	-0.005 (0.020)	0.002 (0.010)	-0.004 (0.004)	-0.008* (0.004)
Both (T3)	0.018 (0.021)	0.005 (0.011)	-0.006 (0.004)	-0.009** (0.004)
$H_0: T1 = T2$	0.613	0.678	0.216	0.586
$H_0: T1 = T3$	0.253	0.779	0.706	0.557
$H_0: T2 = T3$	0.567	0.511	0.406	0.930
Mean Control	.184	.088	.012	.017
Obs.	3471	7096	3471	7096

Finding 2: Vertical violence reductions driven by sexual violence committed by teachers

Reductions in **SRGBV by teachers** due to reductions in:

- ▶ 'Forced you to perform sexual acts',
- ▶ 'Touched you in a way that made you uncomfortable',
- ▶ 'Made you touch your own private parts'
- ▶ Changes in severe forms GBV are consistent with findings in other studies (Amaral et al 2024, Sharma 2024).
- ▶ No differential effect by gender composition of teaching staff.

Finding 3: Reductions in vertical GBV increase girls' school enrollment only when *girls* receive GBV training



- ▶ In T1, girls are 10% more likely to be enrolled at school at endline
- ▶ Mechanism: Changes in girls' proactive behaviors (reporting) necessary for lower GBV to translate into improvements in their human capital
- ▶ No effects on test scores in Math or Portuguese [Table](#)

Finding 4: Gender Focal Points pro-active behaviors generate a deterrence effect

► **↑ GFP engagement in treated schools:**

↑ talk to students

↑ *say they know* how to reach the helpline to report cases

► **↑ knowledge of GBV laws but not other unrelated legislation (placebo):**

	Talks to students (1)	Knows about helpline (2)
Girls (T1)	0.342*** (0.074)	0.529*** (0.068)
Boys (T2)	0.312*** (0.071)	0.325*** (0.074)
Both (T3)	0.278*** (0.071)	0.392*** (0.075)
$H_0: T1 = T2$	0.711	0.004
$H_0: T1 = T3$	0.661	0.380
$H_0: T2 = T3$	0.429	0.054
Mean Control	0.214	0.274
Obs.	318	318

Finding 4: Gender Focal Points pro-active behaviors generate a deterrence effect

► **↑ proactive behaviors by GFPs, especially in T1:**

↑ *state the correct number* for the national helpline

► Suggests higher usage

↑ Students report to GFP

↑ engage with teachers

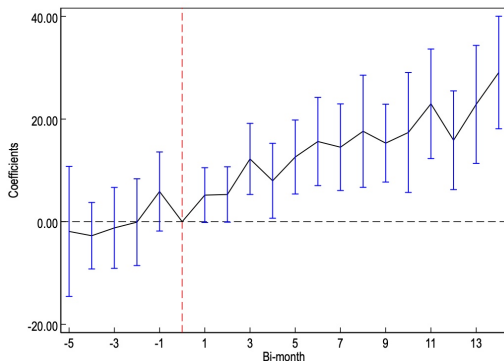
↑ report cases to school council

	Activities upon reporting			
	Correct no. of helpline (1)	Students' reporting (2)	Engage with teachers (3)	Report to sch. council (4)
Girls (T1)	0.236*** (0.069)	0.098** (0.043)	0.151* (0.081)	0.162** (0.077)
Boys (T2)	0.117* (0.062)	0.050 (0.034)	0.023 (0.076)	0.082 (0.074)
Both (T3)	0.100 (0.063)	0.003 (0.025)	0.113 (0.077)	0.117 (0.078)
$H_0: T1 = T2$	0.113	0.314	0.109	0.287
$H_0: T1 = T3$	0.811	0.169	0.237	0.645
$H_0: T2 = T3$	0.077	0.026	0.638	0.572
Mean Control	0.155	0.024	0.417	0.381
Obs.	318	318	318	318

Suggestive evidence that effects on teacher-student differ by arm → differences engagement and gender composition in sessions

Finding 5: Calls to helpline for assistance and social assistance cases increase

Figure: Calls for assistance



- Calls to helpline for assistance \uparrow in treated districts relative to neighboring ones

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Figure: Calls for assistance

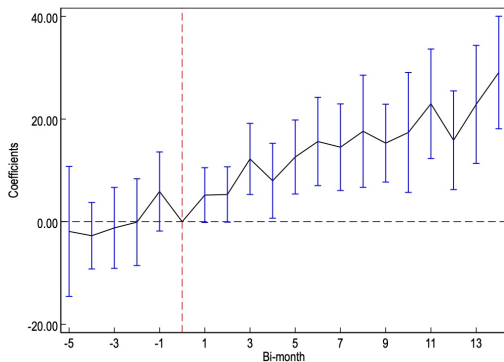
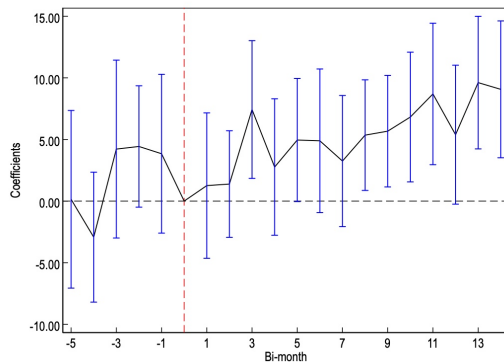


Figure: Cases



- Calls to helpline for assistance \uparrow in treated districts relative to neighboring ones
- Greater number of GBV cases began receiving a formal investigation

Finding 6: Treatment effects on GBV are **not** driven by reporting bias

1. **Bystander reports** show similar effects as self-reports
 - ▶ Boys: decrease in boys reports of violence committed by teachers in T1 where they were not treated → experimenter demand effects
2. If the effect on violence by teachers is due to reporting bias, we'd expect a similar effect on **violence by students**.
3. The effects are not driven by respondents with higher **social desirability bias** at baseline By Social Desirability
4. **New test:** We asked respondents about **violence they experience prior to 2021** (i.e. pre-intervention) both at endline and baseline → disclosure / recall bias
 - ▶ We do not find any differential change in reported violence across treatment arms pre-2021 GBV

Conclusions

- ▶ Cost: Marginal cost estimated at USD 10.39 per student.
- ▶ High social costs: Child violence 2% of regional GDP; rape costs USD 122k per victim (UNICEF; Adams, Huttunen, and Nix, 2025)
- ▶ **Mechanism:** Proactive GFP actions + girls' own reporting deter perpetrators and re-balance teacher–student power.
- ▶ Impact: GBV skills training yields modest but meaningful reductions in girls' dropout.

Thank you!



See the videos here ↓



Appendix

School-related Gender Based Violence

Acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics (Smarrelli et al, 2024).

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Pre-existing official GBV curriculum

Unidade temática 11

O amor é uma experiência intensa e profunda que se pode tornar o centro da vida de uma pessoa. Quando amamos alguém, as nossas percepções mudam. A pessoa que amamos é vista, muitas vezes, como a pessoa mais maravilhosa, linda, atraente e especial do mundo. Numa relação de amor há também relações sexuais.



Fig. 3 No namoro começam os abraços, os beijos, a vontade de tocar o outro.

Situações que afectam a auto-estima. O assédio sexual

Os relacionamentos entre os adolescentes são muito importantes para desenvolver a auto-estima e a auto-confiança. Neste sentido não há receita. Cada pessoa é única e cada um tem o seu próprio ritmo e a sua própria maneira de viver os sentimentos e relacionamentos.

Cada adolescente deve aceitar a transformação do seu corpo de criança em corpo de homem ou mulher. Alguns rapazes e raparigas sentem-se descontentes e impacientes com estas transformações: a sua imagem não corresponde em nada ao seu ideal. Uns acham os traços da cara feios, outros pensam que os cabelos estão mal implantados, as coxas demasiado gordas. As borbulhas na cara e a primeira penugem sobre o lábio são motivo de constrangimento e revelam uma grande insatisfação. Esta insatisfação pode levar, por vezes, ao desespero.



Fig. 4 Os jovens devem aprender a aceitar o seu corpo.

Auto-descobrimto e sexualidade

Já sabes que estas mudanças são normais e naturais. A Natureza trabalha a teu favor, para te transformares num adulto saudável e feliz.

Para além destas mudanças biológicas, é na adolescência que há também mudanças **psicossociais**, ou seja, transformações nos sentimentos, na maneira de pensar e de compreender o mundo, os amigos e os familiares, na maneira de se comportar e de se relacionar com as outras pessoas.

As raparigas e os rapazes passam a ter uma conduta que vai além das mudanças relacionadas com o sexo. As suas condutas sexuais são influenciadas, não só pelas suas características psicológicas, mas também pelos valores culturais. Essas condutas variam de comunidade para comunidade e de cultura para cultura.

Relacionamentos na adolescência

O relacionamento entre os adolescentes é caracterizado por relacionamentos de **amizade, namoro e amor**.

Por amizade entende-se o sentimento de simpatia em relação a outra pessoa. A amizade é uma forma de **entresajudar**: os amigos conversam, divertem-se e trocam informações. Ao melhor amigo tudo se confia: os pensamentos, os desejos, as emoções e as dúvidas. A amizade contribui para que se viva uma adolescência saudável, alegre e feliz.



Fig. 2 Amizades entre meninas (A), entre rapazes (B) e entre meninas e rapazes (C).

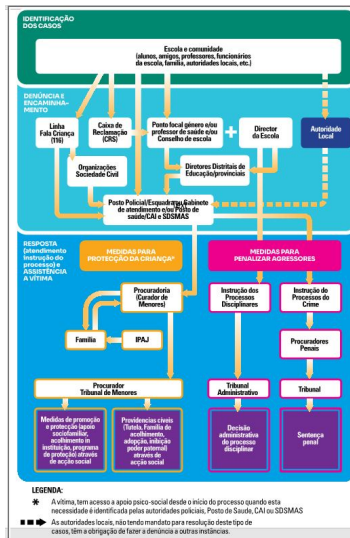
Na adolescência surge a vontade de ficar perto de alguém de quem gostamos. É neste momento que começam os abraços, os beijos, a vontade de tocar... o namoro. O namoro é uma relação em que dois jovens se aproximam, procurando conhecer-se, trocar emoções e projectar uma vida em comum. O namoro começa frequentemente com uma amizade. Deve ser visto como uma relação séria e responsável e, como tal, deve basear-se em responsabilidade, compreensão, respeito e conhecimento do que o outro pensa, sente e faz.

Ethics

- ▶ Princeton & local IRB.
- ▶ Extensive enumerators training on how to collect GBV/VAC data.
- ▶ Extensive training to *all field staff* on crisis management and referral.

- ▶ Parental and student consent.
- ▶ Respondents matched with an enumerator of the same gender.
- ▶ Interviews conducted in privacy.
- ▶ All respondents referred to the national helpline (*Linha Fala Criança*), regardless of their disclosure of violence.
- ▶ Respondents disclosing violence referred to the school's GFP.
- ▶ GFPs supported by the local NGO GCR (GCR manages *Linha Fala Criança*).

UNICEF Referral Protocol



Definitions: Prevalence of violence in the last month

- ▶ Ask respondents if they ever experienced any violence from a list of items adapted from the WHO VAW questionnaire.
- ▶ If they 'Yes', ask when was the last time they experienced this.
- ▶ If the last time was within the past month: prevalence of any violence is coded as 1 and 0 otherwise.

Emotional Violence

- 1 Insulted you or made you feel bad about yourself?
- 2 Belittle or humiliate you in front of other people?
- 3 Did things to scare or intimidate you?
- 4 Threatened to hurt you or a friend of yours?

Physical Violence

- 5 Hit you or threw you something that could hurt you?
- 6 Pushed you or pulled your hair?
- 7 Punched you or hit you with something else that hurt you?
- 8 Kicked you, dragged you or spanked you?

Sexual Violence

- 9 Showed you his/her private parts or pretend to show himself to you?
- 10 Made nasty comments/expressions/looks/whistles at you?
- 11 Stalked you in a way that made you uncomfortable?
- 12 Groped/touched you in a way that made you uncomfortable?
- 13 Looked at you in a way that made you uncomfortable?
- 14 Made sexual comments to you in a way that made you uncomfortable?
- 15 Pulled your skirt/pants/shorts?

Definitions: Sexual violence by teachers or staff

We ask respondents if teachers or school staff did any of the following to them in the past month:

- 1 Forced you to perform sexual acts?
- 2 Touched you in a way that made you uncomfortable?
- 3 Kissed or forced you to kiss him/her?
- 4 Made you take off your clothes?
- 5 Took off his/her clothes?
- 6 Made you touch your own private parts?
- 7 Made you touch his/her private parts?

Balance at baseline

	(1) Control Mean (SD)	(2) T1 Mean (SD)	(3) T2 Mean (SD)	(4) T3 Mean (SD)	(5) T1-C	(6) T1-T2	(7) T1-T3	(8) T2-C	(9) T2-T3	(10) T3-C
<i>Panel A: Violence in the last month</i>										
Violence by a student (self-rep.)	0.290 (0.454)	0.287 (0.452)	0.284 (0.451)	0.271 (0.444)	0.971	0.846	0.378	0.831	0.477	0.403
Violence by teachers/staff (self-rep.)	0.094 (0.292)	0.059 (0.235)	0.051 (0.221)	0.051 (0.221)	0.034	0.678	0.727	0.005	0.974	0.009
Emotional violence	0.363 (0.481)	0.386 (0.487)	0.361 (0.481)	0.348 (0.477)	0.211	0.264	0.027	0.890	0.316	0.392
Physical violence	0.254 (0.436)	0.263 (0.440)	0.249 (0.433)	0.261 (0.439)	0.566	0.493	0.684	0.950	0.753	0.824
Sexual violence	0.171 (0.376)	0.182 (0.386)	0.169 (0.375)	0.149 (0.356)	0.444	0.583	0.086	0.893	0.242	0.227
Violence against girls by a student	0.184 (0.388)	0.176 (0.381)	0.208 (0.406)	0.169 (0.375)	0.801	0.171	0.577	0.290	0.052	0.433
Violence against girls by teachers/staff	0.042 (0.201)	0.027 (0.162)	0.022 (0.147)	0.031 (0.173)	0.153	0.588	0.653	0.042	0.302	0.305

Balance at baseline (ctd.)

	(1) Control Mean (SD)	(2) T1 Mean (SD)	(3) T2 Mean (SD)	(4) T3 Mean (SD)	(5) T1-C	(6) T1-T2	(7) T1-T3	(8) T2-C	(9) T2-T3	(10) T3-C
<i>Panel B: Other outcomes and socio-demographic characteristics</i>										
Age	13.497 (1.434)	13.457 (1.504)	13.555 (1.448)	13.336 (1.420)	0.549	0.198	0.310	0.458	0.015	0.083
No education, mother	0.430 (0.495)	0.420 (0.494)	0.409 (0.492)	0.369 (0.483)	0.750	0.659	0.146	0.433	0.337	0.061
Secondary+ education, mother	0.089 (0.285)	0.099 (0.299)	0.100 (0.300)	0.113 (0.317)	0.565	0.960	0.725	0.625	0.702	0.350
No education, father	0.234 (0.424)	0.220 (0.415)	0.223 (0.417)	0.211 (0.408)	0.941	0.986	0.683	0.950	0.640	0.603
Secondary+ education, father	0.165 (0.371)	0.204 (0.403)	0.213 (0.410)	0.202 (0.402)	0.259	0.822	0.878	0.153	0.692	0.294
Younger siblings	0.853 (0.354)	0.866 (0.341)	0.862 (0.345)	0.847 (0.360)	0.564	0.968	0.375	0.498	0.294	0.797
Older brothers	0.725 (0.447)	0.754 (0.431)	0.727 (0.446)	0.728 (0.445)	0.193	0.264	0.418	0.912	0.795	0.706
Older sisters	0.708 (0.455)	0.751 (0.433)	0.708 (0.455)	0.701 (0.458)	0.066	0.114	0.081	0.852	0.862	0.997
Ever had a partner	0.046 (0.210)	0.055 (0.228)	0.048 (0.213)	0.042 (0.201)	0.446	0.600	0.251	0.817	0.495	0.621
Has a partner	0.031 (0.174)	0.043 (0.202)	0.035 (0.184)	0.033 (0.179)	0.299	0.542	0.357	0.632	0.709	0.937
Initiation Rituals	0.285 (0.452)	0.321 (0.467)	0.308 (0.462)	0.290 (0.454)	0.203	0.759	0.234	0.309	0.359	0.906
Test score: Math	0.051 (0.968)	0.122 (0.921)	0.074 (0.994)	0.149 (0.919)	0.416	0.732	0.710	0.638	0.477	0.234
Test score: Math	0.515 (0.515)	0.555 (0.555)	0.555 (0.555)	0.555 (0.555)	0.555	0.555	0.555	0.555	0.555	0.555

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Attrition

	Any	Girls	boys
	(1)	(2)	(3)
Girls (T1)=1	-0.020 (0.022)	-0.024 (0.025)	-0.016 (0.024)
Boys (T2)=1	0.010 (0.023)	0.024 (0.027)	-0.004 (0.024)
Both (T3)=1	-0.033 (0.022)	-0.037 (0.025)	-0.028 (0.025)
P-value T1=T2	0.168	0.061	0.599
P-value T1=T3	0.516	0.582	0.633
P-value T2=T3	0.054	0.017	0.330
Mean control	0.178	0.192	0.165
N. Clusters	326	326	326
Observations	8,558	4,258	4,300

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Teachers' knowledge about laws and sentences

	GBV Laws and Sentences		Laws not concerning GBV		
	(1)	(2)	(3)	(4)	(5)
Girls (T1)	0.211*** (0.063)	2.639** (1.171)	0.057 (0.058)	0.014 (0.016)	-0.084 (0.066)
Boys (T2)	0.123** (0.055)	0.629 (1.201)	0.037 (0.053)	-0.005 (0.011)	-0.047 (0.065)
Both (T3)	0.066 (0.064)	3.633** (1.674)	-0.025 (0.062)	-0.003 (0.012)	-0.058 (0.071)
Observations	551	168	551	551	551
Control mean	0.28	10.56	0.20	0.01	0.27
P-value T1 = T2	0.15	0.07	0.72	0.18	0.54
P-value T1 = T3	0.04	0.49	0.19	0.26	0.70
P-value T2 = T3	0.35	0.04	0.29	0.81	0.87

(1) is a dummy variable = 1 if the person declares to know the Law on the Promotion and Protection of Children's Rights (Law No. 7/2008) or declares to know sentence (in years) for sexual acts with children under 16, with or without consent; (2) Years of sentence for sexual acts with children under 16, according to the respondent; (3) knows about law of Domestic Violence Perpetrated Against women Act (2009); (4) knows about the Labour Law (Law No. 23/2007); (5) knows the Civil Registration Code 2004.

Effects on girls' perceptions of school safety

	(1)	(2)	(3)
	Very safe	More or less safe	Very unsafe
Girls (T1)	0.030 (0.031)	-0.001 (0.028)	-0.029** (0.014)
Boys (T2)	-0.004 (0.032)	0.022 (0.029)	-0.018 (0.014)
Both (T3)	0.057* (0.031)	-0.045 (0.028)	-0.012 (0.015)
Observations	3391	3391	3391
Control mean	0.65	0.29	0.06
$H_0: T1 = T2$	0.27	0.42	0.41
$H_0: T1 = T3$	0.35	0.10	0.21
$H_0: T2 = T3$	0.05	0.02	0.64

Feelings when talking about GBV with enumerators

	Good	Bad	Same
	(1)	(2)	(3)
Girls (T1)	0.042* (0.024)	-0.011 (0.015)	-0.031* (0.017)
Boys (T2)	-0.035 (0.026)	0.029 (0.018)	0.005 (0.018)
Both (T3)	0.013 (0.023)	-0.002 (0.015)	-0.011 (0.018)
P-value T1=T2	0.002	0.032	0.037
P-value T1=T3	0.195	0.569	0.246
P-value T2=T3	0.056	0.086	0.376
Mean control	0.782	0.070	0.148
N. Clusters	325	325	325
Observations	3,721	3,721	3,721

Students' participation on the discussion sessions

	(1)	(2)	(3)
	Total phrases	Total positive phrases	Total negative phrases
Girls (T1)	8.091*** (0.196)	3.951*** (0.111)	4.140*** (0.132)
Boys (T2)	7.839*** (0.234)	3.963*** (0.142)	3.876*** (0.141)
Both (T3)	7.788*** (0.239)	3.819*** (0.134)	3.969*** (0.172)
P-value T1=T2	0.395	0.945	0.166
P-value T1=T3	0.311	0.431	0.420
P-value T2=T3	0.872	0.444	0.668
Mean control	0.000	0.000	0.000
N. Clusters	221	221	221
Observations	221	221	221

Effects on Prevalence of Violence against Girls

By Social Desirability Bias

	Perpetrated by Students		Perpetrated by Teachers	
	Self reported	Reported by others	Self reported	Reported by others
	(1)	(2)	(3)	(4)
Girls (T1)	0.005 (0.022)	-0.002 (0.011)	-0.008** (0.004)	-0.009** (0.004)
Girls (T1) × SDB	0.013 (0.019)	0.016* (0.009)	0.001 (0.003)	-0.004 (0.004)
Boys (T2)	-0.005 (0.020)	0.002 (0.010)	-0.004 (0.005)	-0.008* (0.004)
Boys (T2) × SDB	0.020 (0.019)	0.004 (0.010)	0.006 (0.005)	-0.003 (0.004)
Both (T3)	0.018 (0.021)	0.006 (0.011)	-0.005 (0.004)	-0.010** (0.004)
Both (T3) × SDB	0.014 (0.017)	-0.010 (0.010)	0.000 (0.004)	-0.003 (0.004)
Observations	3471	7098	3471	7098
Control mean	0.184	0.088	0.012	0.017

Change in reported violence against girls pre-2021

	Perpetrated by students	Perpetrated by teachers or staff
	(1)	(2)
Girls (T1)	0.000 (0.022)	0.001 (0.008)
Boys (T2)	-0.021 (0.022)	0.012 (0.008)
Both (T3)	-0.014 (0.021)	0.001 (0.009)
Observations	3470	3470
Control mean	-0.023	-0.017
P-value T1=T2	0.327	0.156
P-value T1=T3	0.498	0.950
P-value T2=T3	0.740	0.151

Context

Figure: Experienced any GBV

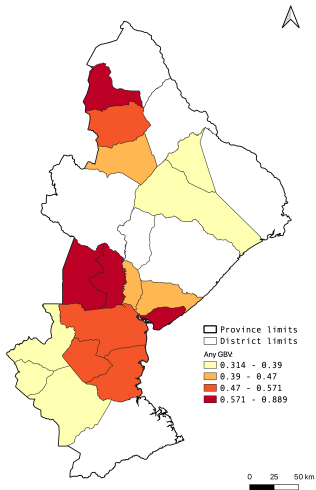
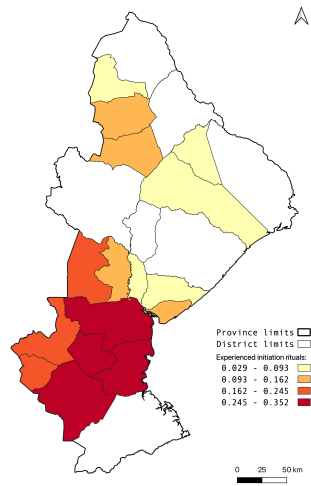


Figure: Experienced initiation rituals



Examples of School Registries

[illegible]

LIVRO DE FÉRIAS		MÊS DE 1944											
MÊS DE 1944													
N.	NOME COMPLETO	1	2	3	4	5	6	7	8	9	10	11	12
1	André Antônio												
2	Arnaldo Antônio												
3	Alvaro José												
4	Alcides Nogueira												
5	Amélia Elias												
6	Amélia Gomes												
7	Augusto José												
8	Augusto José												
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School registry (left) and attendance sheet (right). Examples from schools in Cheringoma.

[Back](#)

Related literature

1. School-based violence and education:

- ▶ Devries et al. (2015), Gutierrez et al. (2015), Karmaliani et al. (2020), Romero et al. (2020), Romero & Sandefur (2021), Smarrelli (2023)
- ▶ Large- scale nature of the study (e.g Devries et al.2015– 40 schools, 1899 students)
- ▶ Experimental evidence on an intervention to reduce GBV within the public school system & how the effects vary depending on students targeted.

2. GBV in public spaces and women's socioeconomic outcomes:

- ▶ Amaral et al. (2023), Bhalotra et al. (2023), Folke and Rickne (2020), Sharma (2022)
- ▶ School-based GBV → higher school drop-out rates for girls
- ▶ Economic costs of GBV (Adams-Prassl et al., 2024)

3. Targeting Girls and/or Boys:

- ▶ Andrew et al. 2022, Cassidy et al. 2023, Fiala et al. 2022, Seager et al. 2023
- ▶ For lower GBV to improve girls' schooling, their proactive behaviors are necessary
- ▶ Culture, power dynamics may impact of the feasibility of a *safe space*, and gender differences in experiences and content assimilation

Effects on adolescents' identification of violence

	(1) Both vignettes as violent	(2) All 7 items correct	(3) Proportion of correct items
Girls (T1)	0.039 ^{**} (0.018)	0.005 ^{**} (0.002)	0.007 (0.008)
Boys (T2)	0.030 [*] (0.016)	0.004 [*] (0.002)	-0.003 (0.007)
Both (T3)	-0.002 (0.017)	0.002 (0.002)	-0.002 (0.008)
$H_0: T1 = T2$	0.617	0.521	0.181
$H_0: T1 = T3$	0.057	0.533	0.915
$H_0: T2 = T3$	0.025	0.255	0.228
Mean Control	.225	.002	.454
Obs.	7128	7061	7061

Effects on adolescents' attitudes toward violence

	(1) Acceptability violence	(2) Acceptability GBV	(3) Dating violence
Girls (T1)	-0.008 (0.021)	0.005 (0.021)	0.017 (0.020)
Boys (T2)	-0.009 (0.021)	-0.011 (0.022)	-0.011 (0.020)
Both (T3)	-0.029 (0.021)	-0.006 (0.021)	-0.011 (0.021)
P-value T1=T2	0.972	0.467	0.177
P-value T1=T3	0.307	0.624	0.183
P-value T2=T3	0.324	0.801	0.990
Mean control	0.518	0.347	0.512
N. Clusters	326	326	326
Observations	7,102	7,081	7,112

Attendance by session

