Country Report

Towards Safer Schools for Children: Indonesia

Preventing Violence Against Children in Schools in South and Southeast Asia

Coalition for Good Schools

THIS LIFE

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About Coalition for Good Schools

The Coalition for Good Schools is a collection of leading Global South practitioners committed to preventing violence against children (VAC) in and through schools across Asia, Latin America, and Sub-Saharan Africa. The Coalition elevates insights and evidence-based interventions in order to provide critical tools, data and best practices for sustainable, local solutions. This ten-country document review series has been initiated by the Asia Hub of the Coalition for Good Schools, coordinated by Samya Development Resources Private Limited (SAMYA).

The Asia Hub commissioned 10 country reports on the state of VAC in and around schools in the broader region, in collaboration with core partners in each context. Each report provides an overview of how violence manifests in educational settings, explores contributing social, cultural and economic factors for VAC in each context, and provides a brief review of the policy landscape, national leadership and strategy for ending violence. While school violence is the primary focus, violence in other physical and online settings is explored. These reports are thus developed for all those working on the issue of VAC, particularly for those who see schools as an ideal entry point for its prevention.

These 10 reports are developed to stand alone, and are summarized in a scene-setting “Synthesis Report” which can be found on our website at **www.coalitionforgoodschools.org.**

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This series of reports, produced by the Asia Hub of the Coalition for Good Schools presents background information, infographics and key resources that aim to foster change and development in both schools' settings and communities in the field of prevention of Violence Against Children across Cambodia, India, Indonesia, Laos, Malaysia, Nepal, Pakistan, Philippines, Thailand and Vietnam. This would not be possible without the diverse inputs of practitioners and researchers throughout each context. The Asia Hub is grateful to the following people for their contributions:

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Country Profile

INDONESIA

Population

279
Million (2022)[1]

Languages

Indonesian

Leading ethnic groups[2]

15.5% Sundanese	3.7% Malay	3.6% Batak	3% Madurese	2.9% Betawi
2.7% Minangkabau	2.7% Buginese	2% Bantenese	1.7% Banjarese	1.7% Balinese
1.4% Acehnese	1.4% Dayak	1.3% Sasak	1.2% Chinese	15% Others

Age Structure

25.8% 0-14 years	67.97% 15-64 years	6.5% 65 and above

GDP per capita[3]

$4919.7 [4]

Poverty Rate

9.54%

Literacy rate

96.53%

Key Findings

- Corporal punishment at school persists despite legal prohibitions, with surveys finding 84% of students had experienced some form of physical violence while at school from a teacher
- 32% of teenagers reported having experienced physical violence, while 40% of adolescents reported being bullied at school; some studies suggest this is closer to 50%.
- Sexual violence affects both boys and girls in Indonesia, with girls at higher risk.

1 BPS-Statistics Indonesia. (February 5, 2024)
2 https://minorityrights.org/country/indonesia/
3 Indonesia's GDP Growth Rate in Q4-2023 was 5.04 % (y-on-y). Retrieved on July 10, 2024
4 Indonesia GDP per capita PPP

Overall snapshot of violence against children in Indonesia

Violence against children (VAC) is pervasive in schools, homes and communities in Indonesia. The Ministry of Women's Empowerment and Child Protection reported over 16,100 child abuse cases, mostly sexual violence, in 2022 alone, which victimised over 17,640 children. UNICEF in 2015 noted that across Indonesia, as many as 40% of children aged 13-15 years reported that they had been physically abused at least once in the last year, 26% reported having been abused physically as punishment by parents or caregivers at home, and as many as 50% of children reported that they experienced bullying at school.[5]

VAC in Indonesia is reported through the online information System for Women and Children Protection (SIMFONI PPA), a reporting and documentation system developed by the Ministry of Women's Empowerment and Child Protection. As a sample, a total of 13,636 occurrences of child violence were registered by SIMFONI PPA in 2022, accounting for up to 59.3% of all reported cases of violence. Children 5 and under suffered 1,517 instances (11.1% of the total), the age group 6–12 years old had 4,305 cases (31.6%) and the age group of 13–17 years had 7,814 cases (57.3%). This sample of cases suggests an increase of VAC since before the COVID-19 pandemic.

Teachers often use physically and emotionally violent forms of punishment to discipline children. They also often lack the knowledge and skills to recognise and report violence and refer students to services to address any harm they have experienced. Children in Indonesia experience high levels of violence due to social norms that support harsh punishment, isolation of the most vulnerable families and a lack of community support services, quality parenting education and political will to address and prevent VAC.

This varies as well by region in a highly diverse country like Indonesia. For example in 2011, a study in Papua and West Papua provinces found that over 80% of children aged 2 to 14 years were subjected to at least one form of physical or psychological punishment by their caregiver or other household members.[6]

Prevalence of different forms of VAC

1. Corporal punishment

In Indonesia, corporal punishment is commonplace. The Ministry for Women's Empowerment and Child Rights, for example, reported that 84% of students had experienced some form of physical violence while at school from a teacher.[7] UNICEF has also reported that teachers use physical and psychological violence as a means of disciplining students. In a survey conducted from October 2013 to March 2014 of 1,682 students aged 12–14 years[8], 27.2% of boys and 9.4% of girls had been subjected to physical violence (struck, beaten, slapped or kicked) by school personnel over the previous six months.[9] UNICEF research confirms that that parents or caregivers across Indonesia often use physical punishment to discipline their children. Violence in the home is widespread, as well as among child labourers and within orphanages.[10] UNICEF also reported that 30.5% of children experienced physical violence from their parents or caregivers.

[5] https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10367040/#ref16
[6] Badan Pusat Statistik (2013), The Selected Districts of Papua Province Multiple Indicator Cluster Survey 2011, Final Report, Jakarta: BPS
[7] http://www.end-violence.org/sites/default/files/paragraphs/download/Indonesia
[8] International Centre for Research on Women (ICRW) and Plan International (2014), Are Schools Safe and Gender Equal Spaces? Findings from a baseline study of school related gender-based violence in five countries in Asia, Plan International
[9] http://www.unicef.org/indonesia/child-protection
[10] http://www.end-violence.org/sites/default/files/paragraphs/download/Indonesia

A study conducted in Malang City in 2019 found that the prevalence of violence among boys aged 8–13 years was 56%, while for girls it was 44%.[11] The same study reported that the most common forms of physical violence experienced by respondents were pinching and hitting. Most perpetrators of violence are biological mothers (42%), followed by biological fathers (21%). In this case, it can be seen that there are still many parents who use corporal punishment as a way to discipline their children, especially if children do not obey their parents' orders.

VAC and violence against women (VAW) often co-occur. In data recorded in the Online Information System for the Protection of Women and Children from January 1 – June 19, 2020, there were 3,087 cases of VAC 852 cases of physical violence, 768 cases of psychological violence and 1,848 cases of sexual violence. In results of a survey on the Fulfilment of Rights and Protection of Children during the COVID-19 Pandemic Period conducted on children and parents, it was found that the most common form of physical violence experienced by children during the COVID-19 pandemic was being pinched (23%), beaten (10%) and grabbed (9%). Parents also admitted that they physically abused their children, including pinching (29%), pulling (19.5%) and hitting (10.6%). In addition, the majority of children experienced psychological violence in the form of being scolded (56%), being harshly compared to other children (34%) and being yelled at (23%). Parents also admitted that they had psychologically abused their children, including scolding (72.1%), glaring (33.1%) and yelling (32.3%).[12]

2. Peer violence and bullying

Although there is a dearth of thorough statistics, Indonesia is among the nations where violent activities, such as bullying behaviour among adolescents, are perhaps most prevalent.[13] According to a Global School-based Student Health Survey (GSHS) 2015 report[14], 32% of teenagers reported having experienced physical violence, while 40% of adolescents reported being bullied at school.[15] According to the Program for International Student Assessment (PISA) report[16] Indonesia has a higher prevalence of bullying compared to the OECD average. The study found that 25% of girls and 30% of boys reported being the victim of bullying at least a few times a month (OECD average: 20% of girls and 21% of boys). The National Child Protection Commission of Indonesia stated that from 2011 to 2019, they received 37,381 reports of violence among children and the trend continues to increase (Tim KPAI, 2020).

In Bandung, West Java Province, a recent study of 1,654 elementary and junior high school students (ages 7 to 15) revealed that 66.1% of the students saw instances of bullying occur in the classroom, 41.9% in the school corridor or outside the classroom, 41.6% in front of the school (outside the school), 35.9% in the schoolyard, 23% in the canteen and 11.4% in the restroom/toilet (Borualogo et al., 2020a).

Bullying and shaming are common in schools particularly among male children and adolescents. About 31.6% of male fifth-grade students reported experiencing bullying, whereas 21.6% of female respondents shared that they had been bullied (Statistia, 2023). Multiple studies show that male students in Indonesia reported experiencing physical and verbal bullying more frequently than female students, while female students reported experiencing psychological bullying

[11] Manon Andini T., Sulistyowati T., Alifatin A., Pulung Sudibyo R., Suharso W., Savitri Hidayati D. Worowirastri Ekowati D. 2019. Identifikasi Kejadian Kekerasan pada Anak di Kota Malang Identification of Violence in Children in Malang City. J Peremp Dan Anak.;2(1), 13–2.

[12] Kandedes I. Hasil Survei Pemenuhan Hak dan Perlindungan Anak Pada Masa Pandemi COVID-19. 2020; Available from: HASIL SURVEI PEMENUHAN HAK DAN PERLINDUNGAN ANAK PADA MASA PANDEMI COVID-19

[13] UNICEF.AdolescentsandYouth2019[Online]. Available at: https://www.unicef.org/indonesia/children_2834.html

[14] World Health Organization. 2015 GSHS Indonesia Questionnaire. 2015 [Online]. Available: https://www.who.int/ncds/surveillance/gshs/2015_GSHS_Indonesia_Questionn....

[15] UNICEF.Laporan Tahunan Indonesia 2015.UNICEF Lap. Tah.Indonesia.2015, pp.1–19,2015.

[16] https://www.oecd.org/en/publications/2023/12/pisa-2022-results-volume-i_76772a36/full-report.html

more frequently than male students (Borualogo & Casas, 2021a; Borualogo et al., 2020b). These results corroborate those of other Indonesian studies that found bullying of boys occurs more frequently than bullying of girls (Sittichai & Smith, 2015).

While several studies on bullying in Indonesia have used large sample sizes, many rely on national survey data that lack qualitative insights into students' personal experiences or the contextual factors shaping bullying. This points to a gap in the literature—there is still a need for in-depth, mixed-methods research that can unpack the underlying dynamics, particularly across different school environments or social groups.

3. Sexual violence and harassment

A study by the University of Indonesia found that sexual assault in schools is common, and frequent incidents include teachers forcibly hugging or inappropriately touching students.[17] Another recent review of research on the prevalence, risk and protective variables of child sexual abuse (CSA) in Indonesia found that inconsistent and unreliable data have resulted in a restricted body of information (Rumble, Febrianto et al., 2018). For instance, Indonesia's most recent global school-based health survey presents the only nationally representative data about CSA, including 11,110 children and adolescents between 13 and 19 years of age (Indonesia Ministry of Health et al., 2015), where boys reported more sexual violence (5%) compared to girls (3%). Yet according to Indonesia's 2021 National Children and Youth Survey, 8.4% of girls and 3.7% of boys reported having experienced "sexual violence," or kekerasan sex (with great roughness and force, often causing severe physical injury or damage), during their formative years.

For both boys and girls, lifetime rates of *kekerasan* sex were marginally greater in urban than in rural settings. Data from the Indonesian Commission for Child Protection (KPAI) show that between 2017 and 2020, there was a 36.8% increase in complaints of CSA, which includes "sexual violence," "sodomy or paedophilia," and "online sexual crime" including "child pornography". While this increase may have been caused by higher reporting rates, it is highly alarming. UNICEF also reports that child sexual trafficking can be found in many locations, including malls, karaoke venues, massage parlours and brothels (ECPAT International, 2nd Edition, 2011). Not withstanding all attempts to stop it, child sex tourism is rife and is rising alarmingly quickly in Southeast Asia. In addition to being well-known for being popular spots for child sex tourism, the Indonesian islands of Bali and Batam in particular have grown into hubs for trafficking women and children.

4. Cyberbullying

Cyberbullying[18] is emerging as another serious issue. The landmark 2022 report *Disrupting Harm in Indonesia*[19] found that children aged 12-17 years are highly active internet users with 95% going online at least once daily. The report identified that at least 2% of Indonesian children between the ages of 12 and 17 who use the internet have experienced overt instances of online sexual exploitation and abuse (OSEA) in the last year, including coercing children into sex through gifts or money threats, sharing their sexual images without consent and blackmailing them into having sex. This figure is likely under-reported because the topic is sensitive and traumatic for many children to discuss. Since the report only covers incidents in the last year, the total number of children who have had these experiences over their lifetime

[17] http://www.end-violence.org/sites/default/files/paragraphs/download/Indonesia

[18] Cyberbullying is the use of technology to harass, threaten, embarrass, or target another person. Online threats and mean, aggressive, or rude texts, tweets, posts, or messages all count. So does posting personal information, pictures, or videos designed to hurt or embarrass someone else.

[19] Disrupting Harm in Indonesia is part of a multi-country research project on OCSEA, focusing on 13 countries in Eastern and Southern Africa and Southeast Asia. This large-scale research project draws on the expertise of ECPAT, INTERPOL, UNICEF Office of Research – Innocenti and their global networks of partners. Disrupting Harm is supported by the Fund to End VAC through its Safe Online initiative. In Indonesia, research took place from early 2020 to they identified that at least 2% of Indonesian children between early 2021. https://www.end-violence.org/disrupting-harm

is estimated to be much higher.[20] Survey results show that most perpetrators are people the child is likely already familiar with, such as an adult friend, a peer or a relative. Major online platforms like Facebook, WhatsApp and Messenger were the primary sites for internet based sexual exploitation and abuse of children. A poll of 2,777 Indonesian young people aged 14-24 found that 45% reported they had experienced cyberbullying. Boys reported slightly higher rates than girls (49% compared to 41%).[21] The most common types of cyberbullying, according to 1,207 respondents in U-Report are harassment through chatting applications (45%), the unauthorised spread of personal photos/videos (41%) and other types of harassment (14%).[22]

Drivers of VAC in Indonesia

1. Normative influences

Children in Indonesia experience high levels of violence due to social norms that support harsh punishment, isolation of the most vulnerable families, and a lack of community support services, as well as a lack of quality parenting education and low political will to address the issue (Save the Children, 2019). Norms concerning the use of violence are not just limited disciplining children at school but also influence peer-to-peer violence (Zeneva et al., 2023). Reports have indicated that behaviours like corporal punishment from teachers or parents remain prevalent due to the normalization of VAC despite policy and legislation efforts to prevent it (Paramita et al., 2020).

2. Sexuality

In Indonesia, LGBTQIA+ students face several barriers in their experience of going to school, including being able to access identity cards that reflect their gender identity. Harassment, bullying and discrimination are also common for those who violate gender norms. Bullying often includes verbal abuse, which can cause some LGBTQIA+ students to drop out of school.[23]

3. Poverty

In 2021, there were 2.1 million Indonesian children estimated to be living in situations of poverty. As a result, many children are not able to afford schooling. Some who come from refugee backgrounds or migrant families are also excluded from schools due to not having a birth certificate. Government data show that the number of poor people in Indonesia increased significantly from 24.7 million in 2019 to 26.3 million in 2022. Unemployment also rose from 7 million to 8.4 million. This affects people's health, especially children whose parents' declining purchasing capacity worsens matters. More than half of Indonesia's 270 million people do not get enough food daily. Among other factors, this affects the high rate of stunting among children in Indonesia. The number of children between the ages of 12 and 13 years who were stunted increased to 978,930 last year from 565,000 the year before. The community's mental health is also impacted by poverty, particularly that of the younger generation.

According to a poll, 15.5 million teenagers in Indonesia, ages 10 to 17, reported having mental health issues in the previous 12 months. In addition, poverty has been identified as a driver of CSA in Indonesia because it increases children's vulnerability (Coram International, 2016). Poverty increases the likelihood of child trafficking, poor health and limited educational possibilities, among other factors that negatively impact a child's well-being (O'Leary et al., 2019). Poverty that

[20] http://www.unicef.org/indonesia/press-releases/56-cent-online-child-sexual-exploitation-and-abuse-indonesia-goes-undisclosed-and
[21] https://indonesia.ureport.in/v2/opinion/3454/
[22] https://indonesia.ureport.in/v2/opinion/3454/
[23] https://williamsinstitute.law.ucla.edu/wp-content/uploads/LGBT-Exclusion-Indonesia-Apr-2017.pdf

is deeply ingrained in a community raises the likelihood of violence and CSA (Coram International, 2016). It may also be linked to higher rates of CSA perpetration (Sofian et al., 2017). Due to a lack of resources and information on CSA prevention and intervention (Coram International, 2016), family poverty and parents with low levels of education increased the risk that a child will experience CSA (Widodo et al., 2014). According to these studies, there is a strong correlation between poverty and child violence, including sexual assault.

4. Conflict

In some regions of Indonesia, armed conflict between groups has affected children's ability to study at school. Students and teachers have had difficulties entering schools as fighting occurs nearby. In some cases, the violence has spilled over into the school, which has stopped children from entering the school entirely. [24]

Budget and Policy

Less than 0.1% of the total government budget is dedicated to protecting children from violence. Complex public administration procedures and the need for a mandated authority for child protection make the effective delivery of services for vulnerable children challenging. Around 17% children under 18 do not have a birth certificate, compromising their ability to access critical services. The central government allocates funding for child protection chiefly through the Kementerian Pemberdayaan Perempuan dan Perlindungan Anak (KPPPA).[25] The Indonesian central budget records funding for several activities potentially related to CSA administered through the KPPA including legislative efforts to enhance child protection, protection against violence & exploitation & support for children in "emergencies" or involved in child sexual abuse material.

The National Medium-Term Development Plan (RPJMN) 2015–2019 outlines improvements to policy and practice in response to child protection and CSA (O'Leary et al., 2019).The KPPPA's 2019 work plan allocated IDR 7 million to develop "child-friendly" schools and IDR 5 million to construct creative and cultural facilities for children for "Education for the prevention of child sexual [abuse]," under the activity of "Fulfilment of children's rights to education, creativity and culture." In 2014, Law No. 35 (2014) expanded the definition of sexual crimes, specified rehabilitation rights and increased punishments for perpetrators, while Executive Order No. 5 (2014) established the National Movement Against Child Sexual Violence, coordinating the work of the national police, attorney general and 12 ministries to prevent and eradicate sexual crimes against children.

The government of Indonesia has, for the past 20 years, made efforts to build a legislative framework[26] for CSA prevention and response. Law No. 23 (2002) established the rights of every child to protection and rehabilitation from sexual exploitation and created the Indonesian Commission for Child Protection (KPAI). Law No. 17 (2016) amended earlier child-protection legislation, stipulating heavier punishment for perpetrators (including chemical castration). Most recently, Indonesia passed the Sexual Violence Bill in 2022, notable for its inclusion of statutory rape, online sexual abuse and focus on the victim's right to treatment and recovery.

[24] https://theconversation.com/indonesia-must-tackle-conflicts-between-schools-and-communities-33484
[25] https://kemenpppa.go.id/dokumen-perencanaan-dan-anggaran/renja-kpppa-2019
[26] Formal regulations in the Indonesian legal system include: Civil Law in Article 330 of the Civil Code; Law Number 1 of 1974 concerning Marriage, which provides a minimum marriage limit for women, namely 16 years as the age limit. Marriage for women; Law Number 3 of 1997 concerning Juvenile Court; Law Number 39 of 1999 concerning Human Rights; Law Number 23 of 2002 concerning Child Protection; Law Number 21 of 2007 concerning Eradication of the Crime of Trafficking in Persons; Law Number 44 of 2008 concerning Pornography; Law Number 11 of 2012 concerning the Juvenile Criminal Justice System.

Prevention and Response to VAC

Although Indonesia's Constitutional Court has yet to reach any decision to end corporal punishment[27], the government has taken several steps to work towards protecting children in schools. The law on Child Protection, for example, was enacted in 2014. In 2017, a group of teachers initiated a judicial review to clarify the definition of 'violence and abuse'. The Women Empowerment and Child Protection Ministry called for further efforts to 'cultivate a sense of empathy and tolerance.' It encouraged dialogues, exchanges and discussions with children's organisations at a national and international level. In this context, 35 young facilitators from different backgrounds led workshop sessions in 2021.

Child-friendly student organisations have recently proliferated to develop awareness among parents, teachers and students. Also, the Indonesia Joining Forces to End VAC alliance was formed, comprising six most prominent international NGOs (Child Fund International di Indonesia, Yayasan Plan International Indonesia, Save the Children Indonesia, SOS Children's Villages Indonesia, International Terre des Hommes Federation and Wahana Visi Indonesia).[28]

The Ministry of Women's Empowerment and Child Protection, with UNICEF and Yayasan Nusantara Sejati, an independent NGO, developed the Positive Discipline Program to sensitise teachers, headmasters and School Committees about school violence. UNICEF recommended implementing positive discipline instead of violent punishment at schools since clear guidelines for student discipline were also lacking at the national level (UNICEF, 2020). In parallel, the Bullying Prevention Program (ROOTS Indonesia) targeted Junior High School Students.[29] ROOTS aims to eradicate bullying by choosing one student per class to act as as an 'agent for change' tasked with advising and reporting on violent behaviour in the classroom. Facilitators from NGOs communicated with the teachers and students regularly and aimed to promote positive reward systems to encourage positive attitudes in the classroom environment.

The Ministry of Women's Empowerment and Child Protection has partnered with international and local NGOs to develop a positive discipline program to sensitise teachers, principals and school committees about school violence.[30] However, despite these positive moves, the UNCRC has expressed concerns about harmful cultural practices that affect girls in Indonesia as well as children still having insufficient access to the judicial system.[31]

Child-friendly and safe school regulations have been laid out by the Ministry of State for Education's Law No. 82 (2015) on safe norms and procedures for reporting incidents of violence in schools.[32] Mandatory policies should contain explicit protocols for responding to violence in addition to reporting procedures. They should also include training and capacity building for teachers so they can identify and address violence. Under such policies, additional efforts should be made to provide safe learning environments, such as installing schoolyard fences, gender-specific restrooms and sufficient lighting inside and outside buildings. Currently, Indonesia mandates that schools maintain natural light, although this mandate is not comprehensive enough to act as a barrier to violence. Together, these measures are essential for schools in Indonesia to not only serve as places of learning, but as safe and supportive environments for every child

[27] https://www.ijbel.com/wp-content/uploads/2019/01/ijbel5-VOL17_214.pdf .
[28] https://joining-forces.org/about-joining-forces/
[29] http://www.unicef.org/indonesia/media/5606/file/Bullying
[30] https://documents-dds-ny.un.org/doc/UNDOC/GEN/G14/080/13/PDF/G1408013.pdf?OpenElement 30
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Suggestions on the Way Forward

As the understanding of safety in educational environments continues to evolve, there is increasing recognition of schools as spaces where non-violent and just societies can be co-created. The findings presented here aim to inform a growing network of national and regional practitioners, policymakers, civil society groups, researchers and funders committed to preventing all forms of violence within Indonesia's schools.

While the Coalition for Good Schools encourages stakeholders to review the full recommendations outlined in the regional synthesis report, insights from the Asia Hub highlight key areas for action:

- ***Education delivery system as an entry-point:*** *The education system offers a strategic avenue for the prevention of violence against children. Effective multi-sectoral government action at the national level is crucial for catalysing these interventions.*
- ***Children's experience and agency:*** *Prioritising children's lived experiences within schools and fostering their agency should be central in education policies and interventions.*
- ***Whole-school approach:*** *Implementing a comprehensive, whole-school strategy that nurtures a positive school culture and upholds the inherent dignity of every child can produce long-term outcomes. Meaningful engagement with teachers, school staff, and the local community is essential for the success of such initiatives.*
- ***Knowledge generation and dissemination:*** *Ongoing documentation, sharing, and expansion of knowledge and evidence is vital for deepening understanding of effective interventions, strengthening local efforts and supporting scale through the education sector.*

There are proven solutions to end violence, and with collective effort, violence can be prevented within our lifetime. The Center for Child Study and Protection (PKPA), for example, promotes child rights through advocacy, youth empowerment, research, and multi-stakeholder collaboration. Through networks like ECPAT Indonesia and WeProtect Global Alliance, PKPA has led programs on child-friendly schools and online safety. Other efforts from UNICEF, Joining Forces, government and civil society detailed above, as well as those of PUSKAPA Center on Child Protection and Wellbeing at Universitas Indonesia and a growing network of activists and researchers, reflect a robust and expanding movement dedicated to violence prevention in Indonesia.

Effective foundational interventions should incorporate several core elements:

- ***Recognising schools' role in nurturing and developing children's potential.***
- ***Promoting justice, equality, and empathy as foundational school values.***
- ***Affirming children's rights and agency within the educational context.***
- ***Supporting progressive pedagogies that encourage positive change.***
- ***Honouring the dignity of every child, irrespective of gender, sexuality, race, caste, creed, or other categorisations.***

Prevention programmes must also adopt an intersectional perspective that acknowledges the overlapping and reinforcing characteristics that shape children's unique experiences of violence. This approach recognises that certain groups of children may face increased risks and that the severity and frequency of violence can vary considerably.

While sometimes sites of violence, schools also hold significant potential as primary sites for learning and implementing strategies to prevent it. School-based initiatives can yield multiple positive outcomes, serving as catalysts for broader change.