

School-based interventions TO Prevent Dating and Relationship
Violence and Gender-Based Violence: STOP-DRV-GBV

Supplementary materials

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PRISMA Checklist

Section and Topic	Item #	Checklist item	Location where item is reported
TITLE			
Title	1	Identify the report as a systematic review.	Title
ABSTRACT			
Abstract	2	See the PRISMA 2020 for Abstracts checklist.	Abstract
INTRODUCTION			
Rationale	3	Describe the rationale for the review in the context of existing knowledge.	Chapter 3, main report
Objectives	4	Provide an explicit statement of the objective(s) or question(s) the review addresses.	Chapter 3, main report
METHODS			
Eligibility criteria	5	Specify the inclusion and exclusion criteria for the review and how studies were grouped for the syntheses.	Chapter 4, main report
Information sources	6	Specify all databases, registers, websites, organisations, reference lists and other sources searched or consulted to identify studies. Specify the date when each source was last searched or consulted.	Chapter 4, main report
Search strategy	7	Present the full search strategies for all databases, registers and websites, including any filters and limits used.	Supplementary material
Selection process	8	Specify the methods used to decide whether a study met the inclusion criteria of the review, including how many reviewers screened each record and each report retrieved, whether they worked independently, and if applicable, details of automation tools used in the process.	Chapter 4, main report
Data collection process	9	Specify the methods used to collect data from reports, including how many reviewers collected data from each report, whether they worked independently, any processes for obtaining or confirming data from study investigators, and if applicable, details of automation tools used in the process.	Chapter 4, main report
Data items	10a	List and define all outcomes for which data were sought. Specify whether all results that were compatible with each outcome domain in each study were sought (e.g. for all measures, time-points, analyses), and if not, the methods used to decide which results to collect.	Chapter 4, main report
	10b	List and define all other variables for which data were sought (e.g. participant and intervention characteristics, funding sources). Describe any assumptions made about any missing or unclear information.	Table 40, main report
Study risk of bias assessment	11	Specify the methods used to assess risk of bias in the included studies, including details of the tool(s) used, how many reviewers assessed each study and whether they worked independently, and if applicable, details of automation tools used in the process.	Chapter 4, main report
Effect measures	12	Specify for each outcome the effect measure(s) (e.g. risk ratio, mean difference) used in the synthesis or presentation of results.	Chapter 4, main report

Section and Topic	Item #	Checklist item	Location where item is reported
Synthesis methods	13a	Describe the processes used to decide which studies were eligible for each synthesis (e.g. tabulating the study intervention characteristics and comparing against the planned groups for each synthesis (item #5)).	Chapter 4, main report and supplementary material
	13b	Describe any methods required to prepare the data for presentation or synthesis, such as handling of missing summary statistics, or data conversions.	Chapter 4, main report
	13c	Describe any methods used to tabulate or visually display results of individual studies and syntheses.	Chapter 4, main report
	13d	Describe any methods used to synthesize results and provide a rationale for the choice(s). If meta-analysis was performed, describe the model(s), method(s) to identify the presence and extent of statistical heterogeneity, and software package(s) used.	Chapter 4, main report
	13e	Describe any methods used to explore possible causes of heterogeneity among study results (e.g. subgroup analysis, meta-regression).	Chapter 4, main report
	13f	Describe any sensitivity analyses conducted to assess robustness of the synthesized results.	Chapter 4, main report
Reporting bias assessment	14	Describe any methods used to assess risk of bias due to missing results in a synthesis (arising from reporting biases).	Chapter 4, main report
Certainty assessment	15	Describe any methods used to assess certainty (or confidence) in the body of evidence for an outcome.	Chapter 4, main report
RESULTS			
Study selection	16a	Describe the results of the search and selection process, from the number of records identified in the search to the number of studies included in the review, ideally using a flow diagram.	Figure 2, main report Error! Reference source not found.
	16b	Cite studies that might appear to meet the inclusion criteria, but which were excluded, and explain why they were excluded.	Supplementary material
Study characteristics	17	Cite each included study and present its characteristics.	Chapter 3
Risk of bias in studies	18	Present assessments of risk of bias for each included study.	Supplementary material
Results of individual studies	19	For all outcomes, present, for each study: (a) summary statistics for each group (where appropriate) and (b) an effect estimate and its precision (e.g. confidence/credible interval), ideally using structured tables or plots.	Supplementary material

Section and Topic	Item #	Checklist item	Location where item is reported
Results of syntheses	20a	For each synthesis, briefly summarise the characteristics and risk of bias among contributing studies.	Table 16 and 17, main report
	20b	Present results of all statistical syntheses conducted. If meta-analysis was done, present for each the summary estimate and its precision (e.g. confidence/credible interval) and measures of statistical heterogeneity. If comparing groups, describe the direction of the effect.	Chapter 8 - 10
	20c	Present results of all investigations of possible causes of heterogeneity among study results.	Chapter 9 – 10, and supplementary material
	20d	Present results of all sensitivity analyses conducted to assess the robustness of the synthesized results.	Chapter 9 and 10, main report
Reporting biases	21	Present assessments of risk of bias due to missing results (arising from reporting biases) for each synthesis assessed.	Supplementary material
Certainty of evidence	22	Present assessments of certainty (or confidence) in the body of evidence for each outcome assessed.	Chapter 8, main report
DISCUSSION			
Discussion	23a	Provide a general interpretation of the results in the context of other evidence.	Chapter 11, main report
	23b	Discuss any limitations of the evidence included in the review.	As above
	23c	Discuss any limitations of the review processes used.	As above
	23d	Discuss implications of the results for practice, policy, and future research.	As above
OTHER INFORMATION			
Registration and protocol	24a	Provide registration information for the review, including register name and registration number, or state that the review was not registered.	Abstract
	24b	Indicate where the review protocol can be accessed, or state that a protocol was not prepared.	Abstract
	24c	Describe and explain any amendments to information provided at registration or in the protocol.	Appendix 1
Support	25	Describe sources of financial or non-financial support for the review, and the role of the funders or sponsors in the review.	Disclaimer
Competing interests	26	Declare any competing interests of review authors.	Disclosure of interests
Availability of data, code and other materials	27	Report which of the following are publicly available and where they can be found: template data collection forms; data extracted from included studies; data used for all analyses; analytic code; any other materials used in the review.	Data sharing statement

Search strategies

Search strategy from initial scoping search in Ovid MEDLINE

Scoping search: randomised trials and systematic reviews, Ovid MEDLINE

- 1 exp Intimate Partner Violence/ (9114)
- 2 Gender-Based Violence/ (142)
- 3 Stalking/ (195)
- 4 Rape/ (6209)
- 5 Sex Offenses/ (8538)
- 6 Battered Women/ (2606)
- 7 Spouse abuse/ (7297)
- 8 Coercion/ (4511)
- 9 (stalking or stalker*).ti,ab. (762)
- 10 rape*.ti,ab. (11333)
- 11 "intimate partner violence".ti,ab. (6913)
- 12 IPV.ti,ab. (5894)
- 13 (gender* adj3 violen*).ti,ab. (1508)
- 14 GBV.ti,ab. (1096)
- 15 SRGBV.ti,ab. (1)
- 16 "violence against women".ti,ab. (2249)
- 17 ((date or dating) adj3 (abuse\$ or abusive or aggress\$ or assault\$ or attack or coerc\$ or femicid\$ or harass* or homicid\$ or injur\$ or manipul\$ or murder\$ or rape\$ or threaten* or violen\$ or victimi?ation)).ti,ab. (2430)
- 18 ((relationship\$ or partner\$ or acquaintances\$ or non-stranger\$ or nonstranger\$) adj3 (abuse\$ or abusive or aggress\$ or assault\$ or attack\$ or coerc\$ or femicid\$ or harass* or homicid\$ or injur\$ or manipul\$ or murder\$ or rape\$ or threaten* or violen\$ or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (16335)
- 19 ((boyfriend\$ or boy-friend\$ or girlfriend\$ or girl-friend\$) adj3 (abuse\$ or abusive or aggress\$ or assault\$ or attack\$ or coerc\$ or femicid\$ or harass* or homicid\$ or injur\$ or manipul\$ or murder\$ or rape\$ or threaten* or violen\$ or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (48)
- 20 (interpersonal adj3 (abuse\$ or abusive or aggress\$ or assault\$ or attack\$ or coerc\$ or femicid\$ or harass* or homicid\$ or injur\$ or manipul\$ or murder\$ or rape\$ or threaten* or violen\$ or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (2361)
- 21 (relational adj3 (abuse\$ or abusive or aggress\$ or assault\$ or attack\$ or coerc\$ or femicid\$ or harass* or homicid\$ or injur\$ or manipul\$ or murder\$ or rape\$ or threaten* or violen\$ or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (661)
- 22 (sexual* adj2 harass*).ti,ab. (1578)
- 23 (sexual* adj2 violence).ti,ab. (3822)
- 24 (sexual* adj2 assault*).ti,ab. (5076)
- 25 (sex* adj2 offense*).ti,ab. (736)
- 26 (sexual adj2 victimi?ation).ti,ab. (1235)
- 27 (sexual* adj2 aggressi*).ti,ab. (1311)
- 28 (sex* adj2 coerc*).ti,ab. (867)
- 29 (force* adj2 sex*).ti,ab. (808)
- 30 (grope or groped or groping).ti,ab. (141)
- 31 or/1-30 (59176)
- 32 Schools/ (36306)
- 33 exp School Health Services/ (22536)
- 34 Students/ (55466)
- 35 Curriculum/ (73000)
- 36 school*.ti,ab,jw. (281566)
- 37 (pupil or pupils).ti,ab. (21165)

38 (classroom* or class-room*).ti,ab. (16353)
 39 or/32-38 (407120)
 40 31 and 39 (4290)
 41 randomized controlled trial.pt. (494792)
 42 controlled clinical trial.pt. (93430)
 43 randomized.ab. (462346)
 44 placebo.ab. (203130)
 45 dt.fs. (2158575)
 46 randomly.ab. (322570)
 47 trial.ab. (485538)
 48 groups.ab. (1981364)
 49 41 or 42 or 43 or 44 or 45 or 46 or 47 or 48 (4578030) **(Cochrane Sensitivity
 Maximizing Strategy for the identification of RCTs in Ovid MEDLINE)**
 50 exp animals/ not humans.sh. (4645161)
 51 49 not 50 (3965582)
 52 40 and 51 (782)
 53 Meta-Analysis as Topic/ (17393)
 54 meta analy\$.tw. (158768)
 55 metaanaly\$.tw. (2001)
 56 Meta-Analysis/ (107489)
 57 (systematic adj (review\$1 or overview\$1)).tw. (155977)
 58 exp Review Literature as Topic/ (12997)
 59 53 or 54 or 55 or 56 or 57 or 58 (280338)
 60 cochrane.ab. (76503)
 61 embase.ab. (83217)
 62 (psychlit or psyclit).ab. (918)
 63 (psychinfo or psycinfo).ab. (32357)
 64 (cinahl or cinhal).ab. (26103)
 65 science citation index.ab. (3043)
 66 bids.ab. (504)
 67 cancerlit.ab. (627)
 68 60 or 61 or 62 or 63 or 64 or 65 or 66 or 67 (136964)
 69 reference list\$.ab. (17228)
 70 bibliograph\$.ab. (17394)
 71 hand-search\$.ab. (6634)
 72 relevant journals.ab. (1138)
 73 manual search\$.ab. (4248)
 74 69 or 70 or 71 or 72 or 73 (41791)
 75 selection criteria.ab. (29497)
 76 data extraction.ab. (19574)
 77 75 or 76 (46826)
 78 review/ (2583114)
 79 77 and 78 (28943)
 80 comment/ (816604)
 81 letter/ (1052945)
 82 editorial/ (510105)
 83 animal/ (6512152)
 84 human/ (18123772)
 85 83 not (83 and 84) (4612090)
 86 80 or 81 or 82 or 85 (6333667)
 87 59 or 68 or 74 or 79 (337571)
 88 87 not 86 (320464) **(Systematic review filter based on SIGN)**
 89 40 and 88 (125)

Scoping search: process evaluations, Ovid MEDLINE

- 1 exp Intimate Partner Violence/ (9114)
- 2 Gender-Based Violence/ (142)
- 3 Stalking/ (195)
- 4 Rape/ (6209)
- 5 Sex Offenses/ (8538)
- 6 Battered Women/ (2606)
- 7 Spouse abuse/ (7297)
- 8 Coercion/ (4511)
- 9 Domestic violence/ (6231)
- 10 (stalking or stalker*).ti,ab. (762)
- 11 rape*.ti,ab. (11333)
- 12 "intimate partner violence".ti,ab. (6913)
- 13 IPV.ti,ab. (5894)
- 14 (gender* adj3 violen*).ti,ab. (1508)
- 15 GBV.ti,ab. (1096)
- 16 SRGBV.ti,ab. (1)
- 17 "violence against women".ti,ab. (2249)
- 18 (domestic adj3 (abuse\$ or abusive or aggress\$ or assault\$ or attack\$ or coerc\$ or femicid\$ or harass* or homicid\$ or injur\$ or manipul\$ or murder\$ or rape\$ or threaten* or violen\$ or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (6626)
- 19 ((date or dating) adj3 (abuse\$ or abusive or aggress\$ or assault\$ or attack\$ or coerc\$ or femicid\$ or harass* or homicid\$ or injur\$ or manipul\$ or murder\$ or rape\$ or threaten* or violen\$ or victimi?ation)).ti,ab. (2430)
- 20 ((relationship\$ or partner\$ or acquaintance\$ or non-stranger\$ or nonstranger\$) adj3 (abuse\$ or abusive or aggress\$ or assault\$ or attack\$ or coerc\$ or femicid\$ or harass* or homicid\$ or injur\$ or manipul\$ or murder\$ or rape\$ or threaten* or violen\$ or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (16335)
- 21 ((boyfriend\$ or boy-friend\$ or girlfriend\$ or girl-friend\$) adj3 (abuse\$ or abusive or aggress\$ or assault\$ or attack\$ or coerc\$ or femicid\$ or harass* or homicid\$ or injur\$ or manipul\$ or murder\$ or rape\$ or threaten* or violen\$ or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (48)
- 22 (interpersonal adj3 (abuse\$ or abusive or aggress\$ or assault\$ or attack\$ or coerc\$ or femicid\$ or harass* or homicid\$ or injur\$ or manipul\$ or murder\$ or rape\$ or threaten* or violen\$ or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (2361)
- 23 (relational adj3 (abuse\$ or abusive or aggress\$ or assault\$ or attack\$ or coerc\$ or femicid\$ or harass* or homicid\$ or injur\$ or manipul\$ or murder\$ or rape\$ or threaten* or violen\$ or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (661)
- 24 (sexual* adj2 harass*).ti,ab. (1578)
- 25 (sexual* adj2 violence).ti,ab. (3822)
- 26 (sexual* adj2 assault*).ti,ab. (5076)
- 27 (sex* adj2 offense*).ti,ab. (736)
- 28 (sexual adj2 victimi?ation).ti,ab. (1235)
- 29 (sexual* adj2 aggressi*).ti,ab. (1311)
- 30 (sex* adj2 coerc*).ti,ab. (867)
- 31 (force* adj2 sex*).ti,ab. (808)
- 32 (grope or groped or groping).ti,ab. (141)
- 33 or/1-32 (64084)
- 34 Schools/ (36306)
- 35 exp School Health Services/ (22536)
- 36 Students/ (55466)
- 37 Curriculum/ (73000)

38 school*.ti,ab,jw. (281566)
 39 (pupil or pupils).ti,ab. (21165)
 40 (classroom* or class-room*).ti,ab. (16353)
 41 or/34-40 (407120)
 42 33 and 41 (4722)
 43 program evaluation/ (61066)
 44 (program* adj2 evaluation*).ti,ab. (7875)
 45 (process adj evaluation*).ti,ab. (3429)
 46 implementation science/ (240)
 47 exp "Outcome and Process Assessment (Health Care)"/ (1067500)
 48 qualitative research/ (49934)
 49 implementation.ti,ab. (227685)
 50 fidelity.ti,ab. (25996)
 51 "theory of change".ti,ab. (405)
 52 "programme theory".ti,ab. (187)
 53 (program* adj3 (compliance or adherence or feasibility)).ti,ab. (3568)
 54 or/43-53 (1399975)
 55 42 and 54 (373)

Full search terms and strategies: 2020 search

Ovid MEDLINE® ALL<19846 to June 19, 2020>

Search completed: 22/06/2020

1 exp Intimate Partner Violence/ (9469)
 2 Gender-Based Violence/ (188)
 3 Stalking/ (203)
 4 Rape/ (6264)
 5 Sex Offenses/ (8867)
 6 Battered Women/ (2620)
 7 Spouse abuse/ (7352)
 8 Coercion/ (4594)
 9 Domestic violence/ (6375)
 10 Homophobia/ (518)
 11 (stalking or stalker*).ti,ab. (792)
 12 rape*.ti,ab. (11749)
 13 "intimate partner violence".ti,ab. (7375)
 14 IPV.ti,ab. (6263)
 15 (gender* adj3 violen*).ti,ab. (1623)
 16 GBV.ti,ab. (1120)
 17 SRGBV.ti,ab. (1)
 18 (domestic adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)).ti,ab. (6880)
 19 "violence against women".ti,ab. (2369)
 20 ((date or dating) adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)).ti,ab. (2532)
 21 ((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)).ti,ab. (17167)
 22 ((boyfriend* or boy-friend* or girlfriend* or girl-friend*) adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)).ti,ab. (47)

- 23 (interpersonal adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (2416)
- 24 (sexual* adj3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (15390)
- 25 ((coerc* or forced or unwanted or nonconsensual or non-consensual) adj2 sex*).ti,ab. (2147)
- 26 (grope or groped or groping).ti,ab. (144)
- 27 (sext or sexts or sexting).ti,ab. (206)
- 28 (homophobi* or transphobi* or biphobi* or homonegativ*).ti,ab. (1662)
- 29 ((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual*) adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (697)
- 30 "long live love".ti,ab. (4)
- 31 (greendot or "green dot").ti,ab. (28)
- 32 "project respect".ti,ab. (27)
- 33 ("Media Aware" or mediaaware).ti,ab. (5)
- 34 TakeCARE.ti,ab. (14)
- 35 "Fourth R".ti,ab. (24)
- 36 "Safe Dates".ti,ab. (22)
- 37 "Shifting boundaries".ti,ab. (49)
- 38 "Teen choices".ti,ab. (4)
- 39 "good schools toolkit".ti,ab. (2)
- 40 "mentors in violence prevention".ti,ab. (5)
- 41 "Expect Respect".ti,ab. (8)
- 42 "Second Step".ti,ab. (10890)
- 43 SS-SSTP.ti,ab. (1)
- 44 "It's your game".ti,ab. (12)
- 45 DaVIPoP.ti,ab. (0)
- 46 (Benzies adj2 Batchies).ti,ab. (1)
- 47 or/1-46 (80507)
- 48 Schools/ (37880)
- 49 exp School Health Services/ (22957)
- 50 Students/ (58229)
- 51 Curriculum/ (74944)
- 52 school*.ti,ab,jw. (290890)
- 53 (pupil or pupils).ti,ab. (21829)
- 54 (classroom* or class-room*).ti,ab. (17106)
- 55 or/48-54 (420474)
- 56 47 and 55 (5600)

Ovid Embase (1974 to 2020 June 19)

Search completed: 22/06/2020

- 1 exp partner violence/ [NT marital rape] (12187)
- 2 dating violence/ (501)
- 3 gender based violence/ (727)
- 4 exp sexual assault/ [NT drug-facilitated sexual assault, rape, acquaintance rape, attempted rape, sexual abuse, sexual harassment, sexual bullying] (34784)
- 5 exp stalking/ [NT cyberstalking] (635)
- 6 sexual violence/ (2425)
- 7 sexual coercion/ (366)
- 8 sexual exploitation/ (442)
- 9 sexual crime/ (11136)
- 10 battered woman/ (3216)
- 11 domestic violence/ (8764)
- 12 sexting/ (201)
- 13 homophobia/ (1082)
- 14 (stalking or stalker*).ti,ab. (917)

15 rape*.ti,ab. (12720)
16 IPV.ti,ab. (6697)
17 (gender* adj3 violen*).ti,ab. (1823)
18 GBV.ti,ab. (1308)
19 SRGBV.ti,ab. (0)
20 (domestic adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (8187)
21 "violence against women".ti,ab. (2457)
22 ((date or dating) adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (3100)
23 ((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (19267)
24 ((boyfriend* or boy-friend* or girlfriend* or girl-friend*) adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (52)
25 (interpersonal adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (2828)
26 (sexual* adj3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (18545)
27 ((coerc* or forced or unwanted or nonconsensual or non-consensual) adj2 sex*).ti,ab. (2604)
28 (grope or groped or groping).ti,ab. (236)
29 (sext or sexts or sexting).ti,ab. (286)
30 (homophobi* or transphobi* or biphobi* or homonegativ*).ti,ab. (1816)
31 ((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. (770)
32 "long live love".ti,ab. (5)
33 (greendot or "green dot").ti,ab. (47)
34 "project respect".ti,ab. (30)
35 ("Media Aware" or mediaaware).ti,ab. (4)
36 TakeCARE.ti,ab. (15)
37 "Fourth R".ti,ab. (36)
38 "Safe Dates".ti,ab. (22)
39 "Shifting boundaries".ti,ab. (46)
40 "Teen choices".ti,ab. (2)
41 "good schools toolkit".ti,ab. (2)
42 "mentors in violence prevention".ti,ab. (5)
43 "Expect Respect".ti,ab. (10)
44 "Second Step".ti,ab. (14194)
45 SS-SSTP.ti,ab. (1)
46 "It's your game".ti,ab. (10)
47 DaVIPoP.ti,ab. (0)
48 (Benzies adj2 Batchies).ti,ab. (1)
49 or/1-48 (109958)
50 school/ or high school/ or kindergarten/ or middle school/ or nursery school/ or primary school/ (92210)
51 school health service/ (13288)
52 school health nursing/ (5288)
53 school*.ti,ab,jx. (354704)
54 (pupil or pupils).ti,ab. (27879)
55 (classroom* or class-room*).ti,ab. (20145)
56 or/50-55 (402120)

1. intimate partner violence/
2. stalking/
3. exp rape/
4. sex offenses/
5. sexual harassment/
6. battered females/
7. coercion/
8. domestic violence/
9. sexting/
10. (stalking or stalker*).ti,ab.
11. rape*.ti,ab.
12. "intimate partner violence".ti,ab.
13. IPV.ti,ab.
14. (gender* adj3 violen*).ti,ab.
15. GBV.ti,ab.
16. SRGBV.ti,ab.
17. (domestic adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab.
18. "violence against women".ti,ab.
19. ((date or dating) adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab.
20. ((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab.
21. ((boyfriend* or boy-friend* or girlfriend* or girl-friend*) adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab.
22. (interpersonal adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab.
23. (sexual* adj2 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab.
24. ((coerc* or forced or unwanted or nonconsensual or non-consensual) adj2 sex*).ti,ab.
25. (grope or groped or groping).ti,ab.
26. (sext or sexts or sexting).ti,ab.
27. (homophobi* or transphobi* or biphobi* or homonegativ*).ti,ab.
28. ((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual*) adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab.
29. "long live love".ti,ab.
30. (greendot or "green dot").ti,ab.
31. "project respect".ti,ab.
32. ("Media Aware" or mediaaware).ti,ab.
33. TakeCARE.ti,ab.
34. "Fourth R".ti,ab.
35. "Safe Dates".ti,ab.
36. "Shifting boundaries".ti,ab.
37. "Teen choices".ti,ab.
38. "good schools toolkit".ti,ab.

39. "mentors in violence prevention".ti,ab.
40. "Expect Respect".ti,ab.
41. "Second Step".ti,ab.
42. SS-SSTP.ti,ab.
43. "It's your game".ti,ab.
44. DaVIPoP.ti,ab.
45. (Benzies adj2 Batchies).ti,ab.
46. or/1-45
47. exp schools/
48. school based intervention/
49. students/ or high school graduates/ or high school students/ or junior high school students/ or kindergarten students/ or middle school students/ or preschool students/
50. exp curriculum/
51. school*.ti,ab,jn.
52. (pupil or pupils).ti,ab.
53. (classroom* or class-room*).ti,ab.
54. or/47-53
55. 46 and 54 (8716)

Ovid Social Policy and Practice <1890s - 2020>

Search completed: 22/06/2020

- 1 (stalking or stalker*).ti,ab. (234)
- 2 rape*.ti,ab. (962)
- 3 "intimate partner violence".ti,ab. (2013)
- 4 IPV.ti,ab. (1232)
- 5 (gender* adj3 violen*).ti,ab. (429)
- 6 GBV.ti,ab. (32)
- 7 SRGBV.ti,ab. (0)
- 8 (domestic adj3 (abuse* or abusive or aggress* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)).ti,ab. (7229)
- 9 "violence against women".ti,ab. (857)
- 10 ((date or dating) adj3 (abuse* or abusive or aggress* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)).ti,ab. (345)
- 11 ((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) adj3 (abuse* or abusive or aggress* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)).ti,ab. (4871)
- 12 ((boyfriend* or boy-friend* or girlfriend* or girl-friend*) adj3 (abuse* or abusive or aggress* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)).ti,ab. (23)
- 13 (interpersonal adj3 (abuse* or abusive or aggress* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)).ti,ab. (531)
- 14 (sexual* adj2 (abuse* or abusive or aggress* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)).ti,ab. (13400)
- 15 ((coerc* or forced or unwanted or nonconsensual or non-consensual) adj2 sex*).ti,ab. (357)
- 16 (grope or groped or groping).ti,ab. (2)
- 17 (sext or sexts or sexting).ti,ab. (143)
- 18 (homophobi* or transphobi* or biphobi* or homonegativ*).ti,ab. (698)
- 19 ((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) adj3 (abuse* or abusive or aggress* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)).ti,ab. (279)
- 20 "long live love".ti,ab. (0)

21 (greendot or "green dot").ti,ab. (1)
 22 "project respect".ti,ab. (0)
 23 ("Media Aware" or mediaaware).ti,ab. (0)
 24 TakeCARE.ti,ab. (0)
 25 "Fourth R".ti,ab. (7)
 26 "Safe Dates".ti,ab. (3)
 27 "Shifting boundaries".ti,ab. (36)
 28 "Teen choices".ti,ab. (0)
 29 "good schools toolkit".ti,ab. (0)
 30 "mentors in violence prevention".ti,ab. (1)
 31 "Expect Respect".ti,ab. (6)
 32 "Second Step".ti,ab. (34)
 33 SS-SSTP.ti,ab. (0)
 34 "It's your game".ti,ab. (0)
 35 DaVIPoP.ti,ab. (0)
 36 (Benzies adj2 Batchies).ti,ab. (0)
 37 or/1-36 (25164)
 38 school*.ti,ab,jx. (32423)
 39 (pupil or pupils).ti,ab. (5107)
 40 (classroom* or class-room*).ti,ab. (2299)
 41 or/38-40 (34253)
 42 37 and 41 (1857)

EBSCO CINAHL Complete (1937-2020)

Search completed: 23/06/2020

S55 S46 AND S54 3,823
 S54 S47 OR S48 OR S49 OR S50 OR S51 OR S52 OR S53 190,926
 S53 TI (classroom* or class-room*) OR AB (classroom* or class-room*) 14,057
 S52 TI (pupil or pupils) OR AB (pupil or pupils) 4,775
 S51 TI school* OR AB school* 153,362
 S50 SO school* 19,849
 S49 (MH "Students, High School") OR (MH "Students, Middle School") OR (MH "Students, Elementary") 20,105
 S48 (MH "School Health Services+") 24,085
 S47 (MH "Schools") OR (MH "Schools, Elementary") OR (MH "Schools, Middle") OR (MH "Schools, Nursery") OR (MH "Schools, Secondary") 26,668
 S46 S1 OR S2 OR S3 OR S4 OR S5 OR S6 OR S7 OR S8 OR S9 OR S10 OR S11 OR S12 OR S13 OR S14 OR S15 OR S16 OR S17 OR S18 OR S19 OR S20 OR S21 OR S22 OR S23 OR S24 OR S25 OR S26 OR S27 OR S28 OR S29 OR S30 OR S31 OR S32 OR S33 OR S34 OR S35 OR S36 OR S37 OR S38 OR S39 OR S40 OR S41 OR S42 OR S43 OR S44 OR S45 48,807
 S45 TI (Benzies N2 Batchies) OR AB (Benzies N2 Batchies) 1
 S44 TI DaVIPoP OR AB DaVIPoP 0
 S43 TI "It's your game" OR AB "It's your game" 13
 S42 TI SS-SSTP OR AB SS-SSTP 4
 S41 TI "Second Step" OR AB "Second Step" 1,005
 S40 TI "Expect Respect" OR AB "Expect Respect" 15
 S39 TI "mentors in violence prevention" OR AB "mentors in violence prevention" 6
 S38 TI "good schools toolkit" OR AB "good schools toolkit" 2
 S37 TI "Teen choices" OR AB "Teen choices" 6
 S36 TI "Shifting boundaries" OR AB "Shifting boundaries" 38
 S35 TI "Safe Dates" OR AB "Safe Dates" 24
 S34 TI "Fourth R" OR AB "Fourth R" 12
 S33 TI TakeCARE OR AB TakeCARE 6
 S32 TI (("Media Aware" or mediaaware)) OR AB (("Media Aware" or mediaaware)) 5
 S31 TI "project respect" OR AB "project respect" 14
 S30 TI ((greendot or "green dot")) OR AB ((greendot or "green dot")) 17
 S29 TI "long live love" OR AB "long live love" 5

S28 TI (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) 583

S27 TI ((homophobi* or transphobi* or biphobi* or homonegativ*)) OR AB ((homophobi* or transphobi* or biphobi* or homonegativ*)) 1,343

S26 TI ((sext or sexts or sexting)) OR AB ((sext or sexts or sexting)) 276

S25 TI ((grobe or groped or groping)) OR AB ((grobe or groped or groping)) 50

S24 TI (((coerc* or forced or unwanted or nonconsensual or non-consensual) N2 sex*)) OR AB (((coerc* or forced or unwanted or nonconsensual or non-consensual) N2 sex*)) 1,732

S23 TI ((sexual* N3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((sexual* N3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) 11,328

S22 TI ((interpersonal N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((interpersonal N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) 1,677

S21 TI (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) 31

S20 TI (((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) 15,614

S19 TI (((date or dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((date or dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) 2,124

S18 TI "violence against women" OR AB "violence against women" 2,114

S17 TI ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) 7,162

S16 TI SRGBV OR AB SRGBV 0

S15 TI GBV OR AB GBV 184

S14 TI (gender* N3 violen*) OR AB (gender* N3 violen*) 1,481

S13 TI IPV OR AB IPV 4,415

S12 TI rape* OR AB rape* 3,035

S11 TI ((stalking or stalker*)) OR AB ((stalking or stalker*)) 515

S10 (MH "Homophobia") 1,342

S9 (MH "Dating Violence") 811
 S8 (MH "Domestic Violence") 9,594
 S7 (MH "Coercion") 2,295
 S6 (MH "Battered Men") 124
 S5 (MH "Battered Women") 4,228
 S4 (MH "Rape") 4,084
 S3 (MH "Stalking") 437
 S2 (MH "Gender-Based Violence") 203
 S1 (MH "Intimate Partner Violence") 11,419

EBSCO Child and Adolescent Development (1855-)

Search completed: 23/06/2020

S53 S45 AND S52 2,121
 S52 S46 OR S47 OR S48 OR S49 OR S50 OR S51
 S51 TI (classroom* or class-room*) OR AB (classroom* or class-room*)
 S50 TI (pupil or pupils) OR AB (pupil or pupils)
 S49 TI school* OR AB school* OR SO school*
 S48 (((ZU "elementary schools") or ((ZU "nursery schools") or (ZU "nursery schools (great
 britain)))) or ((ZU "middle schools"))) or ((ZU "high schools"))
 S47 (ZU "school health services")
 S46 (ZU "schools")
 S45 S1 OR S2 OR S3 OR S4 OR S5 OR S6 OR S7 OR S8 OR S9 OR S10 OR S11 OR S12 OR
 S13 OR S14 OR S15 OR S16 OR S17 OR S18 OR S19 OR S20 OR S21 OR S22 OR S23 OR S24
 OR S25 OR S26 OR S27 OR S28 OR S29 OR S30 OR S31 OR S32 OR S33 OR S34 OR S35 OR
 S36 OR S37 OR S38 OR S39 OR S40 OR S41 OR S42 OR S43 OR S44 11,832
 S44 TI (Benzies N2 Batchies) OR AB (Benzies N2 Batchies)
 S43 TI DaVIPoP OR AB DaVIPoP
 S42 TI "It's your game" OR AB "It's your game"
 S41 TI SS-SSTP OR AB SS-SSTP
 S40 TI "Second Step" OR AB "Second Step"
 S39 TI "Expect Respect" OR AB "Expect Respect"
 S38 TI "mentors in violence prevention" OR AB "mentors in violence prevention"
 S37 TI "good schools toolkit" OR AB "good schools toolkit"
 S36 TI "good schools toolkit" OR AB "good schools toolkit"
 S35 TI "Teen choices" OR AB "Teen choices"
 S34 TI "Shifting boundaries" OR AB "Shifting boundaries"
 S33 TI "Safe Dates" OR AB "Safe Dates"
 S32 TI "Fourth R" OR AB "Fourth R"
 S31 TI TakeCARE OR AB TakeCARE
 S30 TI (("Media Aware" or mediaaware) OR AB (("Media Aware" or mediaaware))
 S29 TI "project respect" OR AB "project respect"
 S28 TI "project respect" OR AB "project respect"
 S27 TI ((greendot or "green dot")) OR AB ((greendot or "green dot"))
 S26 TI "long live love" OR AB "long live love"
 S25 TI "long live love" OR AB "long live love"
 S24 TI (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender*
 or transsexual) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or
 cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or
 threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((LGB or LGBT*
 or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) N3 (abuse*
 or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass*
 or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or
 revictimi?ation or re-victimi?ation)))
 S23 TI ((homophobi* or transphobi* or biphobi* or homonegativ*)) OR AB ((homophobi* or
 transphobi* or biphobi* or homonegativ*))
 S22 TI ((sext or sexts or sexting) OR AB ((sext or sexts or sexting))
 S21 TI ((grope or groped or groping) OR AB ((grope or groped or groping))

S20 TI (((coerc* or forced or unwanted or nonconsensual or non-consensual) N2 sex*)) OR AB (((coerc* or forced or unwanted or nonconsensual or non-consensual) N2 sex*))

S19 TI ((sexual* N3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((sexual* N3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))

S18 TI ((interpersonal N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((interpersonal N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))

S17 TI (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))

S16 TI (((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))

S15 TI (((date or dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((date or dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))

S14 TI "violence against women" OR AB "violence against women"

S13 TI ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))

S12 TI SRGBV OR AB SRGBV

S11 TI GBV OR AB GBV

S10 TI (gender* N3 violen*) OR AB (gender* N3 violen*)

S9 TI IPV OR AB IPV

S8 TI rape* OR AB rape*

S7 TI ((stalking or stalker*)) OR AB ((stalking or stalker*))

S6 ((ZU "dating violence -- prevention")) or ((ZU "dating violence"))

S5 (ZU "homophobia")

S4 (ZU "domestic violence")

S3 (ZU "rape") or (ZU "rape -- prevention")

S2 (ZU "stalking") or (ZU "stalking -- prevention")

S1 (ZU "intimate partner violence") or (ZU "intimate partner violence -- prevention") or (ZU "abused women") or (ZU "sex crimes") or (ZU "sexual harassment") or (ZU "prevention of sexual assault")

EBSCO British Education Index (1929-)

Search completed: 23/06/2020

S48 S40 AND S47 315

S47 S41 OR S42 OR S43 OR S44 OR S45 OR S46 94,739

S46 TI (classroom* or class-room*) OR AB (classroom* or class-room*) 13,345

S45 TI (pupil or pupils) OR AB (pupil or pupils) 6,573

S44 TI school* OR AB school* 54,792

S43 DE "BOARDING school students" OR DE "MIDDLE school students" OR DE "PREPARATORY school students" OR DE "SCHOOL children" OR DE "SECONDARY school students" OR DE "SIXTH form students" 14,480

S42 DE "SCHOOL health services" OR DE "COORDINATED school health programs" 144

S41 DE "SCHOOLS" OR DE "BOARDING schools" OR DE "DISADVANTAGED schools" OR DE "ELEMENTARY schools" OR DE "PRESCHOOLS" OR DE "PRIMARY schools" OR DE "PRIVATE schools" OR DE "PUBLIC schools" OR DE "RURAL schools" OR DE "SINGLE sex schools" OR DE "TRADITIONAL schools" OR DE "URBAN schools" OR DE "HIGH schools" OR DE "MIDDLE schools" OR DE "Secondary Education" 47,092

S40 S1 OR S2 OR S3 OR S4 OR S5 OR S6 OR S7 OR S8 OR S9 OR S10 OR S11 OR S12 OR S13 OR S14 OR S15 OR S16 OR S17 OR S18 OR S19 OR S20 OR S21 OR S22 OR S23 OR S24 OR S25 OR S26 OR S27 OR S28 OR S29 OR S30 OR S31 OR S32 OR S33 OR S34 OR S35 OR S36 OR S37 OR S38 OR S39 713

S39 TI (Benzies N2 Batchies) OR AB (Benzies N2 Batchies) 0

S38 TI DaVIPoP OR AB DaVIPoP 0

S37 TI "It's your game" OR AB "It's your game" 0

S36 TI SS-SSTP OR AB SS-SSTP 0

S35 TI "Second Step" OR AB "Second Step" 35

S34 TI "Expect Respect" OR AB "Expect Respect" 0

S33 TI "mentors in violence prevention" OR AB "mentors in violence prevention" 0

S32 TI "good schools toolkit" OR AB "good schools toolkit" 0

S31 TI "Teen choices" OR AB "Teen choices" 0

S30 TI "Shifting boundaries" OR AB "Shifting boundaries" 12

S29 TI "Safe Dates" OR AB "Safe Dates" 0

S28 TI "Fourth R" OR AB "Fourth R" 7

S27 TI TakeCARE OR AB TakeCARE 0

S26 TI (("Media Aware" or mediaaware)) OR AB (("Media Aware" or mediaaware)) 0

S25 TI "project respect" OR AB "project respect" 0

S24 TI ((greendot or "green dot")) OR AB ((greendot or "green dot")) 1

S23 TI "long live love" OR AB "long live love" 3

S22 TI (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR AB (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) 21

S21 TI ((homophobi* or transphobi* or biphobi* or homonegativ*)) OR AB ((homophobi* or transphobi* or biphobi* or homonegativ*)) 119

S20 TI ((sext or sexts or sexting)) OR AB ((sext or sexts or sexting)) 16

S19 TI ((grope or groped or groping)) OR AB ((grope or groped or groping)) 2

S18 TI (((coerc* or forced or unwanted or nonconsensual or non-consensual) N2 sex*)) OR AB (((coerc* or forced or unwanted or nonconsensual or non-consensual) N2 sex*)) 14

S17 TI ((sexual* N3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR AB ((sexual* N3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) 204

S16 TI ((interpersonal N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR AB ((interpersonal N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) 15

S15 TI (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) 1

S14 TI (((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulat* or murder* or rape* or threaten* or violen* or victimi?ation or re-victimi?ation))) OR AB (((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or re-victimi?ation))) 135

S13 TI (((date or dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((date or dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or re-victimi?ation))) 6

S12 TI "violence against women" OR AB "violence against women" 28

S11 TI ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) 86

S10 TI SRGBV OR AB SRGBV 2

S9 TI GBV OR AB GBV 5

S8 TI (gender* N3 violen*) OR AB (gender* N3 violen*) 65

S7 TI IPV OR AB IPV 13

S6 TI rape* OR AB rape* 40

S5 TI ((stalking or stalker*)) OR AB ((stalking or stalker*)) 3

S4 DE "BIPHOBIA in schools" 2

S3 DE "HOMOPHOBIA in schools" OR DE "HOMOPHOBIA in high schools" 14

S2 DE "DOMESTIC violence" 55

S1 DE "INTIMATE violence" 1

EBSCO Criminal Justice Abstracts

Search completed: 23/06/2020

S64 S52 AND S63 1,999

S63 S53 OR S54 OR S55 OR S56 OR S57 OR S58 OR S59 OR S60 OR S61 OR S62 29,618

S62 TI (classroom* or class-room*) OR AB (classroom* or class-room*) 2,160

S61 TI (pupil or pupils) OR AB (pupil or pupils) 604

S60 TI school* OR AB school* 28,098

S59 (ZU "high school athletes") or (ZU "high school boys") or (ZU "high school girls") or (ZU "high school students") or (ZU "high schools") 1,553

S58 (ZU "junior high school students") or (ZU "junior high schools") 39

S57 (ZU "secondary school students") or (ZU "secondary schools") 51

S56 (ZU "middle school education") or (ZU "middle school students") or (ZU "middle schools") 584

S55 (ZU "elementary schools") 272

S54 (ZU "primary schools") 24

S53 (ZU "schools") 1,207

S52 S1 OR S2 OR S3 OR S4 OR S5 OR S6 OR S7 OR S8 OR S9 OR S10 OR S11 OR S12 OR S13 OR S14 OR S15 OR S16 OR S17 OR S18 OR S19 OR S20 OR S21 OR S22 OR S23 OR S24 OR S25 OR S26 OR S27 OR S28 OR S29 OR S30 OR S31 OR S32 OR S33 OR S34 OR S35 OR S36 OR S37 OR S38 OR S39 OR S40 OR S41 OR S42 OR S43 OR S44 OR S45 OR S46 OR S47 OR S48 OR S49 OR S50 OR S51 34,318

S51 TI (Benzies N2 Batchies) OR AB (Benzies N2 Batchies) 0
 S50 TI (Benzies N2 Batchies) OR AB (Benzies N2 Batchies) 0
 S49 TI DaVIPoP OR AB DaVIPoP 0
 S48 TI "It's your game" OR AB "It's your game" 1
 S47 TI SS-SSTP OR AB SS-SSTP 0
 S46 TI SS-SSTP OR AB SS-SSTP 0
 S45 TI "Second Step" OR AB "Second Step" 136
 S44 TI "Expect Respect" OR AB "Expect Respect" 7
 S43 TI "mentors in violence prevention" OR AB "mentors in violence prevention" 6
 S42 TI "good schools toolkit" OR AB "good schools toolkit" 1
 S41 TI "Teen choices" OR AB "Teen choices" 1
 S40 TI "Shifting boundaries" OR AB "Shifting boundaries" 29
 S39 TI "Safe Dates" OR AB "Safe Dates" 15
 S38 TI "Fourth R" OR AB "Fourth R" 7
 S37 TI TakeCARE OR AB TakeCARE 1
 S36 TI (("Media Aware" or mediaaware)) OR AB (("Media Aware" or mediaaware)) 2
 S35 TI "project respect" OR AB "project respect" 4
 S34 TI ((greendot or "green dot")) OR AB ((greendot or "green dot")) 12
 S33 TI "long live love" OR AB "long live love" 21
 S32 TI "long live love" OR AB "long live love" 0
 S31 TI (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) 470
 S30 TI ((homophobi* or transphobi* or biphobi* or homonegativ*)) OR AB ((homophobi* or transphobi* or biphobi* or homonegativ*)) 467
 S29 TI ((sext or sexts or sexting)) OR AB ((sext or sexts or sexting)) 113
 S28 TI ((grope or groped or groping)) OR AB ((grope or groped or groping)) 21
 S27 TI (((coerc* or forced or unwanted or nonconsensual or non-consensual) N2 sex*)) OR AB (((coerc* or forced or unwanted or nonconsensual or non-consensual) N2 sex*)) 980
 S26 TI ((sexual* N3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((sexual* N3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) 10,103
 S25 TI ((interpersonal N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((interpersonal N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) 1,172
 S24 TI (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) 73
 S23 TI (((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))

murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))
10,089
S22 TI (((date or dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((date or dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))) 1,269
S21 TI "violence against women" OR AB "violence against women" 1,959
S20 TI ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))) 6,529
S19 TI SRGBV OR AB SRGBV 0
S18 TI SRGBV OR AB SRGBV 0
S17 TI GBV OR AB GBV 56
S16 TI (gender* N3 violen*) OR AB (gender* N3 violen*) 1,259
S15 TI IPV OR AB IPV 2,487
S14 TI rape* OR AB rape* 4,708
S13 TI ((stalking or stalker*)) OR AB ((stalking or stalker*)) 963
S12 (ZU "transphobia") or (ZU "transphobia in schools") 19
S11 (ZU "biphobia") 4
S10 (ZU "homophobia") or (ZU "homophobia in high schools") or (ZU "homophobia in schools") 279
S9 (ZU "sexual harassment") or (ZU "sexual harassment in education") or (ZU "sexual harassment in education -- prevention") 844
S8 (ZU "domestic violence") 2,425
S7 (ZU "relationship abuse") 19
S6 (ZU "victims of dating violence") or (ZU "victims of domestic violence") 851
S5 (ZU "dating violence") 724
S4 (ZU "sex crimes") or (ZU "sex crimes -- prevention") 6,457
S3 (ZU "rape") 2,277
S2 (ZU "stalking") or (ZU "stalking -- prevention") 547
S1 (ZU "intimate partner violence") 3,675

EBSCO Econlit (1886-)

Search completed: 23/06/2020

S42 S36 AND S41 127
S41 S37 OR S38 OR S39 OR S40 40,965
S40 (ZW "school") 1,475
S39 AB ((classroom* or class-room*)) OR TI ((classroom* or class-room*)) 1,756
S38 AB ((pupil or pupils)) OR TI ((pupil or pupils)) 1,012
S37 AB school* OR TI school* OR SO school* 39,699
S36 S1 OR S2 OR S3 OR S4 OR S5 OR S6 OR S7 OR S8 OR S9 OR S10 OR S11 OR S12 OR S13 OR S14 OR S15 OR S16 OR S17 OR S18 OR S19 OR S20 OR S21 OR S22 OR S23 OR S24 OR S25 OR S26 OR S27 OR S28 OR S29 OR S30 OR S31 OR S32 OR S33 OR S34 OR S35 2,729
S35 AB (Benzies N2 Batchies) OR TI (Benzies N2 Batchies) 0
S34 AB DaVIPoP OR TI DaVIPoP 0
S33 AB "It's your game" OR TI "It's your game" 0
S32 AB SS-SSTP OR TI SS-SSTP 0
S31 AB "Second Step" OR TI "Second Step" 968
S30 AB "Expect Respect" OR TI "Expect Respect" 0
S29 AB "mentors in violence prevention" OR TI "mentors in violence prevention" 0
S28 AB "good schools toolkit" OR TI "good schools toolkit" 0
S27 AB "Teen choices" OR TI "Teen choices" 0
S26 AB "Shifting boundaries" OR TI "Shifting boundaries" 41
S25 AB "Safe Dates" OR TI "Safe Dates" 0
S24 AB "Fourth R" OR TI "Fourth R" 3

S23 AB TakeCARE OR TI TakeCARE 0

S22 AB (("Media Aware" or mediaaware)) OR TI (("Media Aware" or mediaaware)) 0

S21 AB "project respect" OR TI "project respect" 0

S20 AB ((greendot or "green dot")) OR TI ((greendot or "green dot")) 5

S19 AB "long live love" OR TI "long live love" 0

S18 AB (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR TI (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) 14

S17 AB ((homophobi* or transphobi* or biphobi* or homonegativ*)) OR TI ((homophobi* or transphobi* or biphobi* or homonegativ*)) 22

S16 AB ((sext or sexts or sexting)) OR TI ((sext or sexts or sexting)) 1

S15 AB ((grope or groped or groping)) OR TI ((grope or groped or groping)) 40

S14 AB ((coerc* or forced or unwanted or nonconsensual or non-consensual) N2 sex*)) OR TI ((coerc* or forced or unwanted or nonconsensual or non-consensual) N2 sex*)) 20

S13 AB (((sexual* N3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR TI (((sexual* N3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)))) 313

S12 AB (((interpersonal N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR TI (((interpersonal N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)))) 36

S11 AB (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR TI (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) 0

S10 AB (((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR TI (((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) 421

S9 AB (((date or dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR TI (((date or dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) 16

S8 AB "violence against women" OR TI "violence against women" 168

S7 AB ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR TI ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) 483

S6 AB SRGBV OR TI SRGBV 0

S5 AB GBV OR TI GBV 10

S4 AB (gender* N3 violen*) OR TI (gender* N3 violen*) 143
S3 AB (IPV OR intimate partner violence) OR TI (IPV OR intimate partner violence) 160
S2 AB rape* OR TI rape* 300
S1 AB (stalking or stalker*) OR TI (stalking or stalker*) 19

EBSCO Education Research Complete

Search completed: 23/06/2020

S46 S38 AND S45 5,809
S45 S39 OR S40 OR S41 OR S42 OR S43 OR S44
S44 TI (classroom* or class-room*) OR AB (classroom* or class-room*)
S43 TI (pupil or pupils) OR AB (pupil or pupils)
S42 TI school* OR AB school* OR SO school*
S41 DE "BOARDING school students" OR DE "MIDDLE school students" OR DE "PRIVATE school students" OR DE "SCHOOL children" OR DE "SECONDARY school students" OR DE "SIXTH form students"
S40 DE "SCHOOL health services"
S39 DE "SCHOOLS" OR DE "BOARDING schools" OR DE "BRITISH schools" OR DE "DAY schools" OR DE "DISADVANTAGED schools" OR DE "ELEMENTARY schools" OR DE "FAILING schools" OR DE "PRIMARY schools" OR DE "PRIVATE schools" OR DE "PUBLIC schools" OR DE "RURAL schools" OR DE "SECONDARY schools" OR DE "SINGLE sex schools" OR DE "TRADITIONAL schools"
S38 S1 OR S2 OR S3 OR S4 OR S5 OR S6 OR S7 OR S8 OR S9 OR S10 OR S11 OR S12 OR S13 OR S14 OR S15 OR S16 OR S17 OR S18 OR S19 OR S20 OR S21 OR S22 OR S23 OR S24 OR S25 OR S26 OR S27 OR S28 OR S29 OR S30 OR S31 OR S32 OR S33 OR S34 OR S35 OR S36 OR S37 27,126
S37 TI (Benzies N2 Batchies) OR AB (Benzies N2 Batchies)
S36 TI DaVIPoP OR AB DaVIPoP
S35 TI "It's your game" OR AB "It's your game"
S34 TI SS-SSTP OR AB SS-SSTP
S33 TI "Second Step" OR AB "Second Step"
S32 TI "Expect Respect" OR AB "Expect Respect"
S31 TI "mentors in violence prevention" OR AB "mentors in violence prevention"
S30 TI "good schools toolkit" OR AB "good schools toolkit"
S29 TI "Teen choices" OR AB "Teen choices"
S28 TI "Shifting boundaries" OR AB "Shifting boundaries"
S27 TI "Safe Dates" OR AB "Safe Dates"
S26 TI "Fourth R" OR AB "Fourth R"
S25 TI TakeCARE OR AB TakeCARE
S24 TI (("Media Aware" or mediaaware)) OR AB (("Media Aware" or mediaaware))
S23 TI "project respect" OR AB "project respect"
S22 TI ((greendot or "green dot")) OR AB ((greendot or "green dot"))
S21 TI "long live love" OR AB "long live love"
S20 TI (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR AB (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) 807
S19 TI ((homophobi* or transphobi* or biphobi* or homonegativ*)) OR AB ((homophobi* or transphobi* or biphobi* or homonegativ*))
S18 TI ((sext or sexts or sexting)) OR AB ((sext or sexts or sexting))
S17 TI ((grobe or groped or groping)) OR AB ((grobe or groped or groping))
S16 TI (((coerc* or forced or unwanted or nonconsensual or non-consensual) N2 sex*)) OR AB (((coerc* or forced or unwanted or nonconsensual or non-consensual) N2 sex*))
S15 TI ((sexual* N3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femucid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR AB ((sexual* N3 (abusive or aggressi* or

assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or
 manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-
 victimi?ation)))
 S14 TI ((interpersonal N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or
 cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten*
 or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((interpersonal N3 (abuse*
 or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass*
 or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen*
 or victimi?ation or revictimi?ation)))
 S13 TI (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or
 assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or
 manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-
 victimi?ation))) OR AB (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive
 or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid*
 or injur* or manipulate* or murder* or rape* or threaten* or violen*
 or victimi?ation or revictimi?ation or re-victimi?ation)))
 S12 TI (((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) N3 (abuse* or
 abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass*
 or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen*
 or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((relationship* or partner* or
 acquaintance* or non-stranger* or nonstranger*) N3 (abuse* or abusive or aggressi* or assault* or
 attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or
 murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))
 S11 TI (((date or dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc*
 or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or
 threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((date or dating)
 N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid*
 or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen*
 or victimi?ation or revictimi?ation or re-victimi?ation)))
 S10 TI "violence against women" OR AB "violence against women"
 S9 TI ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or
 cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten*
 or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((domestic N3 (abuse* or
 abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass*
 or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen*
 or victimi?ation or revictimi?ation or re-victimi?ation)))
 S8 TI SRGBV OR AB SRGBV
 S7 TI GBV OR AB GBV
 S6 TI (gender* N3 violen*) OR AB (gender* N3 violen*)
 S5 TI IPV OR AB IPV
 S4 TI rape* OR AB rape*
 S3 TI ((stalking or stalker*)) OR AB ((stalking or stalker*))
 S2 DE "HOMOPHOBIA in schools" OR DE "HOMOPHOBIA in high schools" OR DE "BIPHOBIA in
 schools"
 S1 DE "SEXUAL harassment in education"

EBSCO ERIC (1966-)

Search completed: 23/06/2020

S45 S37 AND S44 3,795
 S44 S38 OR S39 OR S40 OR S41 OR S42 OR S43 703,058
 S43 TI (classroom* or class-room*) OR AB (classroom* or class-room*) 179,174
 S42 TI (pupil or pupils) OR AB (pupil or pupils) 27,575
 S41 TI school* OR AB school* OR SO school* 551,810
 S40 DE "Elementary School Students" OR DE "Middle School Students" OR DE "Secondary School
 Students" OR DE "High School Students" OR DE "Junior High School Students" 112,870
 S39 DE "School Health Services" 2,396
 S38 DE "Schools" OR DE "Boarding Schools" OR DE "Residential Schools" OR DE "Disadvantaged
 Schools" OR DE "Elementary Schools" OR DE "Middle Schools" OR DE "Nursery Schools" OR DE
 "Private Schools" OR DE "Public Schools" OR DE "Regional Schools" OR DE "Rural Schools" OR DE

"Secondary Schools" OR DE "High Schools" OR DE "Junior High Schools" OR DE "Single Sex Schools" OR DE "Slum Schools" OR DE "Small Schools" OR DE "State Schools" OR DE "Suburban Schools" OR DE "Traditional Schools" OR DE "Urban Schools" 180,906
S37 S1 OR S2 OR S3 OR S4 OR S5 OR S6 OR S7 OR S8 OR S9 OR S10 OR S11 OR S12 OR S13 OR S14 OR S15 OR S16 OR S17 OR S18 OR S19 OR S20 OR S21 OR S22 OR S23 OR S24 OR S25 OR S26 OR S27 OR S28 OR S29 OR S30 OR S31 OR S32 OR S33 OR S34 OR S35 OR S36 10,646
S36 TI (Benzies N2 Batchies) OR AB (Benzies N2 Batchies) 0
S35 TI DaVIPoP OR AB DaVIPoP 0
S34 TI "It's your game" OR AB "It's your game" 2
S33 TI SS-SSTP OR AB SS-SSTP 2
S32 TI "Second Step" OR AB "Second Step" 462
S31 TI "Expect Respect" OR AB "Expect Respect" 9
S30 TI "mentors in violence prevention OR AB "mentors in violence prevention 2
S29 TI "Teen choices" OR AB "Teen choices" 2
S28 TI "Shifting boundaries" OR AB "Shifting boundaries" 33
S27 TI "Safe Dates" OR AB "Safe Dates" 2
S26 TI "Fourth R" OR AB "Fourth R" 78
S25 TI TakeCARE OR AB TakeCARE 1
S24 TI (("Media Aware" or mediaaware)) OR AB (("Media Aware" or mediaaware)) 3
S23 TI "project respect" OR AB "project respect" 5
S22 TI ((greendot or "green dot") OR AB ((greendot or "green dot") 20
S21 TI "long live love" OR AB "long live love" 1
S20 TI (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR AB (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) 269
S19 TI ((homophobi* or transphobi* or biphobi* or homonegativ*)) OR AB ((homophobi* or transphobi* or biphobi* or homonegativ*)) 917
S18 TI ((sext or sexts or sexting)) OR AB ((sext or sexts or sexting)) 62
S17 TI ((grope or groped or groping)) OR AB ((grope or groped or groping)) 46
S16 TI (((coerc* or forced or unwanted or nonconsensual or non-consensual) N2 sex*)) OR AB (((coerc* or forced or unwanted or nonconsensual or non-consensual) N2 sex*)) 348
S15 TI ((sexual* N3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR AB ((sexual* N3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) 3,728
S14 TI ((interpersonal N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR AB ((interpersonal N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) 385
S13 TI (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR AB (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) 28
S12 TI (((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR AB (((relationship* or partner* or

acquaintance* or non-stranger* or nonstranger*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) 2,659
S11 TI (((date or dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femucid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((date or dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femucid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) 570
S10 TI "violence against women" OR AB "violence against women" 255
S9 TI ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femucid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femucid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) 1,190
S8 TI SRGBV OR AB SRGBV 8
S7 TI GBV OR AB GBV 12
S6 TI gender* N3 violen* OR AB gender* N3 violen* 300
S5 IPV OR IPV 290
S4 TI rape* OR AB rape* 1,211
S3 TI (stalking or stalker*) OR AB (stalking or stalker*) 179
S2 DE "Sexual Harassment" 1,667
S1 DE "Rape" 1,275

CENTRAL and the Cochrane Database of Systematic Reviews via the Cochrane Library (Issue 6 of 12, 2020)

Search completed: 23/06/2020

- #1 MeSH descriptor: [Intimate Partner Violence] explode all trees
- #2 MeSH descriptor: [Gender-Based Violence] explode all trees
- #3 MeSH descriptor: [Stalking] explode all trees
- #4 MeSH descriptor: [Rape] explode all trees
- #5 MeSH descriptor: [Sex Offenses] explode all trees
- #6 MeSH descriptor: [Battered Women] explode all trees
- #7 MeSH descriptor: [Spouse Abuse] explode all trees
- #8 MeSH descriptor: [Coercion] explode all trees
- #9 MeSH descriptor: [Domestic Violence] explode all trees
- #10 MeSH descriptor: [Homophobia] explode all trees
- #11 (stalking or stalker*):ti,ab,kw
- #12 rape*:ti,ab,kw
- #13 "intimate partner violence":ti,ab,kw
- #14 IPV:ti,ab,kw
- #15 (gender* near/3 violen*):ti,ab,kw
- #16 GBV:ti,ab,kw
- #17 SRGBV:ti,ab,kw
- #18 "violence against women":ti,ab,kw
- #19 (domestic near/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femucid* or harass* or homicid* or injur* or manipulat* or murder* or rape* or threaten* or violen* or victimisation or victimization or revictimisation or revictimization or re-victimisation or re-victimization)):ti,ab,kw
- #20 ((date or dating) near/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femucid* or harass* or homicid* or injur* or manipulat* or murder* or rape* or threaten* or violen* or victimisation or victimization or revictimisation or revictimization or re-victimisation or re-victimization)):ti,ab,kw
- #21 ((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) near/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femucid* or harass* or homicid* or injur* or manipulat* or murder* or rape* or threaten* or violen* or victimisation or victimization or revictimisation or revictimization or re-victimisation or re-victimization)):ti,ab,kw

- #22 ((boyfriend* or boy-friend* or girlfriend* or girl-friend*) near/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimization or revictimisation or revictimization or re-victimisation or re-victimization)):ti,ab,kw
- #23 (interpersonal near/3 (abuse* or abusive or aggress* or assault* or attack or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimization or revictimisation or revictimization or re-victimisation or re-victimization)):ti,ab,kw
- #24 (sexual* near/2 (aggressi* or assault* or attack or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimization or revictimisation or revictimization or re-victimisation or re-victimization)):ti,ab,kw
- #25 ((coerc* or forced or unwanted or nonconsensual or non-consensual) near/2 sex*):ti,ab,kw
- #26 (grope or groped or groping):ti,ab,kw
- #27 (sext or sexts or sexting):ti,ab,kw
- #28 (homophobi* or transphobi* or biphobi* or homonegativ*):ti,ab,kw
- #29 ((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) near/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimisation or victimization or revictimisation or revictimization or re-victimisation or re-victimization)):ti,ab,kw
- #30 "long live love":ti,ab,kw
- #31 (greendot or "green dot"):ti,ab,kw
- #32 "project respect":ti,ab,kw
- #33 ("Media Aware" or mediaaware):ti,ab,kw
- #34 TakeCARE:ti,ab,kw
- #35 "Fourth R":ti,ab,kw
- #36 "Safe Dates":ti,ab,kw
- #37 "Shifting boundaries":ti,ab,kw
- #38 "Teen choices":ti,ab,kw
- #39 "good schools toolkit":ti,ab,kw
- #40 "mentors in violence prevention":ti,ab,kw
- #41 "Expect Respect":ti,ab,kw
- #42 "Second Step":ti,ab,kw
- #43 SS-SSTP:ti,ab,kw
- #44 "It's your game":ti,ab,kw
- #45 DaVIPoP:ti,ab,kw
- #46 (Benzies near/2 Batchies):ti,ab,kw
- #47 {OR #1-#46}
- #48 MeSH descriptor: [Schools] explode all trees
- #49 MeSH descriptor: [School Health Services] explode all trees
- #50 MeSH descriptor: [Students] this term only
- #51 MeSH descriptor: [Curriculum] explode all trees
- #52 (school*):ti,ab,kw
- #53 (pupil or pupils):ti,ab,kw
- #54 (classroom* or class-room*):ti,ab,kw
- #55 {OR #48-#54}
- #56 #47 AND #55

ProQuest ASSIA (Applied Social Sciences Index and Abstracts) (1987-)

Search completed: 23/06/2020

(MAINSUBJECT.EXACT("Gender violence") OR MAINSUBJECT.EXACT.EXPLODE("Rape") OR MAINSUBJECT.EXACT("Sexual harassment") OR MAINSUBJECT.EXACT("Sexual violence") OR MAINSUBJECT.EXACT("Stalking") OR MAINSUBJECT.EXACT("Battered women") OR MAINSUBJECT.EXACT("Domestic violence") OR MAINSUBJECT.EXACT("Coercion") OR MAINSUBJECT.EXACT("Homophobia") OR ti(stalking OR stalker* OR rape* OR "intimate partner violence" OR IPV OR (gender NEAR/3 violen*) OR GBV OR SRGBV OR "violence against women" OR ((domestic OR date OR dating OR relationship* OR partner* OR acquaintance* OR non-stranger*

OR nonstranger* OR boyfriend* OR boy-friend* OR girlfriend* OR girl-friend* OR interpersonal OR sexual* OR LGB OR LGBT* OR homosexual* OR lesbian* OR gay OR bisexual* OR queer* OR transgender* OR transsexual) NEAR/3 (abuse* OR abusive OR aggressi* OR assault* OR attack* OR bully* OR coerc* OR cyberbully* OR femicid* OR harass* OR homicid* OR injur* OR manipulate* OR murder* OR rape* OR threaten* OR violen* OR victimi?ation OR revictimi?ation OR re-victimi?ation)) OR ((coerc* OR forced OR unwanted OR nonconsensual OR non-consensual) AND sex*) OR grope OR groping OR groped OR sext OR sexts OR sexting OR homophobi* OR transphobi* OR biphobi* OR homonegativ* OR ("long live love" OR "green dot" OR greendot OR "project respect" OR "Media Aware" OR mediaaware OR TakeCARE OR "Fourth R" OR "Safe Dates" OR "Shifting boundaries" OR "Teen choices" OR "mentors in violence prevention" OR "Expect Respect" OR "Second Step" OR SS-SSTP OR "It's your game" OR DaVIPoP OR (Benzies N2 batchies))) OR ab(stalking OR stalker* OR rape* OR "intimate partner violence" OR IPV OR (gender NEAR/3 violen*) OR GBV OR SRGBV OR "violence against women" OR ((domestic OR date OR dating OR relationship* OR partner* OR acquaintance* OR non-stranger* OR nonstranger* OR boyfriend* OR boy-friend* OR girlfriend* OR girl-friend* OR interpersonal OR sexual* OR LGB OR LGBT* OR homosexual* OR lesbian* OR gay OR bisexual* OR queer* OR transgender* OR transsexual) NEAR/3 (abuse* OR abusive OR aggressi* OR assault* OR attack* OR bully* OR coerc* OR cyberbully* OR femicid* OR harass* OR homicid* OR injur* OR manipulate* OR murder* OR rape* OR threaten* OR violen* OR victimi?ation OR revictimi?ation OR re-victimi?ation)) OR ((coerc* OR forced OR unwanted OR nonconsensual OR non-consensual) AND sex*) OR grope OR groping OR groped OR sext OR sexts OR sexting OR homophobi* OR transphobi* OR biphobi* OR homonegativ* OR ("long live love" OR "green dot" OR greendot OR "project respect" OR "Media Aware" OR mediaaware OR TakeCARE OR "Fourth R" OR "Safe Dates" OR "Shifting boundaries" OR "Teen choices" OR "mentors in violence prevention" OR "Expect Respect" OR "Second Step" OR SS-SSTP OR "It's your game" OR DaVIPoP OR (Benzies N2 batchies)))) AND ((MAINSUBJECT.EXACT("Middle schools") OR MAINSUBJECT.EXACT("Junior high schools") OR MAINSUBJECT.EXACT("Grammar schools") OR MAINSUBJECT.EXACT("Primary schools") OR MAINSUBJECT.EXACT("Boarding schools") OR MAINSUBJECT.EXACT("Junior schools") OR MAINSUBJECT.EXACT("Comprehensive schools") OR MAINSUBJECT.EXACT("Elementary schools") OR MAINSUBJECT.EXACT("Secondary schools") OR MAINSUBJECT.EXACT("Preparatory schools") OR MAINSUBJECT.EXACT("Girls' schools") OR MAINSUBJECT.EXACT("High schools") OR MAINSUBJECT.EXACT("Schools") OR MAINSUBJECT.EXACT("Junior secondary schools") OR MAINSUBJECT.EXACT("Classrooms") OR MAINSUBJECT.EXACT("Independent schools")) OR MAINSUBJECT.EXACT("Pupils") OR (ti(school* OR pupil OR pupils OR classroom* OR class-room*) OR ab(school* OR pupil OR pupils OR classroom* OR class-room*)))

ProQuest Australian Education Index (1977-)

Search completed: 23/06/2020

(MAINSUBJECT.EXACT("Rape") OR MAINSUBJECT.EXACT("Sexual harassment") OR MAINSUBJECT.EXACT("Battered women") OR MAINSUBJECT.EXACT("Homophobia") OR TI(stalking OR stalker* OR rape* OR "intimate partner violence" IPV OR (gender NEAR/3 violen*) OR GBV OR SRGBV OR "violence against women" OR ((domestic OR date OR dating OR relationship* OR partner* OR acquaintance* OR non-stranger* OR nonstranger* OR boyfriend* OR boy-friend* OR girlfriend* OR girl-friend* OR interpersonal OR sexual* OR LGB OR LGBT* OR homosexual* OR lesbian* OR gay OR bisexual* OR queer* OR transgender* OR transsexual) NEAR/3 (abuse* OR abusive OR aggressi* OR assault* OR attack* OR bully* OR coerc* OR cyberbully* OR femicid* OR harass* OR homicid* OR injur* OR manipulate* OR murder* OR rape* OR threaten* OR violen* OR victimi?ation OR revictimi?ation OR re-victimi?ation)) OR ((coerc* OR forced OR unwanted OR nonconsensual OR non-consensual) AND sex*) OR grope OR groping OR groped OR sext OR sexts OR sexting OR homophobi* OR transphobi* OR biphobi* OR homonegativ* OR ("long live love" OR "green dot" OR greendot OR "project respect" OR "Media Aware" OR mediaaware OR TakeCARE OR "Fourth R" OR "Safe Dates" OR "Shifting boundaries" OR "Teen

choices" OR "mentors in violence prevention" OR "Expect Respect" OR "Second Step" OR SS-SSTP OR "It's your game" OR DaVIPoP OR (Benzies N2 batchies))) OR AB(stalking OR stalker* OR rape* OR IPV OR "intimate partner violence" OR (gender NEAR/3 violen*) OR GBV OR SRGBV OR "violence against women" OR ((domestic OR date OR dating OR relationship* OR partner* OR acquaintance* OR non-stranger* OR nonstranger* OR boyfriend* OR boy-friend* OR girlfriend* OR girl-friend* OR interpersonal OR sexual* OR LGB OR LGBT* OR homosexual* OR lesbian* OR gay OR bisexual* OR queer* OR transgender* OR transsexual*) NEAR/3 (abuse* OR abusive OR aggressi* OR assault* OR attack* OR bully* OR coerc* OR cyberbully* OR femucid* OR harass* OR homicid* OR injur* OR manipulate* OR murder* OR rape* OR threaten* OR violen* OR victimi?ation OR revictim?ation OR re-victim?ation)) OR ((coerc* OR forced OR unwanted OR nonconsensual OR non-consensual) AND sex*) OR grope OR groping OR groped OR sext OR sexts OR sexting OR homophobi* OR transphobi* OR biphobi* OR homonegativ* OR ("long live love" OR "green dot" OR greendot OR "project respect" OR "Media Aware" OR mediaaware OR TakeCARE OR "Fourth R" OR "Safe Dates" OR "Shifting boundaries" OR "Teen choices" OR "mentors in violence prevention" OR "Expect Respect" OR "Second Step" OR SS-SSTP OR "It's your game" OR DaVIPoP OR (Benzies N2 batchies))) AND ((MAINSUBJECT.EXACT("Disadvantaged schools") OR MAINSUBJECT.EXACT("Nursery schools") OR MAINSUBJECT.EXACT("Schools") OR MAINSUBJECT.EXACT("Primary schools") OR MAINSUBJECT.EXACT("Boarding schools") OR MAINSUBJECT.EXACT("Primary secondary schools") OR MAINSUBJECT.EXACT("Rural schools") OR MAINSUBJECT.EXACT("Middle schools") OR MAINSUBJECT.EXACT("Single sex schools") OR MAINSUBJECT.EXACT("Day schools") OR MAINSUBJECT.EXACT("Secondary schools")) OR MAINSUBJECT.EXACT("School health services") OR (MAINSUBJECT.EXACT("Secondary school students") OR MAINSUBJECT.EXACT("Middle school students") OR MAINSUBJECT.EXACT("Students")) OR (AB(school* OR pupil OR pupils OR classroom* OR class-room*) OR TI(school* OR pupil OR pupils OR classroom* OR class-room*)))

[ProQuest Dissertations & Theses](#)

Search completed: 23/06/2020

(AB(school* OR pupil OR pupils OR classroom* OR class-room*) OR TI(school* OR pupil OR pupils OR classroom* OR class-room*)) AND TI(stalking OR stalker* OR rape* OR IPV OR (gender NEAR/3 violen*) OR GBV OR SRGBV OR "violence against women" OR ((domestic OR date OR dating OR relationship* OR partner* OR acquaintance* OR non-stranger* OR nonstranger* OR boyfriend* OR boy-friend* OR girlfriend* OR girl-friend* OR interpersonal OR sexual* OR LGB OR LGBT* OR homosexual* OR lesbian* OR gay OR bisexual* OR queer* OR transgender* OR transsexual) NEAR/3 (abuse* OR abusive OR aggressi* OR assault* OR attack* OR bully* OR coerc* OR cyberbully* OR femucid* OR harass* OR homicid* OR injur* OR manipulate* OR murder* OR rape* OR threaten* OR violen* OR victimi?ation OR revictim?ation OR re-victim?ation)) OR ((coerc* OR forced OR unwanted OR nonconsensual OR non-consensual) AND sex*) OR grope OR groping OR groped OR sext OR sexts OR sexting OR homophobi* OR transphobi* OR biphobi* OR homonegativ* OR ("long live love" OR "green dot" OR greendot OR "project respect" OR "Media Aware" OR mediaaware OR TakeCARE OR "Fourth R" OR "Safe Dates" OR "Shifting boundaries" OR "Teen choices" OR "mentors in violence prevention" OR "Expect Respect" OR "Second Step" OR SS-SSTP OR "It's your game" OR DaVIPoP OR (Benzies N2 batchies))

[ProQuest Sociological Abstracts \(1952-\)](#)

Search completed: 24/06/2020

((MAINSUBJECT.EXACT("Stalking") OR MAINSUBJECT.EXACT(EXPLODE("Sexual Assault")) OR MAINSUBJECT.EXACT("Battered Women") OR MAINSUBJECT.EXACT("Spouse Abuse") OR MAINSUBJECT.EXACT(EXPLODE("Coercion")) OR MAINSUBJECT.EXACT("Homophobia")) OR ti((stalking OR stalker* OR rape* OR IPV OR (gender NEAR/3 violen*) OR GBV OR SRGBV OR "violence against women" OR ((domestic OR date OR dating OR relationship* OR partner* OR acquaintance* OR non-stranger* OR nonstranger* OR boyfriend* OR boy-friend* OR girlfriend* OR girl-friend* OR interpersonal OR sexual* OR LGB OR LGBT* OR homosexual* OR lesbian* OR gay OR bisexual* OR

queer* OR transgender* OR transsexual) NEAR/3 (abuse* OR abusive OR aggressi* OR assault* OR attack* OR bully* OR coerc* OR cyberbully* OR femicid* OR harass* OR homicid* OR injur* OR manipulate* OR murder* OR rape* OR threaten* OR violen* OR victimi?ation OR revictim?ation OR re-victim?ation))) OR ((coerc* OR forced OR unwanted OR nonconsensual OR non-consensual) AND sex*) OR grope OR groping OR groped OR sext OR sexts OR sexting OR homophobi* OR transphobi* OR biphobi* OR homonegativ* OR ("long live love" OR "green dot" OR greendot OR "project respect" OR "Media Aware" OR mediaaware OR TakeCARE OR "Fourth R" OR "Safe Dates" OR "Shifting boundaries" OR "Teen choices" OR "mentors in violence prevention" OR "Expect Respect" OR "Second Step" OR SS-SSTP OR "It's your game" OR DaVIPoP OR (Benzies N2 batchies))) AND ((MAINSUBJECT.EXACT("Schools") OR MAINSUBJECT.EXACT("Junior High Schools") OR MAINSUBJECT.EXACT("Secondary Schools") OR MAINSUBJECT.EXACT("Elementary Schools") OR MAINSUBJECT.EXACT("High Schools")) OR (ti(school* OR pupil OR pupils OR classroom* OR class-room*) OR ab(school* OR pupil OR pupils OR classroom* OR class-room*)))

NHS Economic Evaluation Database (NHS EED) (1994-2015)

Search completed: 23/06/2020

- 1 MeSH DESCRIPTOR Intimate Partner Violence EXPLODE ALL TREES 28
- 2 MeSH DESCRIPTOR Stalking EXPLODE ALL TREES 0
- 3 MeSH DESCRIPTOR Rape EXPLODE ALL TREES 5
- 4 MeSH DESCRIPTOR Sex Offenses EXPLODE ALL TREES 57
- 5 MeSH DESCRIPTOR Battered Women EXPLODE ALL TREES 9
- 6 MeSH DESCRIPTOR Spouse Abuse EXPLODE ALL TREES 28
- 7 MeSH DESCRIPTOR Coercion EXPLODE ALL TREES 2
- 8 MeSH DESCRIPTOR Domestic Violence EXPLODE ALL TREES 125
- 9 MeSH DESCRIPTOR Homophobia EXPLODE ALL TREES 0
- 10 (stalking or stalker*):TI 0
- 11 (rape*):TI 2
- 12 (IPV):TI 1
- 13 (gender NEAR3 violen*):TI 1
- 14 (GBV):TI 0
- 15 (SRGBV):TI 0
- 16 ((domestic NEAR3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimization or victimisation or revictimization or revictimisation or re-victimization or re-victimisation))):TI 18
- 17 ("violence against women"):TI 3
- 18 (((date or dating) NEAR3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimization or victimisation or revictimization or revictimisation or re-victimization or re-victimisation))):TI 2
- 19 (((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) NEAR3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimization or victimisation or revictimization or revictimisation or re-victimization or re-victimisation))):TI 25
- 20 (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) NEAR3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimization or victimisation or revictimization or revictimisation or re-victimization or re-victimisation))):TI 0
- 21 (((interpersonal) NEAR3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimization or victimisation or revictimization or revictimisation or re-victimization or re-victimisation))):TI 1
- 22 (((sexual*) NEAR3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimization or victimisation or revictimization or revictimisation or re-victimization or re-victimisation))):TI 35

23 (((coerc* or forced or unwanted or nonconsensual or non-consensual) NEAR2 sex*)):TI 0
 24 ((grobe or groped or groping)):TI 1
 25 (sext or sexts or sexting):TI 0
 26 ((homophobi* or transphobi* or biphobi* or homonegativ*)):TI 0
 27 (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) NEAR3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimization or victimisation or revictimization or revictimisation or re-victimization or re-victimisation))):TI 0
 28 ((greendot or "green dot")):TI 0
 29 ("project respect"):TI 0
 30 (("Media Aware" or mediaaware)):TI 0
 31 (TakeCARE):TI 0
 32 ("Fourth R"):TI 0
 33 ("Safe Dates"):TI 0
 34 ("Shifting boundaries"):TI 0
 35 ("Teen choices"):TI 0
 36 ("good schools toolkit"):TI 0
 37 ("mentors in violence prevention"):TI 0
 38 ("expect respect"):TI 0
 39 ("second step"):TI 1
 40 (SS-SSTP):TI 0
 41 (it's your game):TI 0
 42 (davipop):TI 0
 43 (benzies NEAR2 batchies):TI 0
 44 ("long live love"):TI 0
 45 #1 OR #2 OR #3 OR #4 OR #5 OR #6 OR #7 OR #8 OR #9 OR #10 OR #11 OR #12 OR #13 OR #14 OR #15 OR #16 OR #17 OR #18 OR #19 OR #20 OR #21 OR #22 OR #23 OR #24 OR #25 OR #26 OR #27 OR #28 OR #29 OR #30 OR #31 OR #32 OR #33 OR #34 OR #35 OR #36 OR #37 OR #38 OR #39 OR #40 OR #41 OR #42 OR #43 OR #44 166
 46 MeSH DESCRIPTOR Schools EXPLODE ALL TREES 200
 47 MeSH DESCRIPTOR School Health Services EXPLODE ALL TREES 169
 48 MeSH DESCRIPTOR Students EXPLODE ALL TREES 88
 49 MeSH DESCRIPTOR Curriculum EXPLODE ALL TREES 44
 50 (school*):TI 344
 51 (pupil or pupils):TI 3
 52 (classroom* or class-room*):TI 7
 53 #46 OR #47 OR #48 OR #49 OR #50 OR #51 OR #52 524
 54 #45 AND #53

EPPI TRoPHI (Trial Register Promoting Health Interventions)

Search completed: 24/06/2020

1 Freetext (All but Authors): "dating violence" 13
 2 Freetext (All but Authors): "relationship violence" 3
 3 Freetext (All but Authors): "intimate partner violence" 72
 4 Freetext (All but Authors): "gender based violence" 3
 5 Freetext (All but Authors): stalking 0
 6 Freetext (All but Authors): stalker 0
 7 Freetext (All but Authors): rape 8
 8 Freetext (All but Authors): "sexual harassment" 4
 9 Freetext (All but Authors): battered 1
 10 Freetext (All but Authors): coercion 8
 11 Freetext (All but Authors): "domestic violence" 19
 12 Freetext (All but Authors): IPV 45
 13 Freetext (All but Authors): GBV 1
 14 Freetext (All but Authors): SRGBV 0
 15 Freetext (All but Authors): "violence against women" 8
 16 Freetext (All but Authors): homophobia 2
 17 Freetext (All but Authors): biphobia 0

18 Freetext (All but Authors): transphobia 0
 19 Freetext (All but Authors): "dating abuse" 2
 20 Freetext (All but Authors): "relationship abuse" 1
 21 Freetext (All but Authors): "partner abuse" 1
 22 Freetext (All but Authors): "forced sex" 1
 23 Freetext (All but Authors): "forced sexual" 0
 24 Freetext (All but Authors): "unwanted sex" 2
 25 Freetext (All but Authors): nonconsensual 1
 26 Freetext (All but Authors): groping 0
 27 Freetext (All but Authors): sexting 0
 28 Freetext (All but Authors): sexts 0
 29 Freetext (All but Authors): "long live love" 0
 30 Freetext (All but Authors): greendot 0
 31 Freetext (All but Authors): "green dot" 0
 32 Freetext (All but Authors): "project respect" 4
 33 Freetext (All but Authors): "media aware" 2
 34 Freetext (All but Authors): takecare 1
 35 Freetext (All but Authors): "fourth r" 1
 36 Freetext (All but Authors): "safe dates" 2
 37 Freetext (All but Authors): "shifting boundaries" 2
 38 Freetext (All but Authors): "teen choices" 1
 39 Freetext (All but Authors): "good schools toolkit" 0
 40 Freetext (All but Authors): "good schools toolkit" 0
 41 Freetext (All but Authors): "mentors in violence prevention" 0
 42 Freetext (All but Authors): "expect respect" 0
 43 Freetext (All but Authors): "second step" 5
 44 Freetext (All but Authors): SS-SSTP 1
 45 Freetext (All but Authors): "it's your game" 5
 46 Freetext (All but Authors): davipop 0
 47 Freetext (All but Authors): "benzies and batchies" 0
 48 1 OR 2 OR 3 OR 4 OR 5 OR 6 OR 7 OR 8 OR 9 OR 10 OR 11 OR 12 OR 13 OR 14 OR 15 OR 16
 OR 17 OR 18 OR 19 OR 20 OR 21 OR 22 OR 23 OR 24 OR 25 OR 26 OR 27 OR 28 OR 29 OR 30
 OR 31 OR 32 OR 33 OR 34 OR 35 OR 36 OR 37 OR 38 OR 39 OR 40 OR 41 OR 42 OR 44 OR 45
 OR 46 OR 47 143
 49 Freetext (All but Authors): school 2669
 50 Freetext (All but Authors): schools 1829
 51 Freetext (All but Authors): pupil 24
 52 Freetext (All but Authors): pupils 152
 53 Freetext (All but Authors): classroom 384
 54 Freetext (All but Authors): classrooms 105
 55 Freetext (All but Authors): class-room 3
 56 Freetext (All but Authors): class-rooms 0
 57 49 OR 50 OR 51 OR 52 OR 53 OR 54 OR 55 OR 56 3080
 58 48 AND 57 34

Web of Science Social Science Citation Index (SSCI) (1956-)

Search completed: 23/06/2020

#21 #20 AND #19
 #20 TOPIC: (school* or pupil or pupils or classroom* or class-room*)
 #19 #18 OR #17 OR #16 OR #15 OR #14 OR #13 OR #12 OR #11 OR #10 OR #9 OR #8 OR #7
 OR #6 OR #5 OR #4 OR #3 OR #2 OR #1
 #18 TOPIC: ("long live love" or "green dot" or greendot or "project respect" or "Media Aware" or
 mediaaware or TakeCARE or "Fourth R" or "Safe Dates" or "Shifting boundaries" or "Teen
 choices" or "mentors in violence prevention" or "Expect Respect" or "Second Step" or SS-
 SSTP or "It's your game" or DaVIPoP or (Benzies N2 batchies))
 #17 TI=((((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender*
 or transsexual) NEAR/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or

- coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))
- #16 TI=(homophobi* or transphobi* or biphobi* or homonegativ*)
- #15 TI=((grope or groped or groping or sext or sexts or sexting))
- #14 TI=(((coerc* or forced or unwanted or nonconsensual or non-consensual) NEAR/2 sex*))
- #13 TI=((sexual* NEAR/3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))
- #12 TI=((interpersonal NEAR/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))
- #11 TI=(((boyfriend* or boy-friend* or girlfriend* or girl-friend*) NEAR/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))
- #10 TI=(((relationship* or partner* or acquaintance* or non-stranger* or nonstranger*) NEAR/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))
- #9 TI=(((date or dating) NEAR/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))
- #8 TI=("violence against women")
- #7 TI=((domestic NEAR/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)))
- #6 TI=(SRGBV)
- #5 TI=(GBV)
- #4 TI=((gender NEAR/3 violen*))
- #3 TI=(IPV)
- #2 TI=(rape*)
- #1 TI=(stalking or stalker*)

Full search terms and strategies: 2021 search update

Ovid MEDLINE (R) ALL <1946 to May 28, 2021>

Search completed: 01/06/2021

1	exp Intimate Partner Violence/	10281
2	Gender-Based Violence/	295
3	Stalking/	220
4	Rape/	6396
5	Sex Offenses/	9443
6	Spouse abuse/	7444
7	Coercion/	4743
8	Domestic violence/	6695
9	Homophobia/	585
10	rape*.ti.	5089
11	(rape adj myth*).ab.	311
12	(rape adj1 acquaintance).ab.	82
13	(date adj rape).ab.	189
14	"intimate partner violence".ti.ab.	8292
15	"intimate partner abuse".ti.ab.	224
16	(gender* adj3 violen*).ti.ab.	1897
17	(domestic adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti.ab.	7451
18	"violence against women".ti.ab.	2626

19 (dating adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. 1392

20 (relationship* adj (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. 386

21 ((boyfriend* or boy-friend* or girlfriend* or girl-friend*) adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. 48

22 (sexual* adj1 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. 13290

23 ((coerc* or forced or unwanted or nonconsensual or non-consensual) adj1 sex*).ti,ab. 2050

24 (homophobi* or transphobi* or biphobi* or homonegativ*).ti,ab. 1814

25 ((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual*) adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. 742

26 "5 W's of bullying intervention".tw. 0

27 "alberta healthy youth relationships".tw. 1

28 "athletes as leaders".tw. 2

29 "architects of their own brain".tw. 1

30 (Benzies adj2 Batchies).ti,ab. 1

31 ("break the cycle" and (end* adj2 violence)).tw. 0

32 ("bringing in the bystander" and "high school").tw. 4

33 BITB-HSC.tw. 3

34 "building relationships in greater harmony together".tw. 0

35 ("challenging violence" adj2 "changing lives").tw. 0

36 "change up project".tw. 0

37 "chesterfield relate".tw. 0

38 "connect with respect".tw. 0

39 (Connections and "dating and emotions curriculum").tw. 0

40 "coaching boys into men".tw. 10

41 "dat-e adolescence".tw. 3

42 "dating matters".tw. 13

43 "Expect Respect".tw. 8

44 ("familias en nuestra escuela" or "families in our school").tw. 1

45 ("filles et garcons" adj2 "en route pour l'egalite").tw. 0

46 "Fourth R".ti,ab. 25

47 "gender equity movement in schools".tw.0

48 (go adj girls* adj initiative).tw. 0

49 "good schools toolkit".ti,ab. 2

50 "green acres high".tw. 0

51 (greendot or "green dot").ti,ab. 36

52 (healthy adj relationships).tw. 298

53 "human relationships education".tw. 0

54 IMPower.tw. 23

55 "Juntos opuestos a la violence entre novios".tw. 1

56 "katie brown educational program".tw. 1

57 "La máscara del amor".tw. 0

58 ("long live love" or "long live love+").tw. 4

59 "let us protect our future".tw. 4

60 lights4violence.tw. 5

61 "love doesn't hurt".tw. 0

62 "love hurts".tw. 14

63 "mask of love".tw. 0

64 ("Media Aware" or mediaaware).ti,ab. 6

65 "mentors in violence prevention".ti,ab. 5

66 "my voice, my choice".tw. 1
67 "papa reto".tw. 0
68 "power up, speak out!".tw. 0
69 (prepare and "promoting sexual and reproductive health" and "eastern africa").tw.2
70 "eliminating coercion and pressure in adolescent relationships".tw. 1
71 "previo program".tw. 0
72 "project connect".tw. 19
73 "project pride".tw. 6
74 "project respect".tw. 29
75 R4Respect.ti,ab. 0
76 "reduction of stigma in schools".tw. 0
77 "relaciones romanticas constructivas".tw. 0
78 "relationships without fear".tw. 0
79 "respectful relationships".tw. 78
80 "Safe Dates".ti,ab. 26
81 "safe schools".ti,ab. 30
82 "school health center healthy adolescent relationship program".tw. 0
83 "Shifting boundaries".ti,ab. 52
84 ("Second Step" and (program* or intervention*)).ti,ab. 772
85 "skillz street".tw. 2
86 skhokho.tw. 3
87 SS-SSTP.ti,ab. 1
88 "start strong initiative".tw. 1
89 ("stay in love" or "stay in love+").tw. 1
90 TakeCARE.ti,ab. 15
91 "Teen choices".ti,ab. 4
92 "trust education project".tw. 0
93 DaVIPoP.ti,ab. 0
94 "young men initiative".tw. 1
95 ("zero tolerance" and respect and project).tw. 0
96 or/1-95 55259
97 Schools/ 41336
98 exp School Health Services/ 23545
99 school*.ti,ab,jw. 309262
100 or/97-99 320025
101 96 and 100 3192
102 (intervention* or program* or prevent* or instruct* or strateg* or curricul* or project* or
initiative*).tw. 4353306
103 101 and 102 1932 [These results were deduplicated against the original search results set
from June 2020. 268 records after deduplication]

Ovid Embase <1974 to 2021 May 28>

Search completed: 01/06/2021

1 exp partner violence/ [NT marital rape] 13810
2 dating violence/ 666
3 gender based violence/ 1014
4 exp sexual assault/ [NT drug-facilitated sexual assault, rape, acquaintance rape, attempted
rape, sexual abuse, sexual harassment, sexual bullying] 36908
5 exp stalking/ [NT cyberstalking] 722
6 sexual violence/2968
7 sexual coercion/ 416
8 sexual exploitation/ 496
9 sexual crime/ 11678
10 battered woman/ 3309
11 domestic violence/ 9601
12 homophobia/ 1219
13 (stalking or stalker*).ti,ab. 1009
14 (rape adj myth*).ab. 352

15 (rape adj1 acquaintance).ab. 84
 16 (date adj rape).ab. 245
 17 (gender* adj3 violen*).ti,ab. 2153
 18 "intimate partner violence".ti,ab. 8943
 19 "intimate partner abuse".ti,ab. 243
 20 GBV.ti,ab. 1373
 21 (domestic adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or
 cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or
 threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)).ti,ab. 8987
 22 "violence against women".ti,ab. 2777
 23 (dating adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or
 cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or
 threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)).ti,ab. 1584
 24 (relationship* adj (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or
 cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or
 threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)).ti,ab. 445
 25 ((boyfriend* or boy-friend* or girlfriend* or girl-friend*) adj3 (abuse* or abusive or aggressi* or
 assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur*
 or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or
 re-victim?ation)).ti,ab. 59
 26 (sexual* adj3 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or
 femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or
 violen* or victimi?ation or revictim?ation or re-victim?ation)).ti,ab. 20484
 27 ((coerc* or forced or unwanted or nonconsensual or non-consensual) adj1 sex*).ti,ab.
 2495
 28 (homophobi* or transphobi* or biphobi* or homonegativ*).ti,ab. 2022
 29 ((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or
 transsexual) adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or
 cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or
 threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation)).ti,ab. 846
 30 "5 W's of bullying intervention".tw. 0
 31 "alberta healthy youth relationships".tw. 1
 32 "athletes as leaders".tw. 2
 33 "architects of their own brain".tw. 0
 34 (Benzies adj2 Batchies).ti,ab. 1
 35 ("break the cycle" and (end* adj2 violence)).tw. 0
 36 ("bringing in the bystander" and "high school").tw. 4
 37 BITB-HSC.tw. 3
 38 "building relationships in greater harmony together".tw. 0
 39 ("challenging violence" adj2 "changing lives").tw. 0
 40 "change up project".tw. 0
 41 "chesterfield relate".tw. 0
 42 "connect with respect".tw. 0
 43 (Connections and "dating and emotions curriculum").tw. 0
 44 "coaching boys into men".tw. 14
 45 "dat-e adolescence".tw. 2
 46 "dating matters".tw. 11
 47 "Expect Respect".tw. 10
 48 ("familias en nuestra escuela" or "families in our school").tw. 1
 49 ("filles et garçons" adj2 "en route pour l'egalite").tw. 0
 50 "Fourth R".ti,ab. 37
 51 "gender equity movement in schools".tw.0
 52 (go adj girls* adj initiative).tw. 0
 53 "good schools toolkit".ti,ab. 2
 54 "green acres high".tw. 0
 55 (greendot or "green dot").ti,ab. 54
 56 (healthy adj relationships).tw. 393
 57 "human relationships education".tw. 0
 58 IMPower.tw. 73
 59 "Juntos opuestos a la violence entre novios".tw. 1

60 "katie brown educational program".tw. 1
61 "La máscara del amor".tw. 0
62 ("long live love" or "long live love+").tw. 5
63 "let us protect our future".tw. 4
64 lights4violence.tw. 5
65 "love doesn't hurt".tw. 0
66 "love hurts".tw. 15
67 "mask of love".tw. 0
68 ("Media Aware" or mediaaware).ti,ab. 6
69 "mentors in violence prevention".ti,ab. 5
70 "my voice, my choice".tw. 3
71 "papa reto".tw. 0
72 "power up, speak out!".tw. 0
73 (prepare and "promoting sexual and reproductive health" and "eastern africa").tw.2
74 "eliminating coercion and pressure in adolescent relationships".tw. 3
75 "previo program".tw. 0
76 "project connect".tw. 45
77 "project pride".tw. 8
78 "project respect".tw. 34
79 R4Respect.ti,ab. 0
80 "reduction of stigma in schools".tw. 0
81 "relaciones romanticas constructivas".tw. 0
82 "relationships without fear".tw. 0
83 "respectful relationships".tw. 96
84 "Safe Dates".ti,ab. 25
85 "safe schools".ti,ab. 37
86 "school health center healthy adolescent relationship program".tw. 0
87 "Shifting boundaries".ti,ab. 49
88 ("Second Step" and (program* or intervention*)).ti,ab. 1214
89 "skillz street".tw. 1
90 skhokho.tw. 3
91 SS-SSTP.ti,ab. 1
92 "start strong initiative".tw. 2
93 ("stay in love" or "stay in love+").tw. 1
94 TakeCARE.ti,ab. 17
95 "Teen choices".ti,ab. 2
96 "trust education project".tw. 0
97 DaVIPoP.ti,ab. 0
98 "young men initiative".tw. 1
99 ("zero tolerance" and respect and project).tw. 1
100 or/1-99 83840
101 school/ or high school/ or kindergarten/ or middle school/ or nursery school/ or primary school/
98560
102 school health service/ 13851
103 school health nursing/ 5449
104 school*.ti,ab,jx. 379658
105 or/101-104 396879
106 (intervention* or program* or prevent* or instruct* or strateg* or curricul* or project* or
initiative*).tw. 5714007
107 100 and 105 and 106 3153 [deduplicated against previous result set – 449 records]

Ovid APA PsycINFO <1806 to May Week 4 2021>

Search completed: 01/06/2021

1 intimate partner violence/ 12392
2 stalking/ 863
3 exp rape/ 6151
4 sex offenses/ 11012
5 sexual harassment/ 2716
6 battered females/ 3227

7 coercion/ 2499
8 domestic violence/ 11955
9 sexting/312
10 (stalking or stalker*).ti,ab. 1435
11 rape*.ti. 3530
12 (rape adj myth*).ab. 879
13 (rape adj1 acquaintance).ab. 283
14 (date adj rape).ab. 357
15 "intimate partner violence".ti,ab. 8855
16 "intimate partner abuse".ti,ab. 349
17 (gender* adj3 violen*).ti,ab. 2482
18 (domestic adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or
cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or
threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. 10984
19 "violence against women".ti,ab. 3123
20 (dating adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or
cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or
threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. 2209
21 (relationship* adj (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or
cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or
threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. 775
22 ((boyfriend* or boy-friend* or girlfriend* or girl-friend*) adj3 (abuse* or abusive or aggressi* or
assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur*
or manipul* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or
re-victimi?ation)).ti,ab. 81
23 (sexual* adj1 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or
femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or
violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. 19354
24 ((coerc* or forced or unwanted or nonconsensual or non-consensual) adj1 sex*).ti,ab.
2842
25 (homophobi* or transphobi* or biphobi* or homonegativ*).ti,ab. 4857
26 ((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or
transsexual*) adj3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or
cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or
threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation)).ti,ab. 1518
27 "5 W's of bullying intervention".tw. 1
28 "alberta healthy youth relationships".tw. 1
29 "athletes as leaders".tw. 7
30 "architects of their own brain".tw. 1
31 (Benzies adj2 Batchies).ti,ab. 0
32 ("break the cycle" and (end* adj2 violence)).tw. 2
33 ("bringing in the bystander" and "high school").tw. 3
34 BITB-HSC.tw. 2
35 "building relationships in greater harmony together".tw. 0
36 ("challenging violence" adj2 "changing lives").tw. 0
37 "change up project".tw. 1
38 "chesterfield relate".tw. 1
39 "coaching boys into men".tw. 11
40 "connect with respect".tw. 0
41 (Connections and "dating and emotions curriculum").tw. 0
42 "dat-e adolescence".tw. 1
43 "dating matters".tw. 12
44 "expect respect".tw. 19
45 ("familias en nuestra escuela" or "families in our school").tw. 1
46 ("filles et garcons" adj2 "en route pour l'egalite").tw. 0
47 "Fourth R".ti,ab. 32
48 "gender equity movement in schools".tw.0
49 (go adj girls* adj initiative).tw. 0
50 "good schools toolkit".ti,ab. 1
51 "long live love".ti,ab. 5

52 "green acres high".tw. 1
53 (greendot or "green dot").ti,ab. 33
54 (healthy adj relationships).tw. 823
55 "human relationships education".tw. 2
56 IMPower.tw. 4
57 "Juntos opuestos a la violence entre novios".tw. 1
58 "katie brown educational program".tw. 0
59 "La máscara del amor".tw. 0
60 "let us protect our future".tw. 5
61 ("long live love" or "long live love+").tw. 5
62 "love doesn't hurt".tw. 1
63 "love hurts".tw. 22
64 lights4violence.tw. 2
65 "mask of love".tw. 0
66 ("Media Aware" or mediaaware).ti,ab. 9
67 "mentors in violence prevention".ti,ab. 10
68 "my voice, my choice".tw. 1
69 "papa reto".tw. 0
70 "power up, speak out!".tw. 0
71 (prepare and "promoting sexual and reproductive health" and "eastern africa").tw.0
72 "previo program".tw. 1
73 "project connect".tw. 29
74 "project pride".tw. 12
75 "project respect".tw. 15
76 R4Respect.ti,ab. 0
77 "reduction of stigma in schools".tw. 1
78 "relaciones romanticas constructivas".tw. 0
79 "relationships without fear".tw. 3
80 "respectful relationships".tw. 130
81 TakeCARE.ti,ab. 6
82 "Safe Dates".ti,ab. 30
83 "safe schools".ti,ab. 192
84 "school health center healthy adolescent relationship program".tw. 0
85 "Shifting boundaries".ti,ab. 87
86 "Teen choices".ti,ab. 4
87 "trust education project".tw. 0
88 ("Second Step" and (program* or intervention*)).ti,ab. 300
89 SS-SSTP.ti,ab. 4
90 "It's your game".ti,ab. 9
91 DaVIPoP.ti,ab. 1
92 "young men initiative".tw. 1
93 ("zero tolerance" and respect and project).tw. 3
94 or/1-93 67794
95 exp schools/ 72222
96 high school graduates/ or high school students/ or junior high school students/ or kindergarten
students/ or middle school students/ or preschool students/ 65741
97 school*.ti,ab,jn. 402969
98 or/95-97 442927
99 (intervention* or program* or prevent* or instruct* or strateg* or curricul* or project* or
initiative*).tw. 1365288
100 school based intervention/ 19849
101 99 or 100 1366583
102 94 and 98 and 101 3103 [deduplicated against previous result set – 771 records]

CENTRAL via the Cochrane Library

Search completed: 01/06/2021

#1 MeSH descriptor: [Intimate Partner Violence] explode all trees
#2 MeSH descriptor: [Gender-Based Violence] explode all trees

- #3 MeSH descriptor: [Stalking] explode all trees
- #4 MeSH descriptor: [Rape] explode all trees
- #5 MeSH descriptor: [Sex Offenses] explode all trees
- #6 MeSH descriptor: [Battered Women] explode all trees
- #7 MeSH descriptor: [Spouse Abuse] explode all trees
- #8 MeSH descriptor: [Coercion] explode all trees
- #9 MeSH descriptor: [Domestic Violence] explode all trees
- #10 MeSH descriptor: [Homophobia] explode all trees
- #11 rape*:ti
- #12 ("rape myth" or "acquaintance rape" or "date rape"):ab,kw
- #13 "intimate partner violence":ti,ab,kw
- #14 IPV:ti,ab,kw
- #15 (gender* near/3 violen*):ti,ab,kw
- #16 GBV:ti,ab,kw
- #17 SRGBV:ti,ab,kw
- #18 "violence against women":ti,ab,kw
- #19 (domestic near/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimisation or victimization or revictimisation or revictimization or re-victimisation or re-victimization)):ti,ab,kw
- #20 ((dating) near/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimisation or victimization or revictimisation or revictimization or re-victimisation or re-victimization)):ti,ab,kw
- #21 ((relationship*) near/1 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimisation or victimization or revictimisation or revictimization or re-victimisation or re-victimization)):ti,ab,kw
- #22 ((boyfriend* or boy-friend* or girlfriend* or girl-friend*) near/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimisation or victimization or revictimisation or re-victimization)):ti,ab,kw
- #23 (sexual* near/1 (aggressi* or assault* or attack or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipul* or murder* or rape* or threaten* or violen* or victimization or revictimisation or revictimization or re-victimisation or re-victimization)):ti,ab,kw
- #24 ((coerc* or forced or unwanted or nonconsensual or non-consensual) near/1 sex*):ti,ab,kw
- #25 (homophobi* or transphobi* or biphobi* or homonegativ*):ti,ab,kw
- #26 ((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) near/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimisation or victimization or revictimisation or revictimization or re-victimisation or re-victimization)):ti,ab,kw
- #27 ("5 W's of bullying intervention" OR "alberta healthy youth relationships" OR "athletes as leaders" OR "architects of their own brain" OR (Benzies NEAR/2 Batchies) OR ("break the cycle" and (end* NEAR/2 violence)) OR ("bringing in the bystander" and "high school") OR BITB-HSC OR "building relationships in greater harmony together" OR ("challenging violence" NEAR/2 "changing lives") OR "change up project" OR "chesterfield relate" OR "connect with respect" OR (Connections and "dating and emotions curriculum") OR "coaching boys into men" OR "dat-e adolescence" OR "dating matters" OR "Expect Respect" OR ("familias en nuestra escuela" or "families in our school") OR ("filles et garcons" NEAR/2 "en route pour l'egalite") OR "Fourth R" OR "gender equity movement in schools" OR ("go girls initiative") OR "good schools toolkit" OR "green acres high" OR (greendot or "green dot") OR ("healthy relationships") OR "human relationships education" OR IMPower OR "Juntos opuestos a la violence entre novios" OR "katie brown educational program" OR "La máscara del amor" OR "long live love" or "long live love+") OR "let us protect our future" OR lights4violence OR "love doesn't hurt" OR "love hurts" OR "mask of love" OR ("Media Aware" or mediaaware) OR "mentors in violence prevention" OR "my voice, my choice" OR "papa reto" OR "power up, speak out!" OR (prepare and "promoting sexual and reproductive health" and "eastern africa") OR "eliminating coercion and pressure in adolescent relationships" OR "previo program" OR "project connect" OR "project pride" OR "project respect" OR R4Respect OR "reduction of

stigma in schools" OR "relaciones romanticas constructivas" OR "relationships without fear" OR "respectful relationships" OR "Safe Dates" OR "safe schools" OR "school health center healthy adolescent relationship program" OR "Shifting boundaries" OR ("Second Step" and (program* or intervention*)) OR "skillz street" OR skhokho OR SS-SSTP OR "start strong initiative" OR ("stay in love" or "stay in love+") OR TakeCARE OR "Teen choices" OR "trust education project" OR DaVIPOp OR "young men initiative" OR ("zero tolerance" and respect and project):ti,ab

#28 {OR #1-#27}

#29 MeSH descriptor: [Schools] explode all trees

#30 MeSH descriptor: [School Health Services] explode all trees

#31 (school*):ti,ab,kw

#32 {OR #29-#31}

#33 #28 AND #32 [464]

Web of Science Social Citation Index

Search completed: 1/06/2021

#20 (1,568)

#19 AND #18 Indexes=SSCI, CPCI-SSH Timespan=All years

#19 (1,721,313)

TI=(intervention* or program* or prevent* or instruct* or strateg* or curricular* or project* or initiative*) OR AB=(intervention* or program* or prevent* or instruct* or strateg* or curricular* or project* or initiative*)
Indexes=SSCI, CPCI-SSH Timespan=All years

#18 (2,694)

#17 AND #16 Indexes=SSCI, CPCI-SSH Timespan=All years

#17 (398,432)

TS=(school*) or SO=(school*) Indexes=SSCI, CPCI-SSH Timespan=All years

#16 (38,031)

#15 OR #14 OR #13 OR #12 OR #11 OR #10 OR #9 OR #8 OR #7 OR #6 OR #5 OR #4 OR #3 OR #2 OR #1 Indexes=SSCI, CPCI-SSH Timespan=All years

#15 (1,738)

TS=("5 W's of bullying intervention" OR "alberta healthy youth relationships" OR "athletes as leaders" OR "architects of their own brain" OR (Benzies NEAR/2 Batchies) OR ("break the cycle" and (end* NEAR/2 violence)) OR ("bringing in the bystander" and "high school") OR BITB-HSC OR "building relationships in greater harmony together" OR ("challenging violence" NEAR/2 "changing lives") OR "change up project" OR "chesterfield relate" OR "connect with respect" OR (Connections and "dating and emotions curriculum") OR "coaching boys into men" OR "dat-e adolescence" OR "dating matters" OR "Expect Respect" OR ("familias en nuestra escuela" or "families in our school") OR ("filles et garcons" NEAR/2 "en route pour l'egalite") OR "Fourth R" OR "gender equity movement in schools" OR ("go girls initiative") OR "good schools toolkit" OR "green acres high" OR (greendot or "green dot") OR ("healthy relationships") OR "human relationships education" OR IMPower OR "Juntos opuestos a la violence entre novios" OR "katie brown educational program" OR "La máscara del amor" OR ("long live love" or "long live love+") OR "let us protect our future" OR lights4violence OR "love doesn't hurt" OR "love hurts" OR "mask of love" OR ("Media Aware" or mediaaware) OR "mentors in violence prevention" OR "my voice, my choice" OR "papa reto" OR "power up, speak out!" OR (prepare and "promoting sexual and reproductive health" and "eastern africa") OR "eliminating coercion and pressure in adolescent relationships" OR "previo program" OR "project connect" OR "project pride" OR "project respect" OR R4Respect OR "reduction of stigma in schools" OR "relaciones romanticas constructivas" OR "relationships without fear" OR "respectful relationships" OR "Safe Dates" OR "safe schools" OR "school health center healthy adolescent relationship program" OR "Shifting boundaries" OR ("Second Step" and (program* or intervention*)) OR "skillz street" OR skhokho OR SS-SSTP OR "start strong initiative" OR ("stay in love" or "stay in love+") OR TakeCARE OR "Teen choices" OR "trust education project" OR

- DaVIPoP OR "young men initiative" OR ("zero tolerance" and respect and project)) Indexes=SSCI, CPCI-SSH Timespan=All years
- #14 (485) TI=((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) NEAR/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) Indexes=SSCI, CPCI-SSH Timespan=All years
- #13 (1,083) TI=(homophobi* or transphobi* or biphobi* or homonegativ*) Indexes=SSCI, CPCI-SSH Timespan=All years
- #12 (779) TI=((coerc* or forced or unwanted or nonconsensual or non-consensual) NEAR/1 sex*)) Indexes=SSCI, CPCI-SSH Timespan=All years
- #11 (9,222) TI=((sexual* NEAR/1 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) Indexes=SSCI, CPCI-SSH Timespan=All years
- #10 (8) TI=((boyfriend* or boy-friend* or girlfriend* or girl-friend*) NEAR/3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) Indexes=SSCI, CPCI-SSH Timespan=All years
- #9 (1,107) TI=((relationship*) NEAR/1 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) Indexes=SSCI, CPCI-SSH Timespan=All years
- #8 (1,404) TI((((dating) NEAR/2 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) Indexes=SSCI, CPCI-SSH Timespan=All years
- #7 (1,644) TI=("violence against women") Indexes=SSCI, CPCI-SSH Timespan=All years
- #6 (4,649) TI=((domestic NEAR/1 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) Indexes=SSCI, CPCI-SSH Timespan=All years
- #5 (4) TS=(SRGBV) Indexes=SSCI, CPCI-SSH Timespan=All years
- #4 (237) TS=(GBV) Indexes=SSCI, CPCI-SSH Timespan=All years
- #3 (1,495) TI=((gender* NEAR/2 violen*)) Indexes=SSCI, CPCI-SSH Timespan=All years
- #2 (15,077) TI=("partner violence" or "partner abuse") OR TS=("intimate partner violence" OR "intimate partner abuse") Indexes=SSCI, CPCI-SSH Timespan=All years
- #1 (4,868) TI=(rape*) OR AB=(rape myth) OR AB=(acquaintance rape) OR AB=("date rape") Indexes=SSCI, CPCI-SSH Timespan=All years

EBSCO CINAHL Complete (1937-2020)

Search completed: 1/06/2021

- S103 S101 AND S102 (1562)
- S102 TI ((intervention* or program* or prevent* or instruct* or strateg* or curricul* or project* or initiative*)) OR AB ((intervention* or program* or prevent* or instruct* or strateg* or curricul* or project* or initiative*))
- S101 S94 AND S100
- S100 S95 OR S96 OR S97 OR S98 OR S99

S99 TI school* OR AB school*
 S98 SO school*
 S97 (MH "Students, High School") OR (MH "Students, Middle School") OR (MH "Students, Elementary")
 S96 (MH "School Health Services+")
 S95 (MH "Schools") OR (MH "Schools, Elementary") OR (MH "Schools, Middle") OR (MH "Schools, Nursery") OR (MH "Schools, Secondary")
 S94 S1 OR S2 OR S3 OR S4 OR S5 OR S6 OR S7 OR S8 OR S9 OR S10 OR S11 OR S12 OR S13 OR S14 OR S15 OR S16 OR S17 OR S18 OR S19 OR S20 OR S21 OR S22 OR S23 OR S24 OR S25 OR S26 OR S27 OR S28 OR S29 OR S30 OR S31 OR S32 OR S33 OR S34 OR S35 OR S36 OR S37 OR S38 OR S39 OR S40 OR S41 OR S42 OR S43 OR S44 OR S45 OR S46 OR S47 OR S48 OR S49 OR S50 OR S51 OR S52 OR S53 OR S54 OR S55 OR S56 OR S57 OR S58 OR S59 OR S60 OR S61 OR S62 OR S63 OR S64 OR S65 OR S66 OR S67 OR S68 OR S69 OR S70 OR S71 OR S72 OR S73 OR S74 OR S75 OR S76 OR S77 OR S78 OR S79 OR S80 OR S81 OR S82 OR S83 OR S84 OR S85 OR S86 OR S87 OR S88 OR S89 OR S93
 S93 TI (("zero tolerance" and respect and project)) OR AB (("zero tolerance" and respect and project))
 S92 TI "young men initiative" OR AB "young men initiative"
 S91 TI DaVIPoP OR AB DaVIPoP
 S90 TI "trust education project" OR AB "trust education project"
 S89 TI "Teen choices" OR AB "Teen choices"
 S88 TI TakeCARE OR AB TakeCARE
 S87 TI (("stay in love" or "stay in love+")) OR AB (("stay in love" or "stay in love+"))
 S86 TI "start strong initiative" OR AB "start strong initiative"
 S85 TI SS-SSTP OR AB SS-SSTP
 S84 TI skhokho OR AB skhokho
 S83 TI "skillz street" OR AB "skillz street"
 S82 TI (("Second Step" and (program* or intervention*))) OR AB (("Second Step" and (program* or intervention*)))
 S81 TI "Shifting boundaries" OR AB "Shifting boundaries"
 S80 TI "school health center healthy adolescent relationship program" OR AB "school health center healthy adolescent relationship program"
 S79 TI "safe schools" OR AB "safe schools"
 S78 TI "Safe Dates" OR AB "Safe Dates"
 S77 TI "respectful relationships" OR AB "respectful relationships"
 S76 TI "relationships without fear" OR AB "relationships without fear"
 S75 TI "relaciones romanticas constructivas" OR AB "relaciones romanticas constructivas"
 S74 TI "reduction of stigma in schools" OR AB "reduction of stigma in schools"
 S73 TI R4Respect OR AB R4Respect
 S72 TI "project respect" OR AB "project respect"
 S71 TI "project pride" OR AB "project pride"
 S70 TI "project connect" OR AB "project connect"
 S69 TI "previo program" OR AB "previo program"
 S68 TI ("eliminating coercion and pressure in adolescent relationships") OR AB ("eliminating coercion and pressure in adolescent relationships")
 S67 TI ((prepare and "promoting sexual and reproductive health" and "eastern africa")) OR AB ((prepare and "promoting sexual and reproductive health" and "eastern africa"))
 S66 TI "power up, speak out" OR AB "power up, speak out"
 S65 TI "papa reto" OR AB "papa reto"
 S64 TI "my voice, my choice" OR AB "my voice, my choice"
 S63 TI "mentors in violence prevention" OR AB "mentors in violence prevention"
 S62 TI (("Media Aware" or mediaaware)) OR AB (("Media Aware" or mediaaware))
 S61 TI "mask of love" OR AB "mask of love"
 S60 TI "love hurts" OR AB "love hurts"
 S59 TI "love doesn't hurt" OR AB "love doesn't hurt"
 S58 TI lights4violence OR AB lights4violence
 S57 TI "let us protect our future" OR AB "let us protect our future"
 S56 TI (("long live love" or "long live love+")) OR AB (("long live love" or "long live love+"))
 S55 TI "La máscara del amor" OR AB "La máscara del amor"

S54 TI "katie brown educational program" OR AB "katie brown educational program"

S53 TI "Juntos opuestos a la violence entre novios" OR AB "Juntos opuestos a la violence entre novios"

S52 TI IMPower OR AB IMPower

S51 TI "human relationships education" OR AB "human relationships education"

S50 TI ("healthy relationships") OR AB ("healthy relationships")

S49 TI ((greendot or "green dot")) OR AB ((greendot or "green dot"))

S48 TI "green acres high" OR AB "green acres high"

S47 TI "good schools toolkit" OR AB "good schools toolkit"

S46 TI go girls initiative OR AB go girls initiative

S45 TI "gender equity movement in schools" OR AB "gender equity movement in schools"

S44 TI "Fourth R" OR AB "Fourth R"

S43 TI ("filles et garcons" N2 "en route pour l'egalite") OR AB ("filles et garcons" N2 "en route pour l'egalite")

S42 TI (("familias en nuestra escuela" or "families in our school")) OR AB (("familias en nuestra escuela" or "families in our school"))

S41 TI "Expect Respect" OR AB "Expect Respect"

S40 TI "dating matters" OR AB "dating matters"

S39 TI "dat-e adolescence" OR AB "dat-e adolescence"

S38 TI "coaching boys into men" OR AB "coaching boys into men"

S37 TI ((Connections and "dating and emotions curriculum")) OR AB ((Connections and "dating and emotions curriculum"))

S36 TI "connect with respect" OR AB "connect with respect"

S35 TI "chesterfield relate" OR AB "chesterfield relate"

S34 TI "change up project" OR AB "change up project"

S33 TI ("challenging violence" N2 "changing lives") OR AB ("challenging violence" N2 "changing lives")

S32 TI "building relationships in greater harmony together" OR AB "building relationships in greater harmony together"

S31 TI BITB-HSC OR AB BITB-HSC

S30 TI (("bringing in the bystander" and "high school")) OR AB (("bringing in the bystander" and "high school"))

S29 TI (("break the cycle" AND (end N2 violence))) OR AB (("break the cycle" AND (end N2 violence)))

S28 TI (Benzies N2 Batchies) OR AB (Benzies N2 Batchies)

S27 TI "architects of their own brain" OR AB "architects of their own brain"

S26 TI "athletes as leaders" OR AB "athletes as leaders"

S25 TI "alberta healthy youth relationships" OR AB "alberta healthy youth relationships"

S24 TI "5 W's of bullying intervention" OR AB "5 W's of bullying intervention"

S23 TI (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) N3 (abuse* or abusive ...

S22 TI ((homophobi* or transphobi* or biphobi* or homonegativ*)) OR AB ((homophobi* or transphobi* or biphobi* or homonegativ*))

S21 TI (((coerc* or forced or unwanted or nonconsensual or non-consensual) N1 sex*)) OR AB (((coerc* or forced or unwanted or nonconsensual or non-consensual) N1 sex*))

S20 TI ((sexual* N1 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((sexual* N1 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation)))

S19 TI (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or

- cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation))
- S18 TI (((relationship*) N0 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((relationship*) N0 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation))
- S17 TI (((dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?at OR revictimi?ation))
- S16 TI "violence against women" OR AB "violence against women"
- S15 TI ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?at OR revictimi?ation))
- S14 TI GBV OR AB GBV
- S13 TI (gender* N3 violen*) OR AB (gender* N3 violen*)
- S12 TI ("intimate partner violence" or "intimate partner abuse") OR AB ("intimate partner violence" or "intimate partner abuse")
- S11 TI rape* OR AB (rape N0 myth*) OR AB (rape N1 acquaintance) OR AB (date N0 rape)
- S10 (MH "Homophobia")
- S9 (MH "Dating Violence")
- S8 (MH "Domestic Violence")
- S7 (MH "Coercion")
- S6 (MH "Battered Men")
- S5 (MH "Battered Women")
- S4 (MH "Rape")
- S3 (MH "Stalking")
- S2 (MH "Gender-Based Violence")
- S1 (MH "Intimate Partner Violence")

EBSCO ERIC (1966-)

Search completed: 01/06/2021

- S27 S25 AND S26 (2004)
- S26 TI ((intervention* or program* or prevent* or instruct* or strateg* or curricul* or project* or initiative*)) OR AB ((intervention* or program* or prevent* or instruct* or strateg* or curricul* or project* or initiative*)) (883,243)
- S25 S19 AND S24 (3,247)
- S24 S20 OR S21 OR S22 OR S23 (628,251)
- S23 TI school* OR AB school* OR SO school* (569,669)
- S22 DE "Elementary School Students" OR DE "Middle School Students" OR DE "Secondary School Students" OR DE "High School Students" OR DE "Junior High School Students" (123,560)
- S21 DE "School Health Services" (2,517)
- S20 DE "Schools" OR DE "Boarding Schools" OR DE "Residential Schools" OR DE "Disadvantaged Schools" OR DE "Elementary Schools" OR DE "Middle Schools" OR DE "Nursery Schools" OR DE "Private Schools" OR DE "Public Schools" OR DE "Regional Schools" OR DE "Rural Schools" OR DE "Secondary Schools" OR DE "High Schools" OR DE "Junior High Schools" OR DE "Single Sex Schools" OR DE "Slum Schools" OR DE "Small Schools" OR DE "State Schools" OR DE "Suburban Schools" OR DE "Traditional Schools" OR DE "Urban Schools" (189,510)

- S19 S1 OR S2 OR S3 OR S4 OR S5 OR S6 OR S7 OR S8 OR S9 OR S10 OR S11 OR S12 OR S13 OR S14 OR S15 OR S16 OR S17 OR S18 (9,157)
- S18 TI (("5 W's of bullying intervention" OR "alberta healthy youth relationships" OR "athletes as leaders" OR "architects of their own brain" OR (Benzies NEAR/2 Batchies) OR ("break the cycle" and (end* NEAR/2 violence)) OR ("bringing in the bystander" and "high school") OR BITB-HSC OR "building relationships in greater harmony together" OR ("challenging violence" NEAR/2 "changing lives") OR "change up project" OR "chesterfield relate" OR "connect with respect" OR (Connections and "dating and emotions curriculum") OR "coaching boys into men" OR "dat-e adolescence" OR "dating matters" OR "Expect Respect" OR ("familias en nuestra escuela" or "families in our school") OR ("filles et garcons" NEAR/2 "en route pour l'egalite") OR "Fourth R" OR "gender equity movement in schools" OR ("go girls initiative") OR "good schools toolkit" OR "green acres high" OR (greendot or "green dot") OR ("healthy relationships") OR "human relationships education" OR IMPower OR "Juntos opuestos a la violence entre novios" OR "katie brown educational program" OR "La máscara del amor" OR "long live love" or "long live love+") OR "let us protect our future" OR lights4violence OR "love doesn't hurt" OR "love hurts" OR "mask of love" OR ("Media Aware" or mediaaware) OR "mentors in violence prevention" OR "my voice, my choice" OR "papa reto" OR "power up, speak out!" OR (prepare and "promoting sexual and reproductive health" and "eastern africa") OR "eliminating coercion and pressure in adolescent relationships" OR "previo program" OR "project connect" OR "project pride" OR "project respect" OR R4Respect OR "reduction of stigma in schools" OR "relaciones romanticas constructivas" OR "relationships without fear" OR "respectful relationships" OR "Safe Dates" OR "safe schools" OR "school health center healthy adolescent relationship program" OR "Shifting boundaries" OR ("Second Step" and (program* or intervention*)) OR "skillz street" OR skhokho OR SS-SSTP OR "start strong initiative" OR ("stay in love" or "stay in love+") OR TakeCARE OR "Teen choices" OR "trust education project" OR DaVIPoP OR "young men initiative" OR ("zero tolerance" and respect and project))) OR AB (("5 W's of bullying intervention" OR "alberta healthy youth relationships" OR "athletes as leaders" OR "architects of their own brain" OR (Benzies NEAR/2 Batchies) OR ("break the cycle" and (end* NEAR/2 violence)) OR ("bringing in the bystander" and "high school") OR BITB-HSC OR "building relationships in greater harmony together" OR ("challenging violence" NEAR/2 "changing lives") OR "change up project" OR "chesterfield relate" OR "connect with respect" OR (Connections and "dating and emotions curriculum") OR "coaching boys into men" OR "dat-e adolescence" OR "dating matters" OR "Expect Respect" OR ("familias en nuestra escuela" or "families in our school") OR ("filles et garcons" NEAR/2 "en route pour l'egalite") OR "Fourth R" OR "gender equity movement in schools" OR ("go girls initiative") OR "good schools toolkit" OR "green acres high" OR (greendot or "green dot") OR ("healthy relationships") OR "human relationships education" OR IMPower OR "Juntos opuestos a la violence entre novios" OR "katie brown educational program" OR "La máscara del amor" OR ("long live love" or "long live love+") OR "let us protect our future" OR lights4violence OR "love doesn't hurt" OR "love hurts" OR "mask of love" OR ("Media Aware" or mediaaware) OR "mentors in violence prevention" OR "my voice, my choice" OR "papa reto" OR "power up, speak out!" OR (prepare and "promoting sexual and reproductive health" and "eastern africa") OR "eliminating coercion and pressure in adolescent relationships" OR "previo program" OR "project connect" OR "project pride" OR "project respect" OR R4Respect OR "reduction of stigma in schools" OR "relaciones romanticas constructivas" OR "relationships without fear" OR "respectful relationships" OR "Safe Dates" OR "safe schools" OR "school health center healthy adolescent relationship program" OR "Shifting boundaries" OR ("Second Step" and (program* or intervention*)) OR "skillz street" OR skhokho OR SS-SSTP OR "start strong initiative" OR ("stay in love" or "stay in love+") OR TakeCARE OR "Teen choices" OR "trust education project" OR DaVIPoP OR "young men initiative" OR ("zero tolerance" and respect and project))) (1,116)
- S17 TI (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) OR AB (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictim?ation or re-victim?ation))) (281)

- S16 TI ((homophobi* or transphobi* or biphobi* or homonegativ*)) OR AB ((homophobi* or transphobi* or biphobi* or homonegativ*)) (967)
- S15 TI (((coerc* or forced or unwanted or nonconsensual or non-consensual) N1 sex*)) OR AB (((coerc* or forced or unwanted or nonconsensual or non-consensual) N1 sex*)) (316)
- S14 TI ((sexual* N1 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((sexual* N1 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation)) (3,429)
- S13 TI (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation)) (28)
- S12 TI (((relationship*) N0 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((relationship*) N0 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation)) (276)
- S11 TI (((dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation)) (409)
- S10 TI "violence against women" OR AB "violence against women" (261)
- S9 TI ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation)) (1,222)
- S8 TI SRGBV OR AB SRGBV (10)
- S7 TI GBV OR AB GBV (16)
- S6 TI gender* N3 violen* OR AB gender* N3 violen* (342)
- S5 TI ("intimate partner violence" or "intimate partner abuse") OR AB ("intimate partner violence" or "intimate partner abuse") (523)
- S4 TI rape* OR AB (rape N0 myth*) OR AB (rape N1 acquaintance) OR AB (date N0 rape) (618)
- S3 TI (stalking or stalker*) OR AB (stalking or stalker*) (183)
- S2 DE "Sexual Harassment" (1,742)
- S1 DE "Rape"

EBSCO Education Research Complete

Search completed: 01/06/2021

- S26 S24 AND S25 (1939)
- S25 TI ((intervention* or program* or prevent* or instruct* or strateg* or curricul* or project* or initiative*)) OR AB ((intervention* or program* or prevent* or instruct* or strateg* or curricul* or project* or initiative*)) (939,147)
- S24 S18 AND S23 (4,714)
- S23 S19 OR S20 OR S21 OR S22 (969,570)
- S22 TI school* OR AB school* OR SO school* (955,501)
- S21 DE "BOARDING school students" OR DE "MIDDLE school students" OR DE "PRIVATE school students" OR DE "SCHOOL children" OR DE "SECONDARY school students" OR DE "SIXTH form students" (36,836)

- S20 DE "SCHOOL health services" (2,520)
- S18 DE "SCHOOLS" OR DE "BOARDING schools" OR DE "BRITISH schools" OR DE "DAY schools" OR DE "DISADVANTAGED schools" OR DE "ELEMENTARY schools" OR DE "FAILING schools" OR DE "PRIMARY schools" OR DE "PRIVATE schools" OR DE "PUBLIC schools" OR DE "RURAL schools" OR DE "SECONDARY schools" OR DE "SINGLE sex schools" OR DE "TRADITIONAL schools" (89,187)
- S18 S1 OR S2 OR S3 OR S4 OR S5 OR S6 OR S7 OR S8 OR S9 OR S10 OR S11 OR S12 OR S13 OR S14 OR S15 OR S16 OR S17 (20,290)
- S17 TI (("5 W's of bullying intervention" OR "alberta healthy youth relationships" OR "athletes as leaders" OR "architects of their own brain" OR (Benzies NEAR/2 Batchies) OR ("break the cycle" and (end* NEAR/2 violence)) OR ("bringing in the bystander" and "high school") OR BITB-HSC OR "building relationships in greater harmony together" OR ("challenging violence" NEAR/2 "changing lives") OR "change up project" OR "chesterfield relate" OR "connect with respect" OR (Connections and "dating and emotions curriculum") OR "coaching boys into men" OR "dat-e adolescence" OR "dating matters" OR "Expect Respect" OR ("familias en nuestra escuela" or "familias in our school") OR ("filles et garcons" NEAR/2 "en route pour l'egalite") OR "Fourth R" OR "gender equity movement in schools" OR ("go girls initiative") OR "good schools toolkit" OR "green acres high" OR (greendot or "green dot") OR ("healthy relationships") OR "human relationships education" OR IMPower OR "Juntos opuestos a la violence entre novios" OR "katie brown educational program" OR "La máscara del amor" OR ("long live love" or "long live love+") OR "let us protect our future" OR lights4violence OR "love doesn't hurt" OR "love hurts" OR "mask of love" OR ("Media Aware" or mediaaware) OR "mentors in violence prevention" OR "my voice, my choice" OR "papa reto" OR "power up, speak out!" OR (prepare and "promoting sexual and reproductive health" and "eastern africa") OR "eliminating coercion and pressure in adolescent relationships" OR "previo program" OR "project connect" OR "project pride" OR "project respect" OR R4Respect OR "reduction of stigma in schools" OR "relaciones romanticas constructivas" OR "relationships without fear" OR "respectful relationships" OR "Safe Dates" OR "safe schools" OR "school health center healthy adolescent relationship program" OR "Shifting boundaries" OR ("Second Step" and (program* or intervention*)) OR "skillz street" OR skhokho OR SS-SSTP OR "start strong initiative" OR ("stay in love" or "stay in love+") OR TakeCARE OR "Teen choices" OR "trust education project" OR DaVIPoP OR "young men initiative" OR ("zero tolerance" and respect and project))) OR AB (("5 W's of bullying intervention" OR "alberta healthy youth relationships" OR "athletes as leaders" OR "architects of their own brain" OR (Benzies NEAR/2 Batchies) OR ("break the cycle" and (end* NEAR/2 violence)) OR ("bringing in the bystander" and "high school") OR BITB-HSC OR "building relationships in greater harmony together" OR ("challenging violence" NEAR/2 "changing lives") OR "change up project" OR "chesterfield relate" OR "connect with respect" OR (Connections and "dating and emotions curriculum") OR "coaching boys into men" OR "dat-e adolescence" OR "dating matters" OR "Expect Respect" OR ("familias en nuestra escuela" or "familias in our school") OR ("filles et garcons" NEAR/2 "en route pour l'egalite") OR "Fourth R" OR "gender equity movement in schools" OR ("go girls initiative") OR "good schools toolkit" OR "green acres high" OR (greendot or "green dot") OR ("healthy relationships") OR "human relationships education" OR IMPower OR "Juntos opuestos a la violence entre novios" OR "katie brown educational program" OR "La máscara del amor" OR ("long live love" or "long live love+") OR "let us protect our future" OR lights4violence OR "love doesn't hurt" OR "love hurts" OR "mask of love" OR ("Media Aware" or mediaaware) OR "mentors in violence prevention" OR "my voice, my choice" OR "papa reto" OR "power up, speak out!" OR (prepare and "promoting sexual and reproductive health" and "eastern africa") OR "eliminating coercion and pressure in adolescent relationships" OR "previo program" OR "project connect" OR "project pride" OR "project respect" OR R4Respect OR "reduction of stigma in schools" OR "relaciones romanticas constructivas" OR "relationships without fear" OR "respectful relationships" OR "Safe Dates" OR "safe schools" OR "school health center healthy adolescent relationship program" OR "Shifting boundaries" OR ("Second Step" and (program* or intervention*)) OR "skillz street" OR skhokho OR SS-SSTP OR "start strong initiative" OR ("stay in love" or "stay in love+") OR TakeCARE OR "Teen choices" OR "trust education project" OR DaVIPoP OR "young men initiative" OR ("zero tolerance" and respect and project))) (1,367)
- S16 TI (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or Femicid* or harass* or homicid* or injur* or manipulate* or murder* or rape*

- or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((LGB or LGBT* or homosexual* or lesbian* or gay or bisexual* or queer* or transgender* or transsexual*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation)) (804)
- S15 TI ((homophobi* or transphobi* or biphobi* or homonegativ*)) OR AB ((homophobi* or transphobi* or biphobi* or homonegativ*)) (1,874)
- S14 TI (((coerc* or forced or unwanted or nonconsensual or non-consensual) N1 sex*)) OR AB (((coerc* or forced or unwanted or nonconsensual or non-consensual) N1 sex*)) (796)
- S13 TI ((sexual* N1 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((sexual* N1 (abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation)) (8,651)
- S12 TI (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((boyfriend* or boy-friend* or girlfriend* or girl-friend*) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation)) (53)
- S11 TI (((relationship*) N0 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((relationship*) N0 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation)) (744)
- S10 TI (((dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB (((dating) N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?at or revictimi?ation)) (998)
- S9 TI "violence against women" OR AB "violence against women" (805)
- S8 TI ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?ation or revictimi?ation or re-victimi?ation))) OR AB ((domestic N3 (abuse* or abusive or aggressi* or assault* or attack* or bully* or coerc* or cyberbully* or femicid* or harass* or homicid* or injur* or injur* or manipulate* or murder* or rape* or threaten* or violen* or victimi?at or revictimi?ation)) (2,927)
- S7 TI SRGBV OR AB SRGBV (3)
- S6 TI GBV OR AB GBV (33)
- S5 TI (gender* N3 violen*) OR AB (gender* N3 violen*) (879)
- S4 TI ("intimate partner violence" or "intimate partner abuse") OR AB ("intimate partner violence" or "intimate partner abuse") (2,304)
- S3 TI rape* OR AB (rape N0 myth*) OR AB (rape N1 acquaintance) OR AB (date N0 rape) (1,643)
- S2 DE "HOMOPHOBIA in schools" OR DE "HOMOPHOBIA in high schools" OR DE "BIPHOBIA in schools" (176)
- S1 DE "SEXUAL harassment in education" (719)

ProQuest Dissertations and Theses

Search completed: 2/06/2021

(AB(school*) OR TI(school*)) AND (TI(intervention* OR program* OR prevent* OR instruct* OR strateg* OR curricul* OR project* OR initiative*) OR AB(intervention* OR program* OR prevent* OR instruct* OR strateg* OR curricul* OR project* OR initiative*)) AND (ti(rape* OR "partner violence" OR "partner abuse" OR "violence against women" OR (gender* NEAR/3 violen*)) OR ti(((domestic OR

dating OR relationship* OR sexual* OR LGB OR LGBT OR homosexual* OR lesbian* OR gay OR bisexual* OR queer* OR transgender* OR transsexual*) NEAR/3 (abuse OR abusive OR aggressi* OR assault* OR attack* OR bully* OR coerc* OR cyberbully* OR femicid* OR harass* OR homicid* OR injur* OR manipul* OR murder* OR threaten* OR violen* OR victimi?ation OR revictim?ation OR re-victim?ation))) OR (ti(homophobi* OR biphobi* OR transphobi* OR homonegativ*) OR ti((coerc* OR forced OR unwanted OR nonconsensual OR non-consensual) NEAR/1 sex*)) OR (TI("5 W's of bullying intervention" OR "alberta healthy youth relationships" OR "athletes as leaders" OR "architects of their own brain" OR (Benzies NEAR/2 Batchies) OR ("break the cycle" AND (end* NEAR/2 violence)) OR ("bringing in the bystander" AND "high school") OR BITB-HSC OR "building relationships in greater harmony together" OR ("challenging violence" NEAR/2 "changing lives") OR "change up project" OR "chesterfield relate" OR "connect with respect" OR (Connections AND "dating and emotions curriculum") OR "coaching boys into men" OR "dat-e adolescence" OR "dating matters" OR "Expect Respect" OR ("familias en nuestra escuela" OR "families in our school") OR ("filles et garcons" NEAR/2 "en route pour l'egalite") OR "Fourth R" OR "gender equity movement in schools" OR ("go girls initiative") OR "good schools toolkit" OR "green acres high" OR (greendot OR "green dot") OR ("healthy relationships") OR "human relationships education" OR IMPower OR "Juntos opuestos a la violence entre novios" OR "katie brown educational program" OR "La máscara del amor" OR ("long live love" OR "long live love+") OR "let us protect our future" OR lights4violence OR "love doesn't hurt" OR "love hurts" OR "mask of love" OR ("Media Aware" OR mediaaware) OR "mentors in violence prevention" OR "my voice, my choice" OR "papa reto" OR "power up, speak out!" OR (prepare AND "promoting sexual and reproductive health" AND "eastern africa") OR "eliminating coercion and pressure in adolescent relationships" OR "previo program" OR "project connect" OR "project pride" OR "project respect" OR R4Respect OR "reduction of stigma in schools" OR "relaciones romanticas constructivas" OR "relationships without fear" OR "respectful relationships" OR "Safe Dates" OR "safe schools" OR "school health center healthy adolescent relationship program" OR "Shifting boundaries" OR ("Second Step" AND (program* OR intervention*)) OR "skillz street" OR skhokho OR SS-SSTP OR "start strong initiative" OR ("stay in love" OR "stay in love+") OR TakeCARE OR "Teen choices" OR "trust education project" OR DaVIPoP OR "young men initiative" OR ("zero tolerance" AND respect AND project)) OR TI("5 W's of bullying intervention" OR "alberta healthy youth relationships" OR "athletes as leaders" OR "architects of their own brain" OR (Benzies NEAR/2 Batchies) OR ("break the cycle" AND (end* NEAR/2 violence)) OR ("bringing in the bystander" AND "high school") OR BITB-HSC OR "building relationships in greater harmony together" OR ("challenging violence" NEAR/2 "changing lives") OR "change up project" OR "chesterfield relate" OR "connect with respect" OR (Connections AND "dating and emotions curriculum") OR "coaching boys into men" OR "dat-e adolescence" OR "dating matters" OR "Expect Respect" OR ("familias en nuestra escuela" OR "families in our school") OR ("filles et garcons" NEAR/2 "en route pour l'egalite") OR "Fourth R" OR "gender equity movement in schools" OR ("go girls initiative") OR "good schools toolkit" OR "green acres high" OR (greendot OR "green dot") OR ("healthy relationships") OR "human relationships education" OR IMPower OR "Juntos opuestos a la violence entre novios" OR "katie brown educational program" OR "La máscara del amor" OR ("long live love" OR "long live love+") OR "let us protect our future" OR lights4violence OR "love doesn't hurt" OR "love hurts" OR "mask of love" OR ("Media Aware" OR mediaaware) OR "mentors in violence prevention" OR "my voice, my choice" OR "papa reto" OR "power up, speak out!" OR (prepare AND "promoting sexual and reproductive health" AND "eastern africa") OR "eliminating coercion and pressure in adolescent relationships" OR "previo program" OR "project connect" OR "project pride" OR "project respect" OR R4Respect OR "reduction of stigma in schools" OR "relaciones romanticas constructivas" OR "relationships without fear" OR "respectful relationships" OR "Safe Dates" OR "safe schools" OR "school health center healthy adolescent relationship program" OR "Shifting boundaries" OR ("Second Step" AND (program* OR intervention*)) OR "skillz street" OR skhokho OR SS-SSTP OR "start strong initiative" OR ("stay in love" OR "stay in love+") OR TakeCARE OR "Teen choices" OR "trust education project" OR DaVIPoP OR "young men initiative" OR ("zero tolerance" AND respect AND project))))

((ab(rape* OR "partner violence" OR "partner abuse" OR "violence against women" OR (gender* NEAR/3 violen*)) OR ti(rape* OR "partner violence" OR "partner abuse" OR "violence against women" OR (gender* NEAR/3 violen*)) OR (ab(((domestic OR dating OR relationship* OR sexual* OR LGB OR LGBT OR homosexual* OR lesbian* OR gay OR bisexual* OR queer* OR transgender* OR transsexual*) NEAR/2 (abuse OR abusive OR aggressi* OR assault* OR attack* OR bully* OR coerc* OR cyberbully* OR femicid* OR harass* OR homicid* OR injur* OR manipul* OR murder* OR threaten* OR violen* OR victimi?ation OR revictimi?ation OR re-victimi?ation))) OR ti(((domestic OR dating OR relationship* OR sexual* OR LGB OR LGBT OR homosexual* OR lesbian* OR gay OR bisexual* OR queer* OR transgender* OR transsexual*) NEAR/3 (abuse OR abusive OR aggressi* OR assault* OR attack* OR bully* OR coerc* OR cyberbully* OR femicid* OR harass* OR homicid* OR injur* OR manipul* OR murder* OR threaten* OR violen* OR victimi?ation OR re-victimi?ation))) OR (ab(homophobi* OR biphobi* OR transphobi* OR homonegativ*) OR ti(homophobi* OR biphobi* OR transphobi* OR homonegativ*)) OR (ab(((coerc* OR forced OR unwanted OR nonconsensual OR non-consensual) NEAR/1 sex*)) OR ti(((coerc* OR forced OR unwanted OR nonconsensual OR non-consensual) NEAR/1 sex*))) OR (MAINSUBJECT.EXACT("Rape") OR MAINSUBJECT.EXACT("Sexual harassment") OR MAINSUBJECT.EXACT("Battered women") OR MAINSUBJECT.EXACT("Homophobia"))) OR (ab(("5 W's of bullying intervention" OR "alberta healthy youth relationships" OR "athletes as leaders" OR "architects of their own brain" OR (Benzies NEAR/2 Batchies) OR ("break the cycle" AND (end* NEAR/2 violence)) OR ("bringing in the bystander" AND "high school") OR BITB-HSC OR "building relationships in greater harmony together" OR ("challenging violence" NEAR/2 "changing lives") OR "change up project" OR "chesterfield relate" OR "connect with respect" OR (Connections AND "dating and emotions curriculum") OR "coaching boys into men" OR "dat-e adolescence" OR "dating matters" OR "Expect Respect" OR ("familias en nuestra escuela" OR "families in our school") OR ("filles et garcons" NEAR/2 "en route pour l'egalite") OR "Fourth R" OR "gender equity movement in schools" OR ("go girls initiative") OR "good schools toolkit" OR "green acres high" OR (greendot OR "green dot") OR ("healthy relationships") OR "human relationships education" OR IMPower OR "Juntos opuestos a la violence entre novios" OR "katie brown educational program" OR "La máscara del amor" OR ("long live love" OR "long live love+") OR "let us protect our future" OR lights4violence OR "love doesn't hurt" OR "love hurts" OR "mask of love" OR ("Media Aware" OR mediaaware) OR "mentors in violence prevention" OR "my voice, my choice" OR "papa reto" OR "power up, speak out!" OR (prepare AND "promoting sexual and reproductive health" AND "eastern africa") OR "eliminating coercion and pressure in adolescent relationships" OR "previo program" OR "project connect" OR "project pride" OR "project respect" OR R4Respect OR "reduction of stigma in schools" OR "relaciones romanticas constructivas" OR "relationships without fear" OR "respectful relationships" OR "Safe Dates" OR "safe schools" OR "school health center healthy adolescent relationship program" OR "Shifting boundaries" OR ("Second Step" AND (program* OR intervention*)) OR "skillz street" OR skhokho OR SS-SSTP OR "start strong initiative" OR ("stay in love" OR "stay in love+") OR TakeCARE OR "Teen choices" OR "trust education project" OR DaVIPoP OR "young men initiative" OR ("zero tolerance" AND respect AND project))) OR ti(("5 W's of bullying intervention" OR "alberta healthy youth relationships" OR "athletes as leaders" OR "architects of their own brain" OR (Benzies NEAR/2 Batchies) OR ("break the cycle" AND (end* NEAR/2 violence)) OR ("bringing in the bystander" AND "high school") OR BITB-HSC OR "building relationships in greater harmony together" OR ("challenging violence" NEAR/2 "changing lives") OR "change up project" OR "chesterfield relate" OR "connect with respect" OR (Connections AND "dating and emotions curriculum") OR "coaching boys into men" OR "dat-e adolescence" OR "dating matters" OR "Expect Respect" OR ("familias en nuestra escuela" OR "families in our school") OR ("filles et garcons" NEAR/2 "en route pour l'egalite") OR "Fourth R" OR "gender equity movement in schools" OR ("go girls initiative") OR "good schools toolkit" OR "green acres high" OR (greendot OR "green dot") OR ("healthy relationships") OR "human relationships education" OR IMPower OR "Juntos opuestos a la violence entre novios" OR "katie brown educational program" OR "La máscara del amor" OR ("long live love" OR "long live love+") OR "let us protect our future" OR lights4violence OR "love doesn't hurt" OR "love hurts" OR "mask of love" OR ("Media Aware" OR mediaaware) OR "mentors in violence prevention" OR "my voice, my

choice" OR "papa reto" OR "power up, speak out!" OR (prepare AND "promoting sexual and reproductive health" AND "eastern africa") OR "eliminating coercion and pressure in adolescent relationships" OR "previo program" OR "project connect" OR "project pride" OR "project respect" OR R4Respect OR "reduction of stigma in schools" OR "relaciones romanticas constructivas" OR "relationships without fear" OR "respectful relationships" OR "Safe Dates" OR "safe schools" OR "school health center healthy adolescent relationship program" OR "Shifting boundaries" OR ("Second Step" AND (program* OR intervention*)) OR "skillz street" OR skhokho OR SS-SSTP OR "start strong initiative" OR ("stay in love" OR "stay in love+") OR TakeCARE OR "Teen choices" OR "trust education project" OR DaVIPoP OR "young men initiative" OR ("zero tolerance" AND respect AND project)))) AND ((ab(school*) OR ti(school*)) OR (MAINSUBJECT.EXACT("Disadvantaged schools") OR MAINSUBJECT.EXACT("Nursery schools") OR MAINSUBJECT.EXACT("Schools") OR MAINSUBJECT.EXACT("Primary schools") OR MAINSUBJECT.EXACT("Boarding schools") OR MAINSUBJECT.EXACT("Primary secondary schools") OR MAINSUBJECT.EXACT("Rural schools") OR MAINSUBJECT.EXACT("Middle schools") OR MAINSUBJECT.EXACT("Single sex schools") OR MAINSUBJECT.EXACT("Day schools") OR MAINSUBJECT.EXACT("Secondary schools"))) AND (ab((intervention* OR program* OR prevent* OR instruct* OR strateg* OR curricul* OR project* OR initiative*)) OR ti((intervention* OR program* OR prevent* OR instruct* OR strateg* OR curricul* OR project* OR initiative*)))

ProQuest Sociological Abstracts (1952-)

Search completed: 2/06/2021

((ab(rape* OR "partner violence" OR "partner abuse" OR "violence against women" OR (gender* NEAR/3 violen*)) OR ti(rape* OR "partner violence" OR "partner abuse" OR "violence against women" OR (gender* NEAR/3 violen*))) OR ab(((domestic OR dating OR relationship* OR sexual* OR LGB OR LGBT OR homosexual* OR lesbian* OR gay OR bisexual* OR queer* OR transgender* OR transsexual*) NEAR/2 (abuse OR abusive OR aggressi* OR assault* OR attack* OR bully* OR coerc* OR cyberbully* OR femicid* OR harass* OR homicid* OR injur* OR manipul* OR murder* OR threaten* OR violen* OR victimi?ation OR revictimi?ation OR re-victimi?ation))) OR ti(((domestic OR dating OR relationship* OR sexual* OR LGB OR LGBT OR homosexual* OR lesbian* OR gay OR bisexual* OR queer* OR transgender* OR transsexual*) NEAR/3 (abuse OR abusive OR aggressi* OR assault* OR attack* OR bully* OR coerc* OR cyberbully* OR femicid* OR harass* OR homicid* OR injur* OR manipul* OR murder* OR threaten* OR violen* OR victimi?ation OR revictimi?ation OR re-victimi?ation)))) OR ab(homophobi* OR biphobi* OR transphobi* OR homonegativ*) OR ti(homophobi* OR biphobi* OR transphobi* OR homonegativ*)) OR ab(((coerc* OR forced OR unwanted OR nonconsensual OR non-consensual) NEAR/1 sex*)) OR ti(((coerc* OR forced OR unwanted OR nonconsensual OR non-consensual) NEAR/1 sex*)) OR (MAINSUBJECT.EXACT("Stalking") OR MAINSUBJECT.EXACT("Sexual assault") OR MAINSUBJECT.EXACT("Battered women") OR MAINSUBJECT.EXACT("Spouse abuse") OR MAINSUBJECT.EXACT("Homophobia"))) OR ab(("5 W's of bullying intervention" OR "alberta healthy youth relationships" OR "athletes as leaders" OR "architects of their own brain" OR (Benzies NEAR/2 Batchies) OR ("break the cycle" AND (end* NEAR/2 violence)) OR ("bringing in the bystander" AND "high school") OR BITB-HSC OR "building relationships in greater harmony together" OR ("challenging violence" NEAR/2 "changing lives") OR "change up project" OR "chesterfield relate" OR "connect with respect" OR (Connections AND "dating and emotions curriculum") OR "coaching boys into men" OR "dat-e adolescence" OR "dating matters" OR "Expect Respect" OR ("familias en nuestra escuela" OR "families in our school") OR ("filles et garcons" NEAR/2 "en route pour l'egalite") OR "Fourth R" OR "gender equity movement in schools" OR ("go girls initiative") OR "good schools toolkit" OR "green acres high" OR (greendot OR "green dot") OR ("healthy relationships") OR "human relationships education" OR IMPower OR "Juntos opuestos a la violence entre novios" OR "katie brown educational program" OR "La máscara del amor" OR ("long live love" OR "long live love+") OR "let us protect our future" OR lights4violence OR "love doesn't hurt" OR "love hurts" OR "mask of love" OR ("Media Aware" OR mediaaware) OR "mentors in violence prevention" OR "my voice, my choice" OR "papa reto" OR "power up, speak out!" OR (prepare AND "promoting sexual and reproductive health" AND "eastern africa") OR "eliminating coercion and pressure in adolescent relationships" OR "previo program" OR "project connect" OR "project pride" OR "project respect" OR

R4Respect OR "reduction of stigma in schools" OR "relaciones romanticas constructivas" OR "relationships without fear" OR "respectful relationships" OR "Safe Dates" OR "safe schools" OR "school health center healthy adolescent relationship program" OR "Shifting boundaries" OR ("Second Step" AND (program* OR intervention*)) OR "skillz street" OR skhokho OR SS-SSTP OR "start strong initiative" OR ("stay in love" OR "stay in love+") OR TakeCARE OR "Teen choices" OR "trust education project" OR DaVIPoP OR "young men initiative" OR ("zero tolerance" AND respect AND project)) OR ti(("5 W's of bullying intervention" OR "alberta healthy youth relationships" OR "athletes as leaders" OR "architects of their own brain" OR (Benzies NEAR/2 Batchies) OR ("break the cycle" AND (end* NEAR/2 violence)) OR ("bringing in the bystander" AND "high school") OR BITB-HSC OR "building relationships in greater harmony together" OR ("challenging violence" NEAR/2 "changing lives") OR "change up project" OR "chesterfield relate" OR "connect with respect" OR (Connections AND "dating and emotions curriculum") OR "coaching boys into men" OR "dat-e adolescence" OR "dating matters" OR "Expect Respect" OR ("familias en nuestra escuela" OR "families in our school") OR ("filles et garcons" NEAR/2 "en route pour l'egalite") OR "Fourth R" OR "gender equity movement in schools" OR ("go girls initiative") OR "good schools toolkit" OR "green acres high" OR (greendot OR "green dot") OR ("healthy relationships") OR "human relationships education" OR IMPower OR "Juntos opuestos a la violence entre novios" OR "katie brown educational program" OR "La máscara del amor" OR ("long live love" OR "long live love+") OR "let us protect our future" OR lights4violence OR "love doesn't hurt" OR "love hurts" OR "mask of love" OR ("Media Aware" OR mediaaware) OR "mentors in violence prevention" OR "my voice, my choice" OR "papa reto" OR "power up, speak out!" OR (prepare AND "promoting sexual and reproductive health" AND "eastern africa") OR "eliminating coercion and pressure in adolescent relationships" OR "previo program" OR "project connect" OR "project pride" OR "project respect" OR R4Respect OR "reduction of stigma in schools" OR "relaciones romanticas constructivas" OR "relationships without fear" OR "respectful relationships" OR "Safe Dates" OR "safe schools" OR "school health center healthy adolescent relationship program" OR "Shifting boundaries" OR ("Second Step" AND (program* OR intervention*)) OR "skillz street" OR skhokho OR SS-SSTP OR "start strong initiative" OR ("stay in love" OR "stay in love+") OR TakeCARE OR "Teen choices" OR "trust education project" OR DaVIPoP OR "young men initiative" OR ("zero tolerance" AND respect AND project)))) AND ((ab(school*) OR ti(school*)) OR (MAINSUBJECT.EXACT("Junior High Schools") OR MAINSUBJECT.EXACT("Secondary Schools") OR MAINSUBJECT.EXACT("Schools") OR MAINSUBJECT.EXACT("Elementary Schools") OR MAINSUBJECT.EXACT("High Schools"))) AND (ab((intervention* OR program* OR prevent* OR instruct* OR strateg* OR curricul* OR project* OR initiative*)) OR ti((intervention* OR program* OR prevent* OR instruct* OR strateg* OR curricul* OR project* OR initiative*)))

Google Scholar searches

All searches conducted via Publish or Perish (Harzing) in the 'keywords' field. Searches were conducted between 29/04/2021 and 12/05/2021.

Table 1: Google search results

Search terms	Date searched	Number of records retrieved	No of records screened	No of records retained
50:50 "no means no" intervention	29/04/2021	73	73	0
"Alberta Healthy Youth Relationships" AHYR Strategy	29/04/2021	5	5	0
"Athletes as leaders" school	29/04/2021	119	119	0
"Architects of their own brain"	29/04/2021	23	23	1
"Benzies & Batchies"	29/04/2021	17	17	2
"Break the cycle" "ending violence" program school	29/04/2021	387	(200 records - 20 pages)	1
"Building relationships in greater harmony together"	29/04/2021	2	2	0
"Challenging violence, changing lives"	29/04/2021	29	29	3
"Change up project" School	29/04/2021	12	12	2

Search terms	Date searched	Number of records retrieved	No of records screened	No of records retained
"Chesterfield Relate"	29/04/2021	4	4	1
"Choices & consequences" school violence	29/04/2021	43	43	0
"Connect with respect" school gender-based violence	29/04/2021	2	2	0
Connections "Dating and emotions curriculum"	29/04/2021	7	7	0
"coaching boys into men" school	29/04/2021	594	200 (20 pages)	5
"Dat-e adolescence"	04/05/2021	34	34	0
"Dating matters" school	04/05/2021	371	200 (20 pages)	7
"dating violence prevention project curriculum"	04/05/2021	2	2	0
"expect respect" school prevention dating or sexual	04/05/2021	1,180	200 (20 pages)	6
"familias en nuestra escuela"	05/05/2021	10	10	0
"filles et garçons en route pour l'égalité"	05/05/2021	8	8	0
"fourth R" dating violence OR healthy relationships	05/05/2021	2380	200 (20 pages)	3
GEMS "gender equity movement in schools"	05/05/2021	76	76	1
"go for the gold" "relationship education" school	05/05/2021	11	11	0
"go girls! Initiative"	05/05/2021	28	28	0
"good schools toolkit" sexual violence	05/05/2021	77	77	0
"green acres high"	05/05/2021	53	53	0
"green dot" violence school	05/05/2021	2200	200 (20 pages)	2
"healthy relationships programme" school	05/05/2021	112	112	2
"h and m programs"	05/05/2021	3	3	0
"human relationships education" HRE curriculum school	05/05/2021	61	61	0
"healthy relationships program" LGBTQ+ youth	05/05/2021	48	48	1
"Impower" school "no means no"	5/05/2021	20	20	1
"inter-ministerial national structural prevention trial" (INSTRUCT)	05/05/2021	1	1	0
"it's your game" "keep it real"	05/05/2021	147	147	0
"Jesse" "video game" "violence prevention" school	05/05/2021	107	107	0
"Juntos opuestos a la violence entre novios"	05/05/2021	3	3	0
"together against dating violence"	05/05/2021	6	6	0
"Katie Brown educational program"	05/05/2021	27	27	0
"La Mascara del Amor"	05/05/2021	191	191	0
"Let us protect our future"	05/05/2021	64	64	0
Lights4violence	05/05/2021	44	44	0
"love doesn't hurt" program	06/05/2021	49	49	0
"media aware" "media literacy education" school	06/05/2021	54	54	1
"Me & You" "dating violence"	06/05/2021	18	18	1
"mentors in violence prevention" school	06/05/2021	1010	200 (20 pages)	0
"my voice, my choice" school	06/05/2021	80	80	0
"oficina namoro a primera vista"	06/05/2021	2	2	0
"papa reto"	06/05/2021	3	3	0
"parallel retreat" violence	06/05/2021	10	10	0
"pass it on" violence prevention program school	06/05/2021	5720	200 (20 pages)	0
"power up, speak out"	06/05/2021	1	1	0
PREPARE promoting sexual and reproductive health among adolescents in south africa	06/05/2021	2	2	0
Pr:Epare (positive relationships eliminating coercion and pressure in adolescent relationships)	06/05/2021	34	34	0
Previo program school "dating violence"	06/05/2021	393	200 (20 pages)	0
"project connect" school nurse violence	06/05/2021	259	200 (20 pages)	0

Search terms	Date searched	Number of records retrieved	No of records screened	No of records retained
"project pride" school "dating violence"	06/05/2021	16	16	0
"project respect" school relationships education (limited to 2019-2021)	06/05/2021	166	166	0
R4Respect	06/05/2021	60	60	1
"Reduction of Stigma in Schools"	06/05/2021	153	153	0
"relaciones romanticas constructivas"	10/05/2021	7	7	0
"relationships without fear" school	10/05/2021	297	200 (first 20 pages)	2
"respectful relationships" education school australia	10/05/2021	8200	200 (first 20 pages)	1
"Rhode island teen dating violence prevention program"	10/05/2021	8	8	0
"safe dates" school "dating violence"	10/05/2021	2260	200 (first 20 pages)	0
"safe dates theater project"	10/05/2021	4	4	1
"safe schools" program lesbian gay	10/05/2021	4710	200 (first 20 pages)	1
Saisir program "dating violence" school	10/05/2021	74	74	0
"school health center health adolescent relationships program"	10/05/2021	2	2	0
"school without violence" programme	10/05/2021	114	114	0
"scientist-practitioner program" "sexual violence" school	10/05/2021	4	4	0
"second step" "middle school" program sexual	10/05/2021	14,000	200 (first 20 pages)	1
"shifting boundaries" program "dating violence" school	10/05/2021	477	200 (first 20 pages)	1
"skillz street"	10/05/2021	23	23	1
Skhokho violence	11/05/2021	84	84	0
"sources of strength" program violence school	11/05/2021	7000	200 (first 20 pages)	2
Speak "rape myth acceptance" malo-juvera school	11/05/2021	58	58	0
"start strong" initiative dating violence	11/05/2021	148	148	1
"stay in love+"	11/05/2021	5	5	1
Takecare "bystander program" school	11/05/2021	106	106	0
"teen choices" "dating violence" school	12/05/2021	87	87	0
Tender "healthy relationships" education school	12/05/2021	3890	200 (20 pages)	1
Texas Team's "teen dating violence awareness"	12/05/2021	40	40	0
"trust education project"	12/05/2021	12	12	0
Twilight "true love" and you bibliotherapy dating school	12/05/2021	19	19	0
"Young men's initiative" violence	12/05/2021	53	53	0
"zero tolerance" respect project school violence scotland	12/05/2021	5000	200 (first 20 pages)	1

Web site searches

VAWnet

<https://vawnet.org>

Searched: 27/05/2021

Browsed site: Content Topics > Intervention & Prevention. Filtered to Program Evaluation.

0 records to screen

USAID

<https://www.usaid.gov/gbv>

Searched 26/04/2021

Browsed reports.
0 records to screen

Together for Girls

<https://www.togetherforgirls.org/svsolutions-resource-hub>

Searched: 26/04/2021

Checked publications in SVSolutions Resource Hub (58 records). 0 records selected for screening.

Global Working Group to Prevent DRGBV

<https://www.ungei.org/knowledge-hub/school-related-gender-based-violence-srgbv>

Searched: 26/04/2021

Reviewed publications in the Knowledge Hub:

School-related gender based violence > Case Studies (18). 4 records selected to screen.

School-related gender based violence > Monitoring and Evaluation Resources (22). 4 records selected to screen.

Raising Voices

<http://raisingvoices.org/innovation/generating-evidence/>

Checked for any publications: 26/04/2021

0 records selected to screen

Irish Consortium on Gender Based Violence

<https://www.gbv.ie/>

Searched: 26/04/2021

Browsed Learning > Publications (20)

0 records selected to screen

Break the Cycle

<https://www.breakthecycle.org/>

Searched: 26/04/2021

Break the Cycle has ended its programs, and no publications are listed on the website.

Equally Safe at Schools

<https://www.rapecrisisScotland.org.uk/equally-safe-at-school>

Searched: 26/04/2021

0 records selected to screen

National Criminal Justice Reference Service

<https://www.ncjrs.gov/teendatingviolence/publications.html>

Searched 26/04/2021

Browsed teen dating violence section.

2 records selected to screen.

Crime Solutions

<https://www.crimesolutions.gov/TopicDetails.aspx?ID=403>

Searched 26/04/2021

Programs filtered by Setting (Deliver): School; by Topic: Victims & Victimization. 0 selected to screen from 27 entries.

World Health Organization

<http://www.who.int>

Searched 27/05/2021

Browsed publications:

Health topics > Violence against women

Health topics > Child maltreatment

Health topics > Violence

Health topics > Violence against women

Health topics > Violence against children

Health topics > Youth violence

Health topics > Intimate partner and sexual violence

0 records selected to screen

AVA Against Violence and Abuse

<https://avaproject.org.uk/>

Searched: 26/04/2021

Browsed Evaluations and Reports. 1 record to screen from evaluations

RAND

<http://rand.org>

Searched: 26/01/2021

Browsed: Topics > Violence > Dating Violence; Topics > Violence > Domestic Violence; Topics > Violence > Sexual assault.

2 selected to screen from dating violence.

Sexual Violence Research Initiative

<https://www.svri.org/documents/prevention-research-and-programmes>

Searched: 27/5/2021

0 records selected to screen

ClinicalTrials.gov

Searched 7/07/2021

Table 2: ClinicalTrials.gov results

Search	Number of records
Condition/disease: dating violence; Other terms: school	14
Condition/disease: dating abuse; Other terms: school	0
Condition/disease: relationship violence; Other terms: school	26
Condition/disease: intimate partner violence; Other terms: school	23
Condition/disease: domestic violence; Other terms: school	15
Condition/disease: gender based violence; Other terms: school	10
Condition/disease: gender violence; Other terms: school	13
Condition/disease: sexual harassment; Other terms: school	5
Condition/disease: sexual assault; other terms: school	11
Condition/disease: rape and sexual assault; other terms: school	3
Condition/disease: "relationship abuse"; other terms: school	2
Condition/disease: Bullying; other terms: homophobic AND school	2

Search	Number of records
Condition/disease: Bullying; other terms: transphobic AND school	2
Condition: violence against girls; other terms: school	16
Condition: violence against women; other terms: school	3
Condition: healthy relationships; other terms: school	7
Condition: "sexual violence"; other terms: school	16

WHO ICTRP

Searched 7/07/2021

Table 3: WHO ICTRP results

Search term	Number of records
Dating violence AND school	4
Dating abuse AND school	2
Relationship violence AND school	6
Intimate partner violence AND school	10
Domestic violence AND school	9
Gender based violence AND school	9
Gender violence AND school	11
Sexual harassment AND school	6
Sexual assault AND school	3
Rape AND school	2
Relationship abuse AND school	3
Homophobic bullying AND school	0
Transphobic bullying AND school	0
Violence against girls AND school	1
"Healthy relationships" AND school	6
Sexual violence AND school	19

Experts contacted

Table 4: Experts contacted

1	Dr Bruce Taylor	University of Chicago
2	Dr Sidnei Rinaldo Priolo Filho	Universidade Tuiuti do Paraná (UTP)
3	Professor Pat Mahony	King's College, London
4	Dr Christoph Muck	University of Munster
5	Dr Jo Bell	University of Hull
6	Dr Paul Schewe	University of Illinois, Chicago
7	Associate Professor Katie Edwards	University of Nebraska-Lincoln
8	Professor Patricia Kerig	University of Utah
9	Professor Peter Jaffe	Western University

10	Professor Daniel Whitaker	Georgia State University
11	Dr Anastasia J Gage	Tulane University
12	Dr Claire Fox	Manchester Metropolitan University
13	Kristin Ward	Clarus Research
14	Professor Nicky Stanley	University of Central Lancashire

Extra information for RQ1

Example coding templates

Examples of coding templates for the Fourth R intervention and the SHARP intervention completed by two reviewers (AC & NO).

Reviewer AC

Coding template for Fourth R (Wolfe, 2009)(1)

Inputs: Curriculum, Teachers Trained, Supporting Materials, Information for Parents

Curriculum: 21-lesson curriculum delivered in 28 hours by teachers. Curriculum comprised of 3 units containing seven 75-minute classes each: (1) personal safety and injury prevention, (2) healthy growth and sexuality, and (3) substance use and abuse.

Teacher Training: Teachers attended a 6-hour training workshop on DV and healthy relationships taught by an educator and a psychologist to review the materials and participate in skill-building exercises for engaging youths.

Supporting Materials: Lesson plans, video resources, role-play exercises, rubrics, handouts, and “Youth Safe Schools” manual, which describes ways to involve students in school and community violence prevention activities.

Information for Parents: Parents received information during grade 9 orientation and from newsletters that describe the topics being taught.

Intervention goals

Primary Objective: Reduce of Sexual Violence Victimization and Perpetration (as measured 2 years post content delivery)

Secondary Objective: Reductions in related risk behaviours of peer violence, substance use, and unsafe sex.

Key theoretical concepts

Social Learning Theory: emphasis on skills acquisition

Diffusion of Innovation: The Fourth R curriculum enables students to practice peer mentoring, role modelling, and mediation, which allow for peer-to-peer diffusion.

Bystander Psychology (Secondary Effect)

Mechanisms of change

Skill Development: Problem Solving Skills, Development of Positive Strategies for Dealing with Pressure, Conflict Resolution Skills, Negotiations, delay, and refusal skills

Knowledge of IPV: Knowledge of the role of gender in IPV

Roleplay: designed to increase interpersonal and problem-solving skills

Examples: Peer and Dating Conflicts

Outcomes

Distal Outcome: Reduction of DV perpetration, larger effect in boys

Coding Template for Fourth R (Cissner & Ayoub, 2014)(2)

Fourth R Curriculum implemented in 10 middle schools in Bronx, New York

Inputs: Teachers Trained, Supporting Materials, Curriculum, Parental Handout

Curriculum: Modified to 50 minutes 26-session curriculum

Intervention Goals:

Primary Goals: Reduce sexual harassment/assault, Reduce Dating Violence, Reduction in Youth Violence/ Bullying, Challenge Gender Norms and Stereotypes, Reverse Acceptance of Violence, Challenge Violence Accepting Norms.

Auxiliary Goals: sexual activity, drug and alcohol use, perceptions of school safety

Key Theoretical Concepts: Diffusion of Innovation Theory, Social Learning Theory, and (Secondary Effect) Bystander Psychology

Mechanisms of Change: Positive Relationships, Interactive and Experiential Learning (Role-Play, Activities), Skills: Assertive Skills, Problem-Solving Skills (Conflict Resolution Skills),

Outcomes:

Proximal: reduced acceptance of pro-violence beliefs and gender stereotypes

Distal: decreased peer violence/bullying perpetration, Reduced Dating Violence among High Risk Students who had already experienced or perpetrated DV at baseline

Reviewer NO

Coding template for Fourth R (Wolfe, 2009)(1)

Inputs: Curriculum, teacher training, information for parents, student-led safe school committees

Fourth R curriculum - comprises three units of seven 75-minute classes each: (i) personal safety and injury prevention, (ii) healthy growth and sexuality, and (iii) substance use and abuse. There were curriculum detailed lesson plans, video resources, role-play exercises and handouts provided for all lessons.

Teachers trained in Fourth R - six-hour training workshop taught by an educator and a psychologist to review the materials of the Fourth R curriculum and participate in skill-building exercises for engaging young people.

Information for parents - four newsletters describe the topics taught and a Year 9 orientation

Student-led 'safe school committees' – no detail

Youth Safe School Manual - describes ways to involve students in school and community violence prevention activities, such as guest speakers, field trips, community resources and volunteering.

Intervention Goals:

Priority outcomes were reductions in physical dating violence (measured two years post-content delivery)

Additional outcomes were reductions in related risk behaviours of peer violence, substance use, and unsafe sex (i.e. condom use).

Key Theoretical Concepts:

Social learning theory – skills acquisition

Mechanisms of Change:

Knowledge – healthy relationships, rights and responsibilities

Skills development e.g. conflict resolution, assertiveness skills, interactive and experiential learning, practice with peers, role-playing

Outcomes:

Reduction in dating violence perpetration

Coding Template for Fourth R (Cissner & Ayoub, 2014)(2)

Inputs: Curriculum, teacher training

Fourth R curriculum – modified to 50 minute, 26 session curriculum

Teacher training – six-hour training session that provided information, hands-on training and resources

Intervention Goals:

Primary - reduce dating violence victimisation and perpetration, sexual harassment victimisation and perpetration, peer violence/bullying victimisation and perpetration, reduce sexual activity, reduce drug and alcohol use

Secondary – increase school safety, positive beliefs (e.g. anti-fighting/violence, and rejection of gender stereotypes), prosocial behaviours

Key Theoretical Concepts:

Social learning theory

Diffusion of innovation theory

Bystander psychology

Mechanisms of Change:

Knowledge – healthy relationships

Skills acquisition – conflict resolution skills, interactive and experiential learning e.g. practice peer mentoring, mediation, role playing and use of scenarios

Outcomes:

Proximal - reduced acceptance of pro-violence beliefs and gender stereotypes,

Distal – increase school safety, decreased peer violence/bullying victimisation and perpetration, reduced dating violence victimisation and perpetration, reduced sexual harassment victimisation and perpetration

Reviewer AC

Coding template for School Health Center Healthy Adolescent Relationship Program (SHARP) (Miller, 2015)(3)

Inputs

School Personnel Training (SHC Clinicians and Staff): 3-hour training on the SHARP intervention about DRV impact on health and how to introduce the brochure, conduct DRV assessment, and make a warm referral to a victim service advocate (connecting a patient to an advocate via telephone or in person).

Clinic-Based Assessment: providers discussed healthy and unhealthy relationships with every patient and gave them several palm-sized brochures on healthy relationships (to further disseminate to the student's friends). Further intervention components were delivered as needed to patients experiencing DRV: discussing harm reduction strategies and connecting patients to a domestic violence or sexual assault advocate.

Supporting Materials: Brochure with DRV Prevention Information for Students, Staff Educational Materials

Youth-Led Outreach Events: teams of students implemented 1) a bathroom campaign in both the male and female bathrooms that contains signs that discuss healthy relationships and identify the SHC as a resource and 2) one school-wide activity up to the students' choosing. (Ex: Valentine's Day table that gave students the opportunity to write down relationship qualities or actions that are healthy or unhealthy)

Intervention goals

Targeted intervention – reach adolescents experiencing DRV

Early intervention – identify adolescents at risk for DRV

Primary prevention – Prevent Onset of DRV through healthy relationship education

Key theoretical concepts

Diffusion of Innovation Theory: both the act of students disseminating the brochures and the peer-to-peer interaction of the youth-led outreach events

Bystander Behaviour: providers encouraged students to exhibit bystander behaviours

Mechanisms of change

Knowledge, Positive Relationships, Awareness of Services, Self-Efficacy, Bystander Behaviours

Outcomes

Proximal: Increased recognition of abusive behaviour and increased intention to intervene

Distal: Prevention and reduction in dating violence victimisation

Reviewer NO

Coding template for School Health Center Healthy Adolescent Relationship Program (SHARP) (Miller, 2015)(3)

Inputs

School staff training (clinicians and staff at the School Health Centers) - three-hour session on SHARP intervention on how abusive adolescent behaviours (ARA) impacts health, how to introduce a brochure that discusses healthy relationships, conduct an ARA assessment, and make a referral to a victim service advocate.

Clinic-based assessment - SHC staff discuss healthy and unhealthy relationships in each clinical encounter with the brochure provided regardless of reason for visit. Patients are encouraged to take brochures for friends.

Supporting materials – SHARP clinical guidelines, a palm-sized brochure that discusses healthy relationships and how to help a friend, and ARA resources.

School-wide outreach events - each SCH use youth advisory boards to organise events to present ARA information and encourage students to come to SHC. Student leaders present information during lunches and assemblies to encourage students to come to the SHC to learn about ARA.

Intervention goals

Primary – increased recognition of abusive behaviours, increased intentions to intervene, increased knowledge of ARA resources

Secondary – increased self-efficacy to use harm reduction behaviours

Key theoretical concepts

Diffusion innovation theory

Bystander behaviour

Mechanisms of change

Knowledge, attitudes, self-efficacy, awareness of services

Outcomes

Proximal - increased recognition of ARA, increased knowledge of ARA resources and increased intention to intervene

Distal – prevention and reduction of ARA

Sample theory of change models

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Second Step (Espelage et al 2013; Espelage et al 2015; Espelage et al 2015; Espelage et al 2017)

The SS-SSTP intervention is a social-emotional learning programme that aims to reduce youth violence including peer aggression, peer victimisation, homophobic name-calling, cyber bullying and cyber sexual harassment, sexual violence perpetration and victimisation, and teen dating violence among middle school students.

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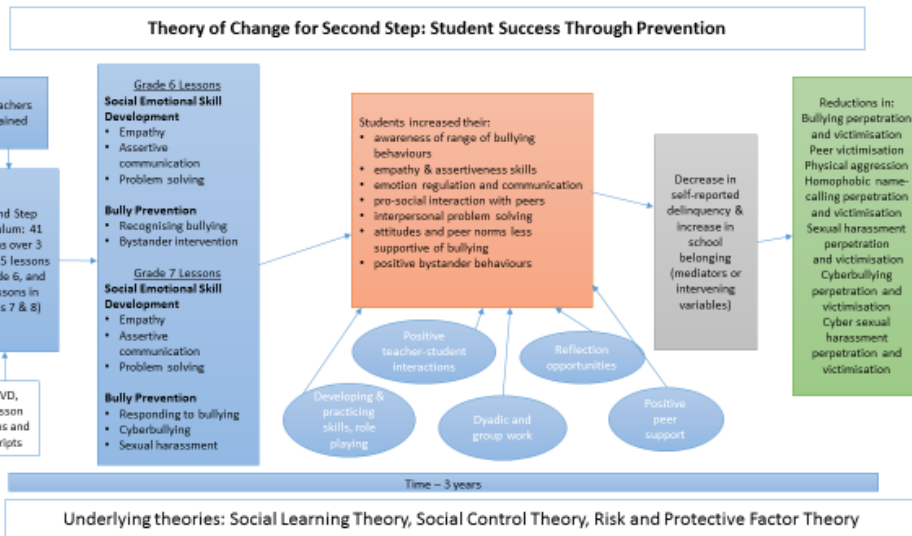


Figure 1: Logic Model of Second Step

Theoretical assumptions

There are several theoretical assumptions underpinning the theory of change for this intervention. Firstly, it draws from the risk and protective framework literature. Risk and protective factor theory suggests that “...problem behaviours are rooted in a common overlapping group of risk and protective factors” (Espelage et al, 2015: 465(4)) and so Second Step targets risk and protective factors linked to aggression, violence and substance use. Secondly, social learning theory informs the design and delivery of the curriculum with its emphasis on skills acquisition; and thirdly, social control theory which posits that self-control is established among young people through opportunities to interact in positive and prosocial ways with individuals and communities, and thereby forming bonds with others and institutions. In the delivery of the curriculum, young people have the opportunity to interact with teachers and other students, promoting positive teacher-students relations.

Inputs

The intervention has two key inputs, the training of the teachers who facilitate the delivery of the Second Step curriculum, and the actual Second Step curriculum. These two key inputs are the key themes in the theory of change.

1. Teachers trained in the Second Step curriculum

Teachers receive a three or four-hour training which covers the curriculum and its delivery, and an introduction to child developmental stages related to the skills taught and a background on bullying research. They receive a DVD to support the delivery of lessons with 'media-rich content' including topic-focused interviews with students and a video demonstrations of skills. Teachers are also provided with suggestions for connecting lessons to events of the day and to revisit skills as conflicts occur outside the classroom. At the end of lessons, teachers complete online implementation logs on student engagement and components of lesson completed.

2. Second Step Curriculum

The curriculum comprises 15 lessons at Grade 6 and 13 lessons each at Grades 7 and 8. The lessons are delivered in one 50-minute or two 25-minute classroom sessions, taught weekly or semi-weekly throughout the year. The curriculum content has direct instruction in risk and protective factors linked to aggression and violence, including empathy training, emotion regulation, communication skills and problem solving strategies (Espelage et al, 2015: 53(5)). The curriculum also indirectly targets school violence by targeting the peer context for bullying by

...expanding students' awareness of the full range of bullying behaviors, increasing perspective taking skills and empathy for students who are bullied, educating students on their influence and responsibility as bystanders, and education and practice on the appropriate, positive responses that students can use as bystanders ~~to remove peer support for bullying~~ (Espelage et al, 2015: 54(5)).

Students are taught and practice a range of bystander behaviours from refusing to provide an audience to directly intervening to stop bullying. The programme is designed to change the peer context, removing the bystander support, so important for bullying and other violent behaviours.

In the sixth-grade there are two lessons that focus specifically on bullying – only introduced after students have been exposed to empathy and communication training – and in Grade 7, students review the components of bullying and how to respond. They are encouraged to learn ways on how to intervene to help other as 'allies'. They also learn how sexual harassment differs from flirting and learn assertive skills to refuse sexual harassment.

Mechanisms of Change

There are a number of mechanisms through which Second Step is expected to achieve its outcomes and these are underpinned by the important themes of skills acquisition and developing prosocial relationships among peers. Lessons are skills-based and students receive coaching on performance and suggestions for improvement. All of the activities surrounding the delivery of the curriculum

emphasise skills development: “[H]omework assignments, extension activities, academic integration lessons, and videos all serve to reinforce each skill and promote skills acquisition” (Espelage et al, 2015: 466(4)). The use of group and collaborative work encourages students to practice skills in a supportive environment. The emphasis of the delivery is on student interaction – both with teachers and with other students:

Lessons are highly interactive, incorporating small-group discussions and activities, dyadic exercises, whole-class instruction, and individual work (Espelage et al, 2013:181(6)).

This approach to learning provided opportunities for positive teacher-student interactions and the strengthening of relationships.

Outcomes

The distal outcomes includes face-to-face bullying, cyberbullying, homophobic name-calling, and sexual harassment perpetration. The authors hypothesise that Second Step indirectly effects these outcomes through the intervening variables of self-reported delinquency (e.g. skipping school, cheating and shoplifting) and sense of school belonging (Espelage et al, 2017).(7)

...it is also quite plausible that there is a cascade effect in which Second Step is more likely to turn off disruptive and oppositional behaviors that are perhaps less ecologically complicated, which in return reduces more complex forms of misbehaviour, such as bullying (Espelage et al, 2015: 467(4)).

Fourth R (Wolfe et al 2009; Cissner & Ayoub 2014)

The Fourth R: Skills for Youth Relationships is an intervention that integrates dating violence prevention with lessons on healthy relationships, sexual health and substance use. It aims to develop relationship skills to promote safer decision making with peers and dating partners.

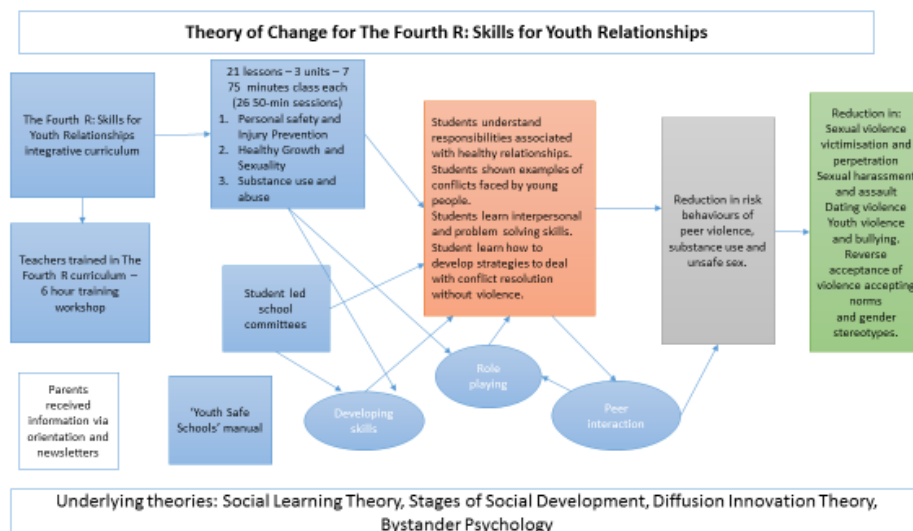


Figure 2: Logic Model of Fourth R

Intervention Inputs

The intervention has two main inputs: the training of the teachers who deliver the Fourth R curriculum as part of the Health and Physical Education curriculum in the classroom; and the actual Fourth R curriculum. These two key inputs are the two main themes in the theory of change. Additional inputs included information for parents and student led 'safe school committees'.

1. Teachers trained in the Fourth R curriculum

Teachers are the key facilitators of the intervention. The initial input is the teacher training in dating violence and healthy relationships. Teachers receive a six-hour training workshop, taught by an educator and a psychologist, to review the materials of the Fourth R curriculum and participate in skill-building exercises for engaging young people. Teachers receive detailed lesson plans, training videos, role-playing demonstrations and received individual feedback. They also have experience of implementing the curriculum for one semester before the trial, increasing their familiarity with the content. That the intervention could be delivered by teachers in receipt of supplementary training was perceived as "...a more sustainable and less expensive strategy compared with programs delivered by non-teachers"(Wolfe et al, 2009: 693(1)).

2. The Fourth R Curriculum

The Fourth R curriculum is taught as part of the regular curriculum without requirements for additional class time or scheduling. This was regarded as a particular strength of the intervention:

The focus on embedding the program into curriculum that meets the guidelines for mandatory classes in high schools provides a vehicle for widespread dissemination and sustainability far beyond that which can be achieved by add-on programs (Wolfe et al, 2009: 698(1)).

The curriculum comprises three units of seven 75-minute classes each; (i) personal safety and injury prevention, (ii) healthy growth and sexuality, and (iii) substance use and abuse. In the Bronx adaptation of Fourth R the curriculum comprises 26 50-minute sessions. The curriculum topics are not addressed independently but the theme of healthy, non-violent relationships are woven throughout the units to increase generalisation across risk situations and behaviours. This has the additional benefit of eliminating “the need for multiple programs targeting overlapping behaviors” (Cissner & Ayoub 2014: ix(2)). The curriculum adopts a gender approach to dating violence highlighting gender specific patterns and factors and matching activities accordingly. Activities and exercises were tailored for boys and girls to maximise relevance and minimise defensiveness in class.

There were detailed lesson plans, video resources, role-play exercises and handouts provided for all lessons. There was ‘extensive skill development’ to enable young people to develop strategies for dealing with pressures and resolving conflict without resorting to violence.

3. Information for Parents

Parents receive information from a Year 9 orientation and from four newsletters that describe the topics taught.

4. Student-led ‘safe school committees’

No detail on these but are mentioned as one of the inputs.

Mechanisms of Change

There are several mechanisms through which the Fourth R is expected to achieve the desired outcomes of the intervention. A key theme within the mechanisms of change is the ‘extensive skill development’ (Wolfe et al, 2009: 693(1)) aiming to give young people positive strategies for dealing with pressures and resolving conflict without abuse or conflict such as negotiation, delay and refusal skills. This is facilitated by giving students detailed examples of conflicts experienced by young people which include peer bullying and dating conflicts. A second theme is the emphasis on interactive learning to engage students:

‘[i]t also makes extensive use of scenarios and role-playing, with the goal of increasing students’ problem-solving skills and providing opportunities to practice new skills...Role-play

is also used in relationship violence scenarios. A wide variety of activities and exercises allow students to engage individually, in pairs, as small groups, or as a class (Cissner & Ayoub, 2014: 33(2))

A sub-theme is the diffusion of the Fourth R curriculum messages across the schools via peer-to-peer contact and or teacher-student contact (Cissner & Ayoub, 2014: 30(2)).

Outcomes

The priority outcomes are reductions in physical dating, sexual harassment/assault, youth violence/bullying, and reversals in acceptance of gender norms and stereotypes, violence and acceptance norms. Additional outcomes are reductions in related risk behaviours of peer violence, substance use, and unsafe sex (i.e. condom use).

TakeCARE (Jouriles et al 2019; Sargent et al 2017)

By using a brief video bystander programme, TakeCARE aims to promote self-efficacy among high school students for increased engagement in bystander behaviour (with the broader goal of reducing relationship violence). TakeCARE aims to ensure that students develop confidence that they can do something to help in risky situation or in situations where violence has occurred. TakeCARE is an acronym for students to remember that an effective bystander is: C—Confident that they can help their friend avoid risky situations, A—Aware that their friends could get hurt in these kinds of situations, R—Responsible for helping, and E—Effective in how they help.

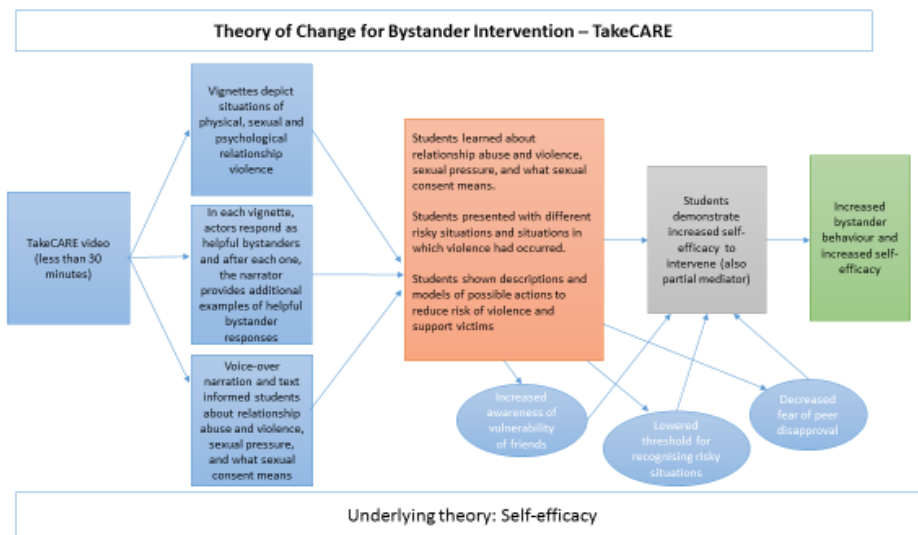


Figure 3: Logic model of TakeCARE

Intervention Inputs

The video is the key input of the TakeCARE intervention, delivered to the students by high school staff in the classroom. There are no inputs around teacher or staff training. This, according to the authors, makes TakeCARE an 'inexpensive' and 'easily scalable' intervention, in contrast to those bystander interventions that are delivered by trained facilitators which can be 'cost-prohibitive for schools desiring campus-wide dissemination' (Sargent et al, 2017: 634(8)).

"...the time and training demands of these programs [e.g. Green Dot] put them beyond the reach of many schools and school districts" (Jouriles et al, 2019: 4(9)).

Mechanisms of change

There are two mechanisms through which the TakeCARE video is expected to achieve the intervention's outcomes. A key theme is the importance of building self-efficacy and showing students how they can be 'more than just a bystander' with three vignettes involving dating violence - one depicts a potentially violent situation, another an actively violent situation, and the third is about support after a risky situation has occurred. In each vignette, the actors respond as helpful bystanders to prevent a negative situation arising, de-escalate a situation, and support a friend after a risky situation has already happened. After each vignette, the narrator provides additional examples of helpful bystander responses that could have been provided. The authors emphasise that TakeCARE offers students 'concrete examples' of what they can say or do (Jouriles et al, 2019: 4); 'not knowing what to do' was identified by the students as the biggest obstacle to responsive bystander action by students in the intervention development meetings (Sargent et al, 2017: 636(8)). Knowledge is the other mechanism and the video conveyed information to students on identifying abusive dating relationships, the definition of, and issues around consent, to sexual activity, and providing support to someone who discloses that non-consensual or distressing consensual has already occurred.

Jouriles et al (2019: 12(9)) suggests that additional mechanisms may have been at play and "...might include increased awareness of the vulnerability of friends to violence, a lowered threshold for recognizing risky situations and therefore intervening, or a decreased fear of peer disapproval for saying or doing something to help protect friends."

Outcomes

The TakeCARE intervention is expected to achieve the following outcomes: students are expected to increase their self-efficacy and responsibility which ultimately, should lead to increased bystander behaviour. Jouriles et al (2019: 12(9)) acknowledge that while this study focused on bystander

behaviour as an outcome, the ultimate goal of bystander programmes is to reduce rates of campus violence.

Intervention typology and components: in-depth tables

Table 5. In-depth description of intervention typology

Category	Description	Example	Frequency
Intervention type			
Single-component interventions	<p>Generally brief (e.g., 25-30 minutes) single sessions or a few sessions (5 or less).</p> <p>Often delivered through a key technology as integral to effectiveness (e.g., video game, online, immersive virtual environments).</p> <p>Delivery may or may not require in-person facilitators.</p> <p>Focuses on a single, or very narrow range, of change mechanism.</p>	<p>“Teen Choices is a three-session web-based multimedia (text, images, audio, video) expert system intervention that integrates, in a stage-matched manner, key content (e.g., warning signs, statistics on dating violence) and activities (e.g., expectations regarding the balance of power in dating relationships) found in evidence-based dating violence prevention programs. However, the intervention experience is individually tailored, with five intervention tracks to meet the unique needs of (a) high-risk victims, (b) high-risk daters, (c) low-risk daters, (d) high-risk nondaters, and (e) low-risk nondaters. Sessions last 25–30 min.” (Levesque et al., 2016)(10)</p>	27% (53)
Curriculum-based interventions	<p>Generally delivered in more sessions (6 or more) and over a longer term (ranging from several weeks to several years).</p> <p>Can be integrated into existing school curriculum (personal, social and health education, etc.) or else delivered in a classroom environment in place of existing subjects for a short period of time.</p> <p>Delivery is by extensively trained external in-person facilitators following specific manuals, lesson plans, or scripts for each session.</p> <p>Focuses on a narrow range of change mechanisms at one or two levels, but does not address higher-level (i.e., structural) change mechanisms.</p>	<p>“This program was implemented on weekends from March to June 2015. Both the experimental group and the control group had six units, each of which was 3 hours long. The first and second units had the same theme (enhancing the concept of sexual harassment, understanding intimacy and personal relationships). Boundary Therefore, the courses are taught together, and the third to sixth units are taught separately, and each group has an 18-hour course. This study invited six experts in gender equality education and sexual harassment prevention to help lead the course, and teachers and social workers with relevant courses and teaching experience served as group discussion co-leaders.” (p. 7, Lee et al., 2018)(11)</p>	13% (25)
Multi-component interventions	<p>Generally delivered using a variety of modes of intervention for varying durations, including but not limited to curriculum, theatre productions, videos, presentations, group and pair discussions, individual work, and the internet.</p> <p>Can address multiple change mechanisms across multiple levels but does not extensively address structural change mechanisms.</p>	<p>“Intervention training began Fall 2010 (beginning Year 1 [Y1]), with the majority (450%) of students in intervention schools receiving a 50-minute introductory persuasive speech delivered by educators (Phase 1). This schoolwide presentation oriented students to their potential role as engaged bystanders and explained how to recognize “red dots” and “green dots.” Green Dot speeches were provided annually to students in the intervention schools. Phase 2 was implemented beginning Spring 2011 (Y2) using the popular opinion leader strategy...Educators worked with high school staff to identify</p>	24% (48)

Category	Description	Example	Frequency
		students as leaders. Leadership qualities were operationalized as students others respected, followed, or emulated and not necessarily those with academic, athletic, or social leadership skills. These students were invited to participate in intensive (5-hour) bystander training. If space permitted, this training was also open for other students. Both training phases focused on violence victimization, perpetration, and on prosocial behaviors to recognize situations that may lead to violence and to act directly to distract or to delegate to others tasks to reduce the likelihood of violence (three Ds).” (p. 567, Coker et al., 2017)(12)	
Multilevel interventions	<p>Use a variety of modes over several ecological levels in schools, beyond just instructing students or school personnel.</p> <p>Integrate explicit components relating to social structural or structural environmental domains.</p> <p>Address a range of change mechanisms over multiple ecological levels.</p>	The GEMS program includes multiple activities with teachers, students and parents. The capacity building of select teachers to lead the program lies at the core of the program. The key GEMS components include orientation of all school staff, classroom-based GEAs with students of class 6 to 8 and school-based campaigns. All these are implemented over two academic years. The program uses school-based platforms to engage parents and encourage students to take classroom discussions home through a GEMS diary. (p. 8, ICRW 2017)(13)	36% (70)
Intervention target			
Focus on perpetrators and victims	Focuses on perpetration and/or victimisation change pathways, for example: Reducing sexually coercive behaviour; Practicing nonviolent coping skills; Increasing assertive resistance self-efficacy; or Correcting myths about the acceptability of the use of violence.	<p>“The program’s objectives were to have participants:</p> <ol style="list-style-type: none"> 1.Understand acquaintance rape and its frequency, rape laws and the relation of rape to violence and coercion. 2.Explore feelings about acquaintance rape, and discuss teasing, honesty in dating, decision-making, aggression, submission and assertion. 3.Learn about the cultural forces contributing to the frequency and social acceptance of acquaintance rape, such as traditional gender stereotypes, media violence and cultural norms and myths. 4.Learn about the role of inconsistent verbal and non-verbal communication (i.e. mixed messages), and learn how to 	86% (168)

Category	Description	Example	Frequency
		communicate wants and desires clearly. 5. Identify rape prevention strategies and learn about local sources of victim support." (p. 226, Fay & Medway, 2006)(14)	
Focus on bystanders	Focuses on bystander intervention change pathways, for example: Reducing perceived obstacles to intervention; Practicing intervention steps in risky scenarios; Increasing prosocial attitudes; or Addressing victim-blaming beliefs.	"Three vignettes are used to demonstrate ways in which friends can intervene when they witness risky situations (e.g., sexual pressure or relationship violence) that may result in these negative experiences. Each vignette features coed groups of racially and ethnically diverse students in common adolescent settings (e.g., at a friend's house or school). In each scene, the teens are faced with a particular risky situation. Depending on the situation, the video demonstrates effective bystander responses illustrating how to (a) prevent a negative event from happening, (b) de-escalate or discontinue an ongoing situation, or (c) support a peer after a negative event has occurred." (p. 6, Jouriles et al., 2019)(9)	27% (52)
Domains of implementation			
Student intrapersonal focus	Focused on helping students reflect and consider their own attitudes, opinions, beliefs, behaviours	"The EP aimed to decrease gender-inequity, such as ideologies of male superiority that legitimize control of women by men, which are considered motivating factors contributing to the IPV-prevalence and preventing women from negotiating safe sex practices...Consequently, lessons were designed for to modify gender power inequities and norms that legitimate male control in relationships, increase the agency of females in regard to relationships and sexuality, improve communication to prevent the use of violence in relationships, and increase skills and motivation to increase condom use and delay sexual debut." (p. 19, Fonn, 2017)(15)	86% (168)
Student interpersonal focus	Focused on developing relationships between students and focusing on interpersonal aspects of student behaviour	"The group sessions are aimed at promoting dialog and social interactions as a means of learning. The sessions covered themes such as gender, emotional education, peaceful coexistence, sex education, economic empowerment, and community participation." (p. 217, Bando et al., 2019)(16)	64% (126)
Staff	Focused on changing staff capacity and expertise to address DRV/GBV. Focused on training staff to deliver program components	"All LO teachers were invited to attend 2 days training at the start of the study and refresher training on three occasions over the following 14 months. Most teachers attended the initial training and one	48% (95)

Category	Description	Example	Frequency
		further training day. LO teachers were introduced to the materials and given more background on the issues covered. In addition, they were trained in positive discipline and classroom management, stress and coping and putting policies and values into action. Positive discipline training was offered to all teachers in each intervention school." (p. 5, Jewkes et al., 2019)(17)	
Structural, social	Focused on impacting school-level functions and social contexts (policies, practices, norms) that influence DRV/GBV	"Parent and community outreach – The GEMS program aims to use contextually available institutional platforms, such as student clubs or groups, teachers' meetings, and parent-teacher association/committees, to engage students, teachers and parents to discuss, reflect and support efforts to challenge and change inequitable gender norms. Community campaigns are also encouraged." (p. 9, ICRW, 2017)(13)	30% (58)
Structural, environmental	Focused on improving physical features of a school building environments to address DRV/GBV	"a bathroom campaign with signs in the male and female bathrooms that discuss healthy relationships and identify the SHC as a resource" (p. 4, Miller et al., 2015)(18)	13% (25)

Table 6. In-depth description of intervention components

Category Component	% (N)	Description	Exemplar
Student Components	n/a	Components that address student-level change mechanisms.	n/a
Discussion Activities	80% (61)	Students engage with each other or an instructor to answer questions, share ideas, or pose solutions to problems.	n/a
Group Discussions	78% (59)	Conversation between a group of students guided by central questions, themes, or recently viewed media about DRV/GBV topics.	"Writing was followed by small-group discussions, followed by whole-class discussion." (p. 416, Malo-Juvera, 2012)(19)
Partner/Pair Discussions	9% (7)	Conversation two students guided by central questions, themes, or recently viewed media about DRV/GBV topics.	"A wide variety of activities and exercises allow students to engage individually, in pairs, as small groups, or as a class."

Category Component	% (N)	Description	Exemplar
			(p. 32, Cissner & Ayoub, 2014)(2)
Question and answer	20% (15)	Students provide answers to a series of linked questions posed to them by a facilitator usually in a large group.	"The facilitator then asked the boys to close their eyes and imagine for a moment that one of these terms was being shouted at them. They were then asked how they felt being at the receiving end." (p. 4, Achyut et al., 2011)(20)
Visual/Image-Based Activities	58% (44)	The use or creation of visual materials communicating messages about DRV/GBV-related topics.	n/a
Comic strips/Cartoons /Pictures	16% (12)	Students read or watch material that presents DRV/GBV in a setting with fictional characters, such as a comic strip or cartoon.	"...comic workbooks with a series of characters and story lines...it included several features designed to address gender issues and rape-myth beliefs relevant to perpetration and experience of forced sex." (p. 3, Jemmott et al., 2018)(21)
Video Games	13% (10)	Students interact with, make choices, and play games through a computer, phone, or online.	"Participants received training in assertive resistance skills from a female facilitator and practiced skills in IVE [immersive virtual experience] simulations of sexually threatening situations. The participants experienced the IVE through the use of a virtual-reality headset." (p. 319, Rowe et al., 2015)(22)
Films, videos, etc.	39% (30)	Students watch film or videos about DRV/GBV topics.	"The video provides information about relationship abuse and violence, sexual pressure, and what sexual consent means. The video highlights the likelihood of relationship violence or abuse occurring within students' peer groups, and how students can be "more than just a bystander" to take care of their friends in risky situations." (p. 6, Jouriles et al., 2019)(9)
Posters, visual campaigns	14% (11)	Students create posters, art installations, or other media about the topic of DRV/GBV to be displayed around or to the community.	"The poster contest encouraged treatment school students to create posters on the prevention of dating violence. Although not all students created a poster, all were exposed to the messages in the posters because each student was required to vote for the best three in his or her school." (p.

Category Component	% (N)	Description	Exemplar
			46, Foshee et al., 1998)(23)
Competition Activities	24% (18)	Students compete in some way, either individually, in pairs, or in teams.	n/a
Debates	7% (5)	Students are divided into different groups and given a perspective (which they may or may not agree with) to argue in favor of in a structured format.	"[participate in a] video debate about the bystander approach intervention...roles of victim, aggressor, and bystander." (p. 6, Table 1, Dos Santos et al., 2019)(24)
Games (general)	22% (17)	Students play games with each other, like matching games, that involve some element of competition and/or reward.	"...watch facilitators perform a role-play demonstrating assertive communication skills in a relationship context, and then have the opportunity to practice their own assertive communication skills in a group game." (p. 290, Joppa et al., 2016)(25)
Game shows	1% (1)	Students compete against other students or fictional characters through a series of activities or challenges for a final prize or goal.	"Based on a 'Game Show' concept...PR:EPARe, the dynamic of the game interaction involves: (1) group participation on the correct response to the 'questions and answers' round, where six scenarios on potential coercive behaviour are narrated by the game show host." (p. 22, Arnab et al., 2013)(26)
Guided Practice Activities	83% (63)	Students practice some behavior, element, and/or receive feedback.	n/a
Role play	57% (43)	Students take on the role of a character in a pre-defined situation and try out different ways of interacting or responding to the situation, for instance as a bystander to DRV/GBV.	"Examples of peer and dating conflicts faced by teens were provided, as were role-play instructions designed to increase interpersonal and problem-solving skills." (p. 693, Wolfe et al., 2009)(1)
Scenarios/vignettes	34% (26)	Students read a description of a DRV/GBV-related situation and consider, discuss, and/or write answers to questions and prompts about the situation.	"The intervention included five scenarios designed to answer the questions- Who to report bullying to, Why report bullying, What to report, Where to report, and When to report bullying." (p. 87, Merrell, 2004)(27)

Category Component	% (N)	Description	Exemplar
Not Otherwise Specified	43% (33)	Students generate their own situations and/or discuss ways to respond to potential situations but do not engage in role-playing or reading scenarios/vignettes.	"IMpower teaches boundary recognition and boundary setting (e.g., name harmful behaviors, warn about consequences), negotiation and diffusion tactics, verbal assertiveness (e.g., yell if threatened), and physical defense skills, with the self-efficacy to implement these skills." (p. 3, Decker et al., 2018)(28)
Reflection/ Thinking Activities	78% (59)	Students engage in processing material individually or are allowed time for reflection after group-based activities.	n/a
Workbooks/ worksheets/ writing	58% (44)	Students complete written work, such as reflection questions or fill-in-the-blank questions, often as homework after an educational activity to reinforce information from that activity.	"GEMS Diary: a student's book with games, activities, quizzes and messages to reinforce the classroom sessions and take the conversation to families. Classroom sessions discuss the GEMS diary." (p. 9, ICRW, 2017)(13)
Diary-keeping	7% (5)	Students keep a personal record of thoughts and reflections about what they learn and how they feel as part of participating in the program, can be guided by daily prompts or questions.	"...individualized journaling activities at each grade level to help students personalize information." (p. 1472, Peskin et al., 2014)(29)
Individual reading material	64% (49)	Students read information relating to DRV/GBV, such as statistics or content correcting myths about violence, can be done in the classroom or as homework.	"...participants are asked to read scientific information that provides evidence that individuals have the potential to change. They read about neurological and behavioral studies showing that behaviors are controlled by "thoughts and feelings in brains," and that pathways in the brain have the potential to be changed under the right circumstances." (p. 12, Fernandez-Gonzalez et al., 2020)(30)
Narrative-Based Activities	33% (25)	Students listen to or share their own experiences of DRV/GBV.	n/a
Sharing Personal Stories	21% (16)	Students or facilitators share stories of witnessing, experiencing, or perpetrating DRV/GBV.	"... facilitators also encouraged women to share assault experiences. Survivors were linked to the Sexual Assault Survivors Anonymous program, which holds free weekly meetings in all the informal settlements where Ujamaa operates." (p. 819, Baiocchi et al., 2017)(31)

Category Component	% (N)	Description	Exemplar
Reading or Hearing Stories	11% (8)	Students read, watch on video, or listen to an audio recording of stories from DRV/GBV survivors, perpetrators, and/or bystanders.	"Velma was given the entire class period to tell her story of dating this boy in high school who she eventually married. She shared her experiences of violence and described how violence was the center of her relationship with him until she found the strength and courage to get out of the relationship." (p. 73, Roberts, 2009)(32)
Theatre/ Performance	9% (7)	Creating, performing, or watching and discussing plays or theatre about DRV/GBV topics and situations.	"The play was comprised of short scenes in which male and female peer-educators performed examples of sexual harassment (both victimization and perpetration) and of reactions to them." (p. 876, de Lijster et al., 2016)(33)
Guidance	n/a	Who is guiding the student(s) through the program material(s)?	n/a
Self-paced	16% (12)	Students work through program content and activities on their own and at their own speed.	" <i>Media Aware</i> consists of four highly interactive, self-paced modules, each designed to be completed within one traditional class period." (p. 148, Scull et al., 2021)(34)
Peer-facilitator-led	8% (6)	Students are guided through program content by older or previously trained peers.	"A school-wide norms component that featured a small group of students (called a peer team) who developed activities to reinforce key program messages outside the classroom." (p. 610, Coyle et al., 2019)(35)
Adult-facilitator-led	86% (65)	Students are guided through program content by adults such as teachers or local crisis center advocates.	"Metro-Dade Family and Victim Services designed the treatment group model and supplied the counselors to facilitate the treatment group." (p. 40, Miller, 1998)(36)
Program Gender/Sex Composition	n/a	Whether program activities took place in single or mixed gender/sex groups	n/a
Mixed-Gender/Sex activities	72% (55)	Program activities take place in groups where students interact with students of other sex/gender identities to themselves.	"...sessions were taught to mixed-sex groups." (p. 7, Gage et al., 2016)(37)
Single-Gender/Sex activities	24% (18)	Program activities take place in groups where students interact with students of similar sex/gender identity to themselves.	"...the sessions on sexuality and sexual violence occurred with the separation of adolescents into same-sex groups, that is, the first author acted as a facilitator for the boys' group and a

Category Component	% (N)	Description	Exemplar
			psychologist from the same laboratory acted with the girls." (p. 19, Filho, 2017)(38)
Miscellaneous	n/a	Unique components that do not fit into other categories.	n/a
Personal Safety Apps	1% (1)	Sharing, endorsing, or creating school-customized versions of safety apps and software for students to use, like Circle Of 6.	"The Circle of 6 application (app) (version 2.0.5, Tech for Good, New York, NY, USA) is made available to students, which helps individuals contact support if threatened by/experiencing DRV." (p. 3, Meiksin et al., 2020)(39)
Non-Student Components		Components that address non-student change mechanisms.	n/a
School Personnel	45% (34)	Components which address school-personnel as change mechanisms.	n/a
Training Activities (as facilitators)	32% (24)	Activities like workshops or discussions to enable school personnel to deliver the student program.	"The program consists of a 60-minute training for coaches led by a trained violence prevention advocate to introduce the Coaches Kit (available at http://coachescorner.org), which provides strategies for opening conversation about violence against women with athletes." (p. 432, Miller et al., 2012)(40)
Training Manual/Materials (as facilitators)	33% (25)	Materials like a trainer manual, lesson plans, or presentation scripts to enable school personnel to deliver the student program.	"Each facilitator received a facilitator's manual [...] which includes the developmental guidance unit on sexual harassment and met with the principal investigator for an initial orientation." (p. 90, Sabella, 1995)(41)
Tracking Fidelity/Progress (as facilitators)	13% (10)	Actively tracking program fidelity, like completing checklists or reporting weekly progress through content, as part of the role of program facilitator.	"Teachers completed online implementation logs after completing each lesson, which assessed the teacher's perceptions of student engagement and what components of the lesson they completed." (p. 181, Espelage et al., 2013)(6)
Access to Expert Support (as facilitators)	17% (13)	Opportunities to engage with program experts, local experts/resources, booster sessions, troubleshooting help, etc.	"Teachers were encouraged to call the researcher at any time during the study with questions or requests for further information and the researcher sent copies of current articles that were relevant to the subject published during the

Category Component	% (N)	Description	Exemplar
			study." (p. 54, Durand et al., 1997)(42)
Educational Activities (as participants)	25% (19)	Activities like workshops or discussions for school personnel designed to communicate about skills and knowledge in their role as school personnel, and NOT to train them as program facilitators.	"...a 60-minute workshop (i.e., school personnel workshop) for school personnel that provides them with knowledge about RA and SA and the critical role of bystanders in preventing these forms of aggression. The workshop was developed alongside the student program. The workshop provides school personnel with specific behavioral strategies for how they can talk to teens about RA and SA, model healthy attitudes and behaviors for teens, and intervene safely and effectively in situations of teen RA and SA." (p. 162, Edwards et al., 2020)(43)
Educational Materials (as participants)	16% (12)	Materials like newsletters, weekly emails, or other content passively distributed to school personnel designed to communicate about skills and knowledge in their role as school personnel, and NOT to train them as program facilitators.	"All teachers/staff in DM schools were asked to complete a CDC-developed online educator training that provided information and resources regarding TDV and motivated participants to implement prevention measures in their schools." (p. 16, Niolon et al., 2019)(44)
Parent/ Guardian/ Family Members	20% (15)	Components which address students' family members (parents, guardians, siblings, etc.) as change mechanisms.	n/a
Co-Participation with Students	11% (8)	Opportunities for parents, guardians, and/or family members to participate in student programming alongside their student(s).	"...parents joined the adolescent in the last session to practice the healthy communication skills in negotiating around curfews and dating." (p. 412, Gonzalez-Guarda et al., 2015)(45)
Educational Activities	7% (5)	Activities like workshops or discussions for parents, guardians, and/or family members.	"Another step involved a parent orientation coordinated by the local parent teacher association approximately 1 week prior to program implementation. The purpose of the meeting was to explain the program to parents, encouraging them to discuss assigned homework with their children, and to identify community resources for additional support." (p. 226, Macgowan, 1997)(46)

Category Component	% (N)	Description	Exemplar
Educational Materials	12% (9)	Materials like newsletters, weekly emails, or other content passively distributed to parents, guardians, and/or family members.	"Educational booklets were distributed among parents to involve them, especially mothers, in violence prevention education to their daughters and reinforce messages learned at the school." (p. 988, Ekhtiari et al., 2014)(47)
Structural, Environmental	16% (12)	Components which address environmental change mechanisms.	n/a
Common Space Visual Materials	13% (10)	Materials like posters, art installations, or other medium put in school hallways, on school walls, where any member or visitor to the school community could consume the messaging.	"Posters were put up around the school to increase TDV awareness to encourage students to report situations of TDV and harassment to school officials. Posters were used to help increase awareness and reporting of dating violence and harassment to school personnel." (p. 14, Mabin, 2019)(48) (Taylor, 2011)(49)
Tracking/ Monitoring School Spaces	8% (6)	Mapping of areas where violence often or is likely to occur AND taking steps to monitor those spaces (i.e. having staff visit those areas more frequently).	"School counselors or <u>and</u> designated teachers worked with representative groups of students to identify "hotspots" where students said they felt either <u>feel</u> safe and unsafe. <u>A map of the school with colours depicting the safety of the areas were</u> Students used a blue print or other rendering of the school grounds and colored in the places that they felt unsafe (red), safe (green), and unsure of safety (yellow) with colored pencils. The map results are then aggregated and used by the school's safety and supervisory personnel <u>to school to improve security</u> adjust security and supervisory operations to the school "hot spots" and improve the school environment." (p. 28, (Taylor & Mumford, 2015)(50)
Structural, Social	38% (29)	Components which address social change mechanisms.	n/a
School Policy Review	13% (10)	Creating, revising, updating, or reviewing of existing school, board, or district-level policies on DRV/GBV.	"School teams...comprising principal, teachers, school safety officer, a parent representatives, local police officer...implement a school safety audit and safety plan." (p. 1824, Mathews et al., 2016)(51)

Category Component	% (N)	Description	Exemplar
Creating School Clubs	9% (7)	Creating student clubs, committees, or organizations that encourage students to engage with the topic of DRV/GBV.	"These focused on joys and problems of school, communication, conflict and negotiation with caregivers and friends, gender, dating and relationships, safety in relationship and coping with stress." (p. 5, Jewkes et al., 2019)(17)
Service-in-Reach	16% (12)	Bringing in local resources (e.g. from the local rape crisis center) or creating partnerships between local resources and the school that go beyond program delivery/facilitation.	"SafePlace counsellors were available to assist school counsellors by providing school-based counselling and advocacy for victims of sexual and domestic violence." (p. 215, Rosenbluth et al., 2004)(52)
Local Customization	13% (10)	Adapting or altering aspects of the program in consultation with local partners, or in order to customize the program to the school/community.	"An important element of Jesse's development has been socio-cultural sensitisation to Caribbean context, through consultation with groups of young people in Barbados, input from Caribbean experts and the inclusion of real world information, local dialects, voices and characterisations." (p. 262, Boduszek et al., 2019)(53)

Intervention components analysis: study-level coding

Table 7. Intervention typology study-level coding

Linked Reference	Intervention type				Intervention focus		Intervention domains of implementation				
	Single-component	Curriculum	Multi-component	Multilevel	Perp/Vic focused	Bystander focused	Intra personal	Inter personal	School Personnel	Structural Environ	Structural Social
Achyut 2011 (Campaign)(20)				x	x			x	x		x
Achyut 2011 (GEA and campaign)(20)				x	x	x	X	x	x		x
Achyut 2016(54)				x	x	x	X	x	x		x
Ainoa 2020(55)			x		x		X		x		
Arnab 2012(56)	x				x		X				

Linked Reference	Intervention type				Intervention focus		Intervention domains of implementation				
	Single-component	Curriculum	Multi-component	Multilevel	Perp/Vic focused	Bystander focused	Intra personal	Inter personal	School Personnel	Structural Environ	Structural Social
AVA 2013(57)				x	x		X	x	x	x	x
Avery-Leaf 1997(58)			x		x		X		x		
Baiocchi 2017(31)		x			x		X	x			
Baker 2014(59)			x			x	X	x	x		
Ball 2009(60)				x	x		X	x	x	x	x
Ball 2015(61)		x			x		X	x			
Bando 2019(16)				x		x		x	x	x	x
Beardall 2008(62)			x			x	X	x			
Belknap 2013(63)	x				x		X				
Bell 2006(64)	x				x		X				
Boduszek 2019(53)	x					x	X				
Brunk 1993(65)	x				x			x			x
Bruno 2020(66)			x			x	X	x			
Busch-Armendariz 2008(67)			x		x		X		x		
Cahill 2019(68)				x	x		X	x	x		
Cameron 2007 (CAAR)(69)	x				x		X		x		
Cameron 2007 (CPVFK)(69)				x			X	x	x		
Cameron 2007 (FSACC)(69)	x				x		X				
Cameron 2007 (Making Waves)(69)				x	x		X	x	x		x
Cascardi 2014(70)			x		x		X		x		
Chamberland 2014(71)	x				x		X				
Cheney 1998(72)		x			x		X	x			
Chiodo 2017(73)				x	x		X	x	x		x
Chipeta 2019(74)				x	x		X	x	x		x

Linked Reference	Intervention type				Intervention focus		Intervention domains of implementation				
	Single-component	Curriculum	Multi-component	Multilevel	Perp/Vic focused	Bystander focused	Intra personal	Inter personal	School Personnel	Structural Environ	Structural Social
Cissner 2014(2)			x		x		X	x	x		
Cockcroft 2019(75)			x		x		X		x		
Coker 2017(12)			x			x		x			x
Cooper 2017(76)			x		x		X	x	x		
Coyle 2019(35)				x	x		X	x		x	x
Cramer 2015(77)	x				x		X	x			
CRG 2016(78)			x		x		X	x			
Crooks 2013(79)				x	x		X	x	x		x
Crooks 2018(80)				x	x		X	x	x		x
Cutbush 2017(81)				x	x	x	x	x	x		
Decker 2018(28)		x			x		x				
deLijster 2016(33)			x		x		x	x			
Devries 2017(82)				x	x		x	x	x	x	x
Diegel 1999(83)		x			x		x	x			
DMSS 2012(84)				x	x		x	x	x		x
Dos Santos 2019b(24)	x					x	x	x			
Dozois 2016(85)				x	x		x	x	x		x
Dunlop 2018(86)				x	x		x	x	x		x
Durand 1997(42)	x					x		x	x		
Edwards 2019a(87)				x		x		x	x		
Edwards 2019b(88)				x		x		x	x		
Eisman 2019(89)			x		x		x	x	x		
Ekhtiari 2014(47)				x	x		x		x		
Elias-Lambert 2010(90)			x		x		x		x		
Elias-Lambert 2015(91)	x				x		x	x			
Enriquez 2012(92)			x		x		x	x	x		

Linked Reference	Intervention type				Intervention focus		Intervention domains of implementation				
	Single-component	Curriculum	Multi-component	Multilevel	Perp/Vic focused	Bystander focused	Intra personal	Inter personal	School Personnel	Structural Environ	Structural Social
Espelage 2013(6)			x			x	x		x		
Exner-Cortens 2020(93)				x	x		x	x	x		x
Farrelly 2020(94)				x	x		x	x	x		x
Fawson 2016(95)	x				x	x	x	x			
Fay 2006(14)	x				x		x				
Fernandez-Gonzalez 2020(30)	x				x		x				
Filho 2017 (study a)(38)		x			x		x				
Filho 2017 (study b)(38)				x	x	x	x		x		
Foshee 1998(23)				x	x	x	x	x	x	x	x
Gage 2016(37)			x		x	x	x	x	x		
Gale 2011(96)	x					x		x	x		
Garces-Foley 2017(97)				(x)	x						x
Garcia-Escobar 2020(98)			x			x		x	x		
Gardner 2005(99)		x			x		x				
Garmaroudi 2016(100)	x				x		x				
Genereux 2020(101)			x		x	x	x	x	x		
Genoves 2009(102)			x		x		x	x	x		
Gibbs 2016(103)				x	x	x	x	x	x		
Gonzalez 2014(104)		x			x		x	x			
Gonzalez-Guarda 2015(45)				x	x	x	x	x	x		
Grimm 2011(105)	x				x		x				
Guillot-Wright 2018(106)	x				x		x				
Hale 2012 (France)(107)	x				x		x				
Hale 2012 (Spain)(107)			x		x		x		x		
Hale 2012 (UK)(107)		x			x			x			

Linked Reference	Intervention type				Intervention focus		Intervention domains of implementation				
	Single-component	Curriculum	Multi-component	Multilevel	Perp/Vic focused	Bystander focused	Intra personal	Inter personal	School Personnel	Structural Environ	Structural Social
Hall 2016(108)				(x)	x						x
Harrington 2019(109)		x			x		x	x			
Henderson 2002(110)			x		x		x	x		x	
Henshaw 2016(111)	x					x		x			
Hertel 2020(112)			x		x		x	x	x		
Jaime 2016(113)			x		x	x	x	x	x		
Jalušič 2019(114)				x	x	x	x	x	x		x
Jaycox 2006(115)	x				x		x				
Jemmott 2018(21)		x			x		x				
Jewkes 2019 (Skhokho schools and families)(17)				x	x		x	x	x		x
Jewkes 2019 (Skhokho schools)(17)				x	x		x	x	x		x
Jones 2010(116)	x				x		x	x			
Joppa 2016(25)	x				x		x	x			
Jorba 2012(117)	x				x		x				
Jordan 2018(118)	x				x	x	x	x			
Jouriles 2019(9)	x					x		x			
Jung 2013(119)		x			x		x				
Kearney 2016(120)				x	x		x	x	x		x
Keddie 2020(121)				x	x		x	x	x		x
Kelly de Albuquerque 2020(122)	x				x			x			
Kempes 2010(123)			x		x		x		x	x	
Kershner 1995(124)	x				x		x				
Kervin 2010(125)		x			x	x	x	x			
Knowles 1997(126)	x				x				x		x
Lapointe 2018(127)				x	x		x	x			x

Linked Reference	Intervention type				Intervention focus		Intervention domains of implementation				
	Single-component	Curriculum	Multi-component	Multilevel	Perp/Vic focused	Bystander focused	Intra personal	Inter personal	School Personnel	Structural Environ	Structural Social
Lee 2018(11)		x				x		x			
Lerner 1999(128)				(x)	x						x
Levesque 2016(10)	x				x		x				
Levesque 2017(129)	x				x		x				
Louden 2016(130)				x	x		x	x	x	x	x
Lynch 2014(131)	x				x		x				
Macgowan 1997(46)			x		x		x		x		
Madsen 1994(132)			x		x		x	x	x		
Makleff 2019(133)		x			x		x	x			
Malo-Juvera 2012(19)			x		x		x				
Maphosa 2018(134)	x				x		x	x			
Mathews 2016(51)				x	x		x		x	x	x
Matos 2006(135)	x				x		x				
Maxwell 2010(136)				x	x		x	x	x	x	x
McElwee 2020(137)	x				x		x	x			
McGinn 2017(138)	x				x		x				
Meiksin 2020(39)				x	x	x	x	x	x	x	x
Merrell 2004(27)		x				x	x	x			
Merrill 2018(139)			x		x		x				
Mgalla 1998(140)				(x)		x			x		
Miller 1998(36)		x			x		x	x			
Miller 2012(40)			x		x	x	x	x	x		
Miller 2015(3)				x	x		x		x	x	x
Miller 2020(141)			x		x	x	x	x	x		
Mills 1998(142)			x		x		x	x			
Muck 2018 (PP)(143)	x				x		x				

Linked Reference	Intervention type				Intervention focus		Intervention domains of implementation				
	Single-component	Curriculum	Multi-component	Multilevel	Perp/Vic focused	Bystander focused	Intra personal	Inter personal	School Personnel	Structural Environ	Structural Social
Muck 2018 (SPP)(143)	x				x		x				
Munoz-Rivas 2019(144)		x			x		x				
Murray 2019(145)				x	x		x		x		
Murta 2016(146)		x			x		x	x			
Namy 2015(147)				x	x		x			x	x
Nicholson 2018(148)				x	x		x	x	x	x	x
Niolon 2019 (Dating Matters)(44)				x	x	x	x	x	x	x	x
Niolon 2019 (Safe Dates)(44)		x			x	x	x	x			
Noonan 2009 (Expect Respect)(149)		x			x		x	x			
Noonan 2009 (Men of Strength)(149)		x			x		x	x			
Oliveira 2016(150)	x				x		x				
Ollis 2011(151)				x	x		x	x	x		
Ollis 2017(152)			x		x		x	x			
Ouellett 1998(153)	x				x				x		x
Pacifici 2001(154)	x				x		x	x	x		
Payne 2018(155)				(x)		x			x		
Perez-Marco 2020(156)			x		x		x	x			
Peskin 2014(29)				x	x		x	x			
Peskin 2019(157)				x	x		x	x	x		
Racionero-Plaza 2020(158)		x			x		x	x			
Raible 2017(159)				x	x				x	x	
Roberts 2009(32)			x		x		x	x			
Rogers 2018(160)			x		x			x		x	
Rosenbluth 2004(52)				x		x	x	x	x		x

Linked Reference	Intervention type				Intervention focus		Intervention domains of implementation				
	Single-component	Curriculum	Multi-component	Multilevel	Perp/Vic focused	Bystander focused	Intra personal	Inter personal	School Personnel	Structural Environ	Structural Social
Rowe 2015(22)	x				x		x				
Sabella 1995 (Adult guided)(41)			x		x		x		x		
Sabella 1995 (Peer guided)(41)			x		x		x				
Sabella 1995 (Self guided)(41)		x			x		x				
Sanchez-Jimenez 2018(161)			x		x		x	x			
Sanders-McDonagh 2015(162)				x	x		x	x	x		x
Sargent 2017(8)	x					x		x			
Sarr 2019(163)				x	x		x	x	x		x
Schwandt 2016(164)				x	x	x	x	x	x		x
Scull 2018(165)			(x)		x		x	x	x		
Scull 2021(34)	x				x		x				
Shevlin 2020(166)				x	x		x	x	x		x
Silverman 2000(167)		x			x		x				
Singh 2013(168)			x			x		x		x	
Sorbring 2015(169)	x				x		x				
Taylor 2008 (Interaction-based)(170)	x				x	x	x	x			
Taylor 2008 (Law and justice)(170)	x				x		x				
Taylor 2011 (Building and classroom)(49)				x	x	x	x	x	x	x	x
Taylor 2011 (Building)(49)				(x)		x				x	x
Taylor 2011 (Classroom)(49)			x		x	x	x	x	x		
Taylor 2015(50)				x	x	x	x	x	x	x	x
Tello 2013(171)			x		x		x	x	x		

Linked Reference	Intervention type				Intervention focus		Intervention domains of implementation				
	Single-component	Curriculum	Multi-component	Multilevel	Perp/Vic focused	Bystander focused	Intra personal	Inter personal	School Personnel	Structural Environ	Structural Social
Tilbury 2019(172)				x	x		x				x
Turner 2006(173)				x		x	x	x	x		x
Tutty 2011 (Fourth R)(174)				x	x		x	x	x		x
Tutty 2011 (Healthy Relationships for Youth)(174)			x		x		x	x			
Tutty 2011 (Making Waves)(174)				x	x		x	x	x		x
Tutty 2011 (R+R)(174)			x		x		x	x			
UNICEF 2016(175)				x	x		x	x	x		x
Walther 1986(176)	x				x		x				
Walton 2007(177)	x				x			x			
Watson 2012(178)				x	x	x	x	x	x	x	x
Watts 2016(179)				x	x		x	x	x	x	x
Weingarten 2018(180)			x		x		x	x	x		
Wernick 2013(181)	x					x	x				
Williams 2017(182)			x			x	x	x			
Wilson 2005(183)				(x)	x						x
Winegust 2015(184)	x					x	x	x			
Wolfe 2009(1)				x	x		x	x	x		x
Yoder 2020(185)				x	x		x	x	x	x	x
Yom 2005(186)	x				x		x				

Extra information for RQ2

Study design characteristics

Study design characteristics for each of the evaluated interventions are shown in Table 8.

Table 8: Study design characteristics for interventions evaluated for process and implementation outcomes

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
AHYR strategy	Dozois 2016(85)	Non-comparative: AHYR strategy	North America	Canada	Secondary schools across a single province	Prospective evaluation	To evaluate the implementation of the intervention.
Athletes as leaders	Harrington 2019(109)	Non-comparative: Athletes as leaders	North America	USA	A single high school that implemented the intervention over several years	Implementation evaluation of a GBV intervention in a single high school	To evaluate the impact and implementation of a GBV intervention with female athletes
Beyond Victims and Villains BVV audio-drama intervention	Cockcroft 2019(75)	Non-comparative: Beyond Victims and Villains BVV audio-drama intervention	Africa	Botswana	Schools in four districts	Retrospective evaluation	To establish what proportion of the teachers trained to use the BVV educational materials had started to use them with students, to examine the factors related to implementation, and to explore their experience of using the materials
Bringing in the Bystander—High School Curriculum [BITB-HSC]	Edwards 2021(187)	Bringing in the Bystander—High School Curriculum [BITB-HSC] vs. no intervention [PE in intervention arm only]	North America	USA	High schools across the participating province	Retrospective process evaluation of a trial	To explore the feasibility of BITB-HSC, specifically, adherence to program model and program dosage among high school student participants; to explore the acceptability of BITB-HSC among the high school students who participated in the program; to explore acceptability of the BITB-HSC among teachers; to

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
							explore staff engagement to the intervention; explore whether staff knowledge and attitudes changed, and whether these outcomes were associated with staff engagement.
Bringing in the Bystander—High School Curriculum [BITB-HSC]	Edwards 2019(88)	Non-comparative: bystander-focussed violence prevention curriculum	North America	USA	Four public high schools and one community-based agency	Unclear	To obtain feedback on the revised version of the BITB-HSC and to examine its implementation including multiple aspects of implementation (fidelity, process, and acceptability)
Building Relationships in Greater Harmony Together (BRIGHT) single + 5-session boost	Cascardi 2014(70)		North America	USA	Six urban middle schools in economically disadvantaged neighbourhoods	cRCT	To evaluate the implementation of the intervention. Particular attention was given to the school context, such as the process of school and teacher recruitment, the program model, and classroom implementation of the dating violence prevention program in four areas: teacher training, student outcomes, program fidelity, and student engagement.
Building Relationships in Greater Harmony Together (BRIGHT) single	Cascardi 2014(70)	Building Relationships in Greater Harmony Together (BRIGHT) single session vs.	North America	USA	Six urban middle schools in economically disadvantaged neighbourhoods	cRCT	To evaluate the implementation of the intervention. Particular attention was given to the school context, such

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
session		BRIGHT single + 5-session boost vs. no intervention					as the process of school and teacher recruitment, the program model, and classroom implementation of the dating violence prevention program in four areas: teacher training, student outcomes, program fidelity, and student engagement.
Bystander intervention curriculum	Lee 2018(11)	Bystander intervention curriculum vs active control	Asia	Taiwan	Senior high school	RCT	To evaluate students' experience of the course, and to generate qualitative data about how the intervention had changed outcomes.
Bystanders	Jalušič 2019(114)	Non-comparative: Bystanders	Europe	Slovenia	Twelve schools in multiple EU countries piloted the intervention (3 in each country, implemented simultaneously). The results in this paper focus on 3 schools in Slovenia. These schools were state schools, and included one from each type, labelled gymnasium, vocational, and general.	Development and pilot study	To develop and pilot a novel intervention
C&C	Elias-Lambert 2015(91)	Non-comparative: C&C	North America	USA	A single high school that caters for children at high risk of poor outcomes (e.g. failing classes, pregnancy)	Proof of concept pilot and PE	A proof-of-concept evaluation of C&C, a substance abuse and DRV prevention program that integrates digital technologies and devices

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
							with gamebased behavior change techniques
CAMPAIGN	Achyut 2011(20)		Asia	India	Grades 6 and 7 (11-13 years)	cRCT	To understand the changes students experienced and their views about GEMS
CARE face to face	McGinn 2017(138)	CARE face to face vs. CARE virtual world (VW)	Europe	Ireland	A mixed second level, urban school in a large city on the eastern coast of Ireland that caters for students 12-18. The students attending this school could be characterised as coming from a middle-high social economic background	Prospective design and evaluation	To evaluate the efficacy of an intervention delivered in a virtual world as compared to using face to face teaching
CARE virtual world (VW)	McGinn 2017(138)		Europe	Ireland	A mixed second level, urban school in a large city on the eastern coast of Ireland that caters for students 12-18. The students attending this school could be characterised as coming from a middle-high social economic background	Prospective design and evaluation	To evaluate the efficacy of an intervention delivered in a virtual world as compared to using face to face teaching
Centre de prevention de la violence familiale de kent (CPVFK)	Cameron 2007(69)		North America	Canada	High schools across the participating district	Naturalistic evaluation of 4 ongoing interventions as compared to no intervention (no head to head comparison)	To make recommendations for a sustainable comprehensive provincial strategy for youth dating violence prevention in the Province of New Brunswick. These recommendations were to be based on an

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
							empirical evaluation of dating violence prevention programs conducted with high school students in New Brunswick during the autumn of 2005 by five community-based organisations.
Change up	Rogers 2018(160)	Non-comparative: Change up	Europe	England	Two high schools who remained in the study (from an initial five)	Secondary analysis	To evaluate and explore views about the intervention
Chesterfield Relate (Relationship Education Leading Adolescents toward Empowerment) Program	Cramer 2015(77)	Non-comparative: Chesterfield Relate (Relationship Education Leading Adolescents toward Empowerment) Program	North America	USA	Two public high schools	Case study	To investigate the impact of participation as peer facilitators on the facilitators' own beliefs about healthy relationships and their behaviors in dating and peer relationships, and to provide feedback about the lessons in the curriculum
Coaching Boys into Men	Miller 2012(40)	Coaching Boys into Men vs. no intervention	North America	USA	High schools within districts in the county that agreed to participate	cRCT; implementation evaluation conducted in intervention arm only	To examine the coaches' experiences with CBIM implementation and the athletes' reflections on these efforts to identify the facilitators and barriers for program implementation along with program feasibility and acceptability
Coaching boys into men (coach delivery)	Jaime 2016(113)	Coaching boys into men: coach delivery vs. DRV advocate delivery	North America	USA	Two high schools	Comparison of 2 delivery modes of the same intervention	To compare outcomes when DRV advocates deliver the intervention rather than coaches. Questionnaires measured efficacy, while the

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
							qualitative research evaluated implementation outcomes.
Coaching boys into men (DRV advocate delivery)	Jaime 2016(113)		North America	USA	Two high schools	Comparison of 2 delivery modes of the same intervention	To compare outcomes when DRV advocates deliver the intervention rather than coaches. Questionnaires measured efficacy, while the qualitative research evaluated implementation outcomes.
Coalition against abuse in relationships (CAAR)	Cameron 2007(69)	Coalition against abuse in relationships (CAAR) OR Fredericton sexual assault crisis centre (FSACC) OR Centre de prevention de la violence familiale de kent (CPVFK), OR Making waves/Vague par vague (MW/Vpv) vs. no intervention	North America	Canada	High schools across the participating district	Naturalistic evaluation of 4 ongoing interventions as compared to no intervention (no head to head comparison)	To make recommendations for a sustainable comprehensive provincial strategy for youth dating violence prevention in the Province of New Brunswick. These recommendations were to be based on an empirical evaluation of dating violence prevention programs conducted with high school students in New Brunswick during the autumn of 2005 by five community-based organisations.
Community-based participatory research (CBPR) project to reduce DRV	Watts 2016(179)	Non-comparative: community-based participatory research (CBPR) project to reduce DRV	North America	USA	One high school	Case study	To assess the perspectives of students who were involved in the development of an intervention to address DRV in their school,

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
							including their experience of the intervention, and its impact on their own development
Connect with Respect	Cahill 2019(68)	Non-comparative; Connect with Respect	Africa	Multi-national (Namibia, South Africa, South Sudan, eSwatini, Tanzania, Zambia and Zimbabwe)	A consultative workshop and a training the trainers workshop was arranged with representatives from 7 countries across Africa.	Process evaluation of an ongoing intervention	UNESCO commissioned the authors to lead a regional consultation to inform the adaptation of Connect with Respect to meet the needs of schools in the East and Southern Africa region and to elicit advice to inform future provision of a capacity-building workshop for trainers
Connections: Dating and Emotions curriculum	Gardner 2005(99)	Connections: Dating and Emotions curriculum vs. no intervention	North America	USA	Five high schools who received the intervention in a comparative evaluation (vs. no intervention).	Non-randomised study	To evaluate the efficacy and student/staff views about the intervention
DAT-E Adolescence	Sanchez-Jimenez 2018(161)	DAT-E Adolescence vs. waitlist	Europe	Spain	State high schools in the same district	cRCT	To determine intervention fidelity
Dating Violence Prevention Program	Macgowan 1997(46)	Dating Violence Prevention Program vs. wait list	North America	USA	Secondary school grades 6-8, regular and advanced classes	cRCT	To gather students' feedback on the intervention
Dating Violence Prevention Project Curriculum (Avery-Leaf et al. 1997)	Elias-Lambert 2010(90)	Non-comparative: Dating Violence Prevention Project Curriculum (Avery-Leaf et al. 1997)	North America	USA	Two urban middle schools	Unclear	To assess student satisfaction with intervention
drama intervention	Brunk 1993(65)	Non-comparative; drama intervention	North America	Canada	Two secondary schools	Non-randomised trial of 2 interventions	To evaluate student and teachers' views about the intervention and their perceptions of change during and after the

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
							intervention. The researcher's own reflections are also recorded from throughout both interventions.
DRV prevention intervention	Filho 2017a(38)	DRV prevention vs wait list	South America	Brazil	High school, 1st - 3rd year students	RCT	To assess student satisfaction with intervention
DRV prevention intervention	Murta 2016(146)	Non-comparative: DRV prevention intervention	South America	Brazil	First year public high school students. Data reported here for intervention arm only.	Non-randomised study	To evaluate impact and acceptability of the intervention
Ending violence	Jaycox 2006(188)	Ending violence vs usual practice (health classes)	North America	USA	Large urban high schools	cRCT	To assess intervention fidelity (content and quality)
Evaluation of existing sexual harassment policy in three participating districts	Lerner 1999(128)	Non-comparative: Evaluation of existing sexual harassment policy in three participating districts	North America	USA	Three school districts	Case study	To determine if implementation of sexual harassment policies and procedures was attained in these three school districts and the perceived effectiveness of the implementation process.
Expect Respect	Ball 2009(60)	Single arm; Expect Respect	North America	USA	Middle and high schools who received the Expect Respect intervention as part of a large nationwide comparison. 10 of the 28 'support groups' within the intervention were selected to capture a diverse range of students and settings, including: 4 groups in public high schools, 4	Qualitative evaluation of one of the intervention arms of a four-arm comparison (Clinton-Sherrod et al. 2009)	To understand the "how and why" of the program's impact on participants: focus group topics focussed on participants' experiences in the support groups, and changed in their personal relationships.

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
					groups in public middle school, and 2 groups in juvenile detention (both all male).		
Expect Respect	Ball 2015(61)	Single arm; Expect Respect	North America	USA	Middle and high schools who received the Expect Respect intervention in a large urban school district in the US.	Qualitative evaluation of the intervention as part of a wider evaluation of its efficacy (design NR)	To examine facilitators' experiences with program implementation and generate a deeper understanding of factors that enhance or challenge implementation and program outcomes.
Expect Respect	Noonan 2009(149)	Non-comparative: Expect Respect and Men of Strength (MOST) Clubs	North America	USA	Two adapted interventions: one conducted in classrooms, and one conducted in both classrooms and community settings.	Retrospective evaluation of two interventions	To identify reasons for selecting the interventions over available alternatives, to assess fidelity of the implementation, and to evaluate the views of facilitators about the intervention.
Expect Respect	Roberts 2009(32)	Expect respect vs. waitlist	North America	USA	Vast majority secondary, though a few 6th form age students included	cRCT	To evaluate students' overall opinions about the program
FAIR Education Act	Garces-Foley 2017(97)	Non-comparative: FAIR Education Act	North America	USA	Schools in a district where a policy to address homophobia is being implemented	Process evaluation of an ongoing national district policy	To explore California public school superintendents' opinions on LGBT-inclusive education and the implementation of the FAIR Education Act in their respective school districts. The research also explores whether the opinions given varied according to the size of

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
							the district.
Familias En Nuestra Escuela (Families in our School)	Enriquez 2012(92)	Non-comparative: Familias En Nuestra Escuela (Families in our School)	North America	USA	Freshman and sophomore students at a single high school where the majority of students were first generation Hispanic-Americans	Prospective evaluation	Pilot intervention. Process evaluation data were targeted towards feasibility and acceptability of the intervention
Filles et Garçons, en route pour l'Egalité	Hale 2012(107)	Individual evaluations and then a naïve comparison of: Relationships without Fear OR La Máscara del Amor OR Filles et Garçons, en route pour l'Egalité	Europe	UK, France, Spain & Malta	REaDAPT - Relationship Education and Domestic Abuse Prevention Tuition - was a two year project funded by the European Commission's DAPHNE III violence prevention programme. The project sought to develop a programme of activities that could be used by educators looking to teach young people about relationships and their potential for abuse and violence within them, and provide advice and support for those affected by domestic violence whether in their own relationships, or those of their parents, friends or other family members. In pursuit of this goal, the	Naturalistic evaluation of 3 ongoing interventions as compared to no intervention (no head to head comparison), and a naïve comparison of the 5	To evaluate the effectiveness of 3 existing DRV interventions in different countries, including an analysis of students' views towards the interventions.

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
					project provided an evaluation of three schools-based preventative programmes, located in the UK, France and Spain.		
Fourth R	Chiodo 2017(73)	Non-comparative: Fourth R	North America	Canada	11 high schools across a large urban city	Case study	To evaluate the factors that are important to successful implementation of the fourth R violence prevention program
Fredericton sexual assault crisis centre (FSACC)	Cameron 2007(69)		North America	Canada	High schools across the participating district	Naturalistic evaluation of 4 ongoing interventions as compared to no intervention (no head to head comparison)	To make recommendations for a sustainable comprehensive provincial strategy for youth dating violence prevention in the Province of New Brunswick. These recommendations were to be based on an empirical evaluation of dating violence prevention programs conducted with high school students in New Brunswick during the autumn of 2005 by five community-based organisations.
FSP-VGMS Project	Sarr 2019(163)	Non-comparative: FSP-VGMS Project	Africa	Cameroon, Senegal and Togo	One district in Cameroon, and several districts across Sénégal and Togo	Prospective evaluation	To evaluate impact of the intervention, and potential learnings to inform future intervention
GEA	ICRW 2017_Bangladesh(13)	GEA vs. no intervention	Asia	Bangladesh	Urban and rural schools	Feasibility evaluation and	To assess the feasibility of implementing an

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
						quasi-experimental evaluation	existing intervention into selected districts, and to evaluate its implementation
GEA + CAMPAIGN	Achyut 2011(20)	GEA + CAMPAIGN vs. CAMPAIGN vs no intervention	Asia	India	Grades 6 and 7 (11-13 years)	cRCT	To understand the changes students experienced and their views about GEMS
GEMS	ICRW 2017_India(13)	GEMS vs. no intervention	Asia	India	Semi-urban and rural schools	Feasibility evaluation and cRCT	To assess the feasibility of implementing an existing intervention into selected districts, and to evaluate its implementation
GEMS	ICRW 2017_Vietnam(13)	GEMS vs. no intervention	Asia	Vietnam	Ten urban schools	Feasibility evaluation and cRCT	To assess the feasibility of implementing an existing intervention into selected districts, and to evaluate its implementation
Gender and positive education program (GPE)	Ollis 2017(152)	Non-comparative: Gender and positive education program (GPE)	Australasia	Australia	Grade 9 students taught by the teachers who developed the intervention, and students in other schools who consented to receive the intervention	Case study	To evaluate a feminist-inspired modification to the standard relationship education curriculum.
Gender Based Violence Prevention Education Programme	Maphosa 2018(134)	Non-comparative: Gender Based Violence Prevention Education Programme	Africa	Zimbabwe	Two high schools: one rural, one urban.	Prospective design and evaluation	To develop and evaluate a novel intervention
Girls' Self Defence Project (GSDP)	Jordan 2018(118)	Non-comparative: Girls' Self Defence Project (GSDP)	Australasia	New Zealand	Girls who participated in the intervention in the first half of 2015 in schools all over New Zealand.	Retrospective evaluation of a widely used intervention	To evaluate the intervention
Go for gold	Grimm 2011(105)	Non-comparative:	North	USA	High schools in the	Unclear;	To evaluate the efficacy

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
relationship education program		Go for gold relationship education program	America		participating district who were implementing the intervention	intervention involved pre and post tests, but publications states that the program was not originally set up for data collection	of the intervention, and gather feedback from students
Go Girls! Initiative (GGI)	Schwandt 2016(164)	Go Girls! Initiative (GGI) vs. no intervention	Africa	Botswana, Malawi, and Mozambique.	Four communities in the Thyolo district of Malawi, four communities in the Francistown district of Botswana, and eight communities in Mozambique – four in Zambezia Province and four in Nampula Province	Retrospective evaluation	To evaluate the efficacy of the intervention, and to evaluate process evaluation outcomes
Green Acres High	Sorbring 2015(169)	Non-comparative: Green Acres High	Europe	Sweden	Three upper secondary schools	Case study	To examine students' attitudes towards the intervention
Green Dot	Coker 2017(12)	Green Dot vs. no intervention	North America	USA	13 schools in districts that had a participating rape crisis centre	cRCT	To estimate costs of delivering the intervention, and to investigate factors influencing the adoption of the intervention
Health relationships drama program	Bell 2006(64)	Non-comparative; Health relationships drama program	Europe	England	A single secondary school in an area with high rates of social exclusion	Before and after single arm	To discover whether knowledge and understandings of domestic violence had changed, and, if so, in what ways. It was also designed to assess whether pupils' attitudes towards domestic violence and

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
							relationships in general had changed and what the participants felt they had learned from the programme. the discussion groups were intended to evaluate students' thoughts about the play and the workshops
Healthy relationships	Farrelly 2020(94)	Non-comparative: Healthy relationships	Europe	England	Three primary schools that were already implementing the intervention	Naturalistic evaluation	To evaluate the effectiveness and acceptability of an existing intervention
Healthy Relationships for Youth/Rural Youth Education Project	Tutty 2011(174)	Making Waves/Vague par vague vs. Saltspring Women Opposed to Violence and Abuse (SWOVA) Respectful Relationship program (R+R) vs. Healthy Relationships for Youth/Rural Youth Education Project vs. The Fourth R	North America	Canada	Naturalistic comparison of schools that have implemented the different interventions in Canada. Variation exists between intervention in the setting for the intervention and the students included.	Retrospective naïve comparison of programs	To compare the effectiveness and implementation of 4 established DRV interventions
Human relationships education (HRE) curriculum	Mills 1998(142)	Non-comparative: Human relationships education (HRE) curriculum	Australasia	Australia	Two high schools that chose to implement GBV interventions for boys	NR	NR; appears to be to discuss views of the potential role and implementation of the intervention
La Máscara del Amor	Genovés 2009(102)	La Máscara del Amor vs. control	Europe	Spain	14 secondary schools in the district	Non-randomised study	To explore efficacy and acceptability of the intervention
La Máscara del Amor	Hale 2012(107)	Individual evaluations and then a naïve comparison of: Relationships	Europe	UK, France, Spain & Malta	REaDAPT - Relationship Education and Domestic Abuse	Naturalistic evaluation of 3 ongoing interventions as	To evaluate the effectiveness of 3 existing DRV interventions in different countries,

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
		without Fear OR La Máscara del Amor OR Filles et Garçons, en route pour l'Egalité			Prevention Tuition - was a two year project funded by the European Commission's DAPHNE III violence prevention programme. The project sought to develop a programme of activities that could be used by educators looking to teach young people about relationships and their potential for abuse and violence within them, and provide advice and support for those affected by domestic violence whether in their own relationships, or those of their parents, friends or other family members. In pursuit of this goal, the project provided an evaluation of three schools-based preventative programmes, located in the UK, France and Spain.	compared to no intervention (no head to head comparison), and a naïve comparison of the 4	including an analysis of students' views towards the interventions.
Lei Maria da Penha vai às escolas	Kelly de Albuquerque 2020(122)	Non-comparative: Lei Maria da Penha vai às escolas	South America	Brazil	6th and 7th grade students of elementary school	Case study	To evaluate the impact of the intervention
Lights4Violence	Perez-Marco 2020(156)	Non-comparative: Lights4Violence	Europe	Spain	One public high school considered to be in a	Case study	To assess the results of the Lights4Violence

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
					vulnerable area of the city with high rates of school dropout, low family incomes, and high immigrant populations		training program by identifying different types of violence and positive development assets that Spanish adolescents use in their video-capsule scripts
Love Doesn't Hurt (LDH)	Hertel 2020(112)	Non-comparative: Love Doesn't Hurt (LDH)	North America	USA	100 middle schools in the same state	Case study	To evaluate professionals' views on the effects and implementation of the intervention
Love hurts	McElwee 2020(137)	Non-comparative: Love hurts	Europe	England	Four secondary schools and one college	Unclear, suspect retrospective evaluation	To explore students' perceptions of the intervention
Making waves/Vague par vague (MW/Vpv)	Cameron 2007(69)		North America	Canada	High schools across the participating district	Naturalistic evaluation of 4 ongoing interventions as compared to no intervention (no head to head comparison)	To make recommendations for a sustainable comprehensive provincial strategy for youth dating violence prevention in the Province of New Brunswick. These recommendations were to be based on an empirical evaluation of dating violence prevention programs conducted with high school students in New Brunswick during the autumn of 2005 by five community-based organisations.
Mascara del Amor vs no intervention	Tello 2013(171)	La Mascara del Amor vs no intervention	Europe	Spain	Secondary schools in Spain	Non-randomised evaluation with process evaluation	Understand feasibility and acceptability of the intervention
Media aware	Scull 2018(165)	Media aware vs.	North	USA	US middle schools	cRCT	To assess fidelity and

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
		usual practice	America				staff/student satisfaction with the intervention
Media aware	Scull 2021(34)	Media aware vs. waitlist	North America	USA	Single high school	cRCT	To evaluate the efficacy and acceptability of the intervention
Media intervention	Jones 2010(116)	Non-comparative: Media intervention	North America	USA	A single high school that received the pilot intervention	Pilot evaluation	To evaluate the implementation, feasibility, and efficacy of a pilot intervention
MEMO4LOVE	Racionero-Plaza 2020(158)	Non-comparative: MEMO4LOVE	Europe	Spain	Three high schools in the same city (2 public and 1 semi-private)	Case study	To evaluate participants' perceptions about the value about every intervention
Men of Strength (MOST) Clubs	Noonan 2009(149)	Non-comparative: Expect Respect and Men of Strength (MOST) Clubs	North America	USA	Two adapted interventions: one conducted in classrooms, and one conducted in both classrooms and community settings.	Retrospective evaluation of two interventions	To identify reasons for selecting the interventions over available alternatives, to assess fidelity of the implementation, and to evaluate the views of facilitators about the intervention.
Mentors in Violence Prevention Program (MVP)	Beardall 2008(62)	Non-comparative; Mentors in Violence Prevention Program (MVP)	North America	USA	Middle schools and a high school involved in the intervention	Process evaluation of an ongoing intervention	To gather feedback on the mentor training, and student and teacher reflections on the delivery and efficacy of the intervention.
Mentors in Violence Prevention Program (MVP)	Bruno 2020(66)	Mentors in violence vs. no intervention	Europe	Sweden	Seven compulsory and upper-secondary schools received the intervention. A subsample of schools, representing two upper secondary schools and one upper secondary school, were observed delivering the	Retrospective evaluation	To explore the challenges in implementing the Mentors in Violence Prevention (MVP) violence prevention programme at senior levels of compulsory schools and upper-secondary schools in Sweden

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
					intervention.		
My voice, my choice	Rowe 2015(22)	My voice, my choice vs. no intervention	North America	USA	One all girls' high school in an urban area	RCT	To evaluate efficacy, student satisfaction and engagement, and intervention fidelity
Nottingham Domestic Violence Project	AVA 2013(57)		Europe	England	Whole schools across 6 projects	Qualitative evaluation of intervention for violence against women and girls	To develop a series of whole-school approaches that sought to prevent violence against women and girls. This summary report documents the key learning points from this prevention programme and makes suggestions for the development of good practice in England.
Off the record	AVA 2013(57)		Europe	England	Whole schools across 6 projects	Qualitative evaluation of intervention for violence against women and girls	To develop a series of whole-school approaches that sought to prevent violence against women and girls. This summary report documents the key learning points from this prevention programme and makes suggestions for the development of good practice in England.
Papo reto	Oliveira 2016(150)	Non-comparative: Papo reto	South America	Brazil	A single high school	Case study	To understand the potential utility and limitations of the intervention
Parallel retreats program	Madsen 1994(132)	Non-comparative: Parallel retreats program	North America	Canada	Organised retreat for students from eight high schools	Case study	To explore participants' views on the intervention, and input on improving the intervention

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
Pass it on	Winegust 2015(184)	Non-comparative: Pass it on	North America	Canada	A cross section of urban, suburban, and rural middle and high schools in the same district	Development and pilot study	To consult stakeholders on the development of a GBV intervention in schools, and to evaluate perceptions of the intervention of students who participated in the intervention.
Peer educator DRV drama workshops	Walton 2007(177)	Non-comparative: Peer educator DRV drama workshops	Europe	England	3 high schools and two youth services in the same city	Pilot evaluation	To evaluate the impact of the workshops, the techniques, approaches and materials used, and the ways in which peer educators helped others to be able to recognise potentially abusive relationships
Peer Leader Training (PLT)	DosSantos 2019(24)	Non-comparative: Peer Leader Training (PLT)	South America	Brazil	Public schools	Feasibility study	To evaluate the viability of a peer-based, bystander-based intervention for the prevention of dating violence between adolescents by monitoring process indicators during the implementation of two pilot studies. The study aimed to examine to what extent the intervention in question was shown to be satisfactory from the participants' point of view (acceptability), usable by the participants and adjustable to the school culture (demand),

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
							executable in its implementation (implementation), practicable from the point of view of resources necessary for its execution (practicality), malleable to attend different contexts (adaptation), and amenable to being integrated into the infrastructure available in the school context (integration).
Popular opinion leader groups to reduce LGBTQQ aggression	Singh 2013(168)	Non-comparative: Popular opinion leader groups to reduce LGBTQQ aggression	North America	USA	A single middle school (7th grade)	Case study	To explore the experiences of group leaders using a POL group model guided by the Diffusion of Innovations theory to reduce LGBTQQ aggression in a middle school in the southeastern United States
Power Up, Speak Out!	Genereux 2020(101)	Non-comparative: Power Up, Speak Out!	North America	USA	A conservative state with a small, primarily rural population	Case study	To understand how educators are implementing the curriculum and how they see it impacting students; to better understand how educators experienced their training; how PUSO fits into larger educational goals of the individual teacher and school; and how educators feel that

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
							PUSO could be improved; the biggest relationship challenges their students are facing; how the socio-political context impacts the implementation of PUSO; how the programming fits into the educational goals of the school, district, and state; and how students may or may not use PUSO language and skills. The author was particularly interested in whether the intervention would be adapted because of the conservative leanings of the state.
PR:EPARE game	Arnab 2012(56)	PR:EPARE game vs waitlist	Europe	England	Year 9 students in schools across 2 local authorities	cRCT	To garner feedback from staff and students
Practitioner Program	Muck 2018(143)	Scientist-Practitioner Program vs. Practitioner Program vs. control	Europe	Germany	Five secondary schools	cRCT	To assess student satisfaction with intervention
PREPARE	Mathews 2016(51)	PREPARE vs. no intervention	Africa	South Africa	Public high schools	cRCT	To evaluate fidelity to the intervention, and its acceptability to students
Prevencio de Relacions Abusives (PRA)	Jorba 2012(117)	Prevencio de Relacions Abusives (PRA)	Europe	Spain	A single high school for intervention and a single high school for comparator	Non-randomised evaluation with process evaluation	To evaluate the effectiveness of PRA
Preventative DRV intervention	Matos 2006(135)	Non-comparative: preventative DRV intervention	Europe	Portugal	Two high schools in different districts of Portugal implemented the intervention in different years. PE data was only	Prospective study	To evaluate efficacy and process of the intervention

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
					measured in one school		
Project Connect: A Coordinated Public Health Initiative to Prevent Violence Against Women	Raible 2017(159)	Non-comparative: Project Connect: A Coordinated Public Health Initiative to Prevent Violence Against Women	North America	USA	Five public school sites (4 high schools and 1 junior high school) in urban and rural regions	Case study	To evaluate the implementation of a pilot intervention
Project Respect	Meiksin 2020(189)	Project Respect vs. usual practice	Europe	England	cRCT conducted in six high schools. Stakeholder engagement to inform the intervention was conducted with existing stakeholder groups.	cRCT and process evaluation. cRCT was preceded by stakeholder engagement to inform the intervention (Ponsford 2019 and 2020). Note that the Ponsford and Bragg papers also discuss the development of another intervention, Positive Choices, which aimed to reduce teen pregnancies, which was considered outside the scope of this review.	To assess intervention implementation and potential mechanisms, and control provision
promotores educativos	García Escobar 2020(98)	Non-comparative: promotores educativos	South America	Peru	Two school districts where the intervention was implemented with secondary school students	Case study (retrospective)	Analyse the effectiveness of the intervention; understand implementers' knowledge and understanding; understand implementation of

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
							intervention activities; assess student perspectives; understand implementers' understandings of their own roles
Protect Our Youth (POY) clubs	Chipeta 2019(74)	Non-comparative: Protect Our Youth (POY) clubs	Africa	Malawi	Eight active community day secondary schools from a larger sample based in rural and peri-urban communities.	Case study	To assess the changes that have occurred in students' lives as a result of their participation in the POY clubs
R4Respect	Struthers 2019(172)	Non-comparative: R4Respect	Australasia	Australia	Two schools in a low SES area, and a young parenting program (the latter likely outside the scope of this review)	Prospective evaluation	To explore what impact the intervention had on knowledge and attitudes in young people, what features of the intervention had an impact, and how the program could be improved
Reduction of Stigma in Schools (RSIS)	Payne 2018(155)	Non-comparative: Reduction of Stigma in Schools (RSIS)	North America	USA	Educators in the same city area who attended the training	Case study	To evaluate the perceptions of educators who received the training towards the success of the learning objectives, and their perceptions of whether their administrators were supportive of the intervention goals
Relationships without Fear	Hale 2012(107)	Individual evaluations and then a naïve comparison of: Relationships without Fear OR La Máscara del Amor OR Filles et Garçons,	Europe	UK, France, Spain & Malta	REaDAPt - Relationship Education and Domestic Abuse Prevention Tuition - was a two year project funded by the	Naturalistic evaluation of 3 ongoing interventions as compared to no intervention (no head to head	To evaluate the effectiveness of 3 existing DRV interventions in different countries, including an analysis of students' views towards the interventions.

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
		en route pour l'Egalité			European Commission's DAPHNE III violence prevention programme. The project sought to develop a programme of activities that could be used by educators looking to teach young people about relationships and their potential for abuse and violence within them, and provide advice and support for those affected by domestic violence whether in their own relationships, or those of their parents, friends or other family members. In pursuit of this goal, the project provided an evaluation of three schools-based preventative programmes, located in the UK, France and Spain.	comparison), and a naïve comparison of the 3	
Relationships Without Violence (RWV)	Fawson 2016(95)	Non-comparative: Relationships Without Violence (RWV)	North America	USA	Unclear	Unclear	To understand the impact of RWV through qualitative responses from adolescent participants, to further inform program development, and to identify implications for

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
							facilitating high school prevention programs.
Respect	Baker 2014(59)	Respect vs. usual practice	North America	Hawaii	Health classes in two high schools: one intervention, one control.	Non-randomised trial	To assess fidelity to the intervention
"Respect" project	Henderson 2002(110)	Non-comparative: the "Respect" project	Europe	UK	2 primary schools, 2 secondary schools and 4 youth work settings	Pilot evaluation of an intervention in several settings	Examine and evaluate the aims and objectives of the Zero Tolerance "Respect" integrated educational package and its implementation.
Respectful Relationships Education	Keddie 2020(121)	Non-comparative: Respectful Relationships Education	Australasia	Australia	2 of 18 primary schools that implemented the intervention	Retrospective evaluation	To analyse the specific situated, professional, material and external factors that enabled and constrained the implementation of the intervention. This particular paper concerns the importance of context in the success of the intervention.
Respectful Relationships Education	Ollis 2011(151)	Non-comparative: Respectful Relationships Education	Australasia	Australia	Pilot intervention of the intervention in grade 8/9 students in 4 high schools.	Pilot intervention	To examine whether the demonstration curriculum materials (DCM) were useful in assisting teachers to provide teaching and learning experiences on GBV with students and the potential or otherwise this has for increasing student understanding of the issues, and practical considerations such as pedagogical approaches and usability

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
Respectful Relationships Education in Schools (RREiS)	Kearney 2016(120)	Non-comparative: Respectful Relationships Education in Schools (RREiS)	Australasia	Australia	19 high schools across one state of Australia	Prospective evaluation of a pilot intervention	To pilot the intervention and evaluate its impact on students and schools
Respond	AVA 2013(57)		Europe	England	Whole schools across 6 projects	Qualitative evaluation of intervention for violence against women and girls	To develop a series of whole-school approaches that sought to prevent violence against women and girls. This summary report documents the key learning points from this prevention programme and makes suggestions for the development of good practice in England.
Riot Youth drama intervention	Wernick 2013(181)	Non-comparative: Riot Youth drama intervention	North America	USA	Middle and high school students in 5 schools	Prospective evaluation	To evaluate the impact of the intervention, and barriers to its success
Romaticas Constructivas vs control	Gomez Gonzalez 2014(104)	Relaciones Romaticas Constructivas vs control	South America	Colombia	Secondary school	Non-randomised study with qualitative evaluation	To evaluate the effectiveness and the relevance, appropriateness and feasibility for participants, as well as its fidelity of implementation
safe dates	Cutbush 2017(81)	Non-comparative: safe dates	North America	USA	Middle schools that delivered the intervention	Retrospective evaluation	To describe implementers' perspectives on fidelity, and examine definitions of fidelity vis-à-vis reported implementation behavior
Safe schools	Shevlin 2020(166)	Non-comparative: Safe schools	Australasia	Australia	Parents in a country where the intervention is implemented in all	Qualitative study with reference to a widely known intervention	To explore parents' attitudes to the intervention and the concepts being taught,

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
					schools	already implemented in schools	including the role of homophobia and transphobia in barriers to the intervention
Safe Schools Coalition Australia	Louden 2016(130)	Non-comparative: Safe Schools Coalition Australia	Australasia	Australia	High schools who have opted to be members of the coalition, and chosen their own level of involvement	Naturalistic evaluation	To evaluate the materials used in the intervention, discuss schools' motivation for becoming members, their views about the appropriateness of the resources provided and their views about parental consent and involvement. Role of student interviews and data from students is NR.
Safe schools program for gay and lesbian students	Ouellett 1998(153)	Non-comparative: Safe schools program for gay and lesbian students	North America	USA	A public high school that had been successfully implementing the intervention for 3 years, which was the first intervention of its kind it had implemented.	Retrospective evaluation	To identify the features of the ntervention most instrumental in its success, what changes were effective, and what participants considered the next steps for the intervention.
Safe schools program for gay and lesbian students	Watson 2012(178)	Non-comparative: Safe schools program for gay and lesbian students	North America	USA	A single high school with an existing safe schools program in place	Case study	To determine the effectiveness of the Safe Schools work and present the findings to district administrators as well as site administrators to inform the way the school meets the needs of LGBTQ students at San Leandro High School and the San Leandro Unified School District as a whole.

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
Saltspring Women Opposed to Violence and Abuse (SWOVA) Respectful Relationship program (R+R)	Tutty 2011(174)	Making Waves/Vague par vague vs. Saltspring Women Opposed to Violence and Abuse (SWOVA) Respectful Relationship program (R+R) vs. Healthy Relationships for Youth/Rural Youth Education Project vs. The Fourth R	North America	Canada	Naturalistic comparison of schools that have implemented the different interventions in Canada. Variation exists between intervention in the setting for the intervention and the students included.	Retrospective naïve comparison of programs	To compare the effectiveness and implementation of 4 established DRV interventions
School Health Center Healthy Adolescent Relationships Program (SHARP)	Miller 2015(18)	School Health Center Healthy Adolescent Relationships Program (SHARP) vs. usual practice	North America	USA	Student health centres (SHCs)	cRCT	Surveys administered to providers measured following the SHARP intervention training, and 3 months follow-up. These surveys measured providers' DRV assessment practices, attitudes toward screening and intervention, self-efficacy related to assessment and intervention with youth experiencing DRV changes in disclosures reported by SHC patients, changes in clinic protocols, availability of DRV resources, and contacts with local DRV related servicesInterviews with intervention providers included discussion of if and how the palm-sized brochure was integrated

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
							into the SHC, positive and negative experiences with using the brochure, and recommended changes to the brochure and intervention. Focus groups with student outreach teams included discussions about awareness about DRV the school-wide campaign, using the SHC as a resource, and what else can be done to prevent DRV in schools.
School Violence Prevention Act of 2009 (SVPA)	Hall 2016(108)	Non-comparative: School Violence Prevention Act of 2009 (SVPA)	North America	USA	High schools subject to the anti-bullying legislation	Process evaluation of a state-wide anti-bullying law	To evaluate the fidelity of implementation of a state-wide anti-bullying law 1 year after it was initiated. Two analyses are conducted, evaluating whether fidelity differed across protected groups outlined in the law, and evaluating whether school factors predicted fidelity.
school-based youth-driven teen dating violence prevention project	Kervin 2010(125)	Non-comparative: school-based youth-driven teen dating violence prevention project	North America	USA	An intervention set up across multiple schools in a specific rural district, which then evolved to be based only in a single school	Case study (prospective)	To describe the evolution and evaluation of the intervention over 5 years
Scientist Practitioner Program vs. Practitioner	Muck 2018(143)	Scientist-Practitioner Program vs. Practitioner Program vs. control	Europe	Germany	Five secondary schools	cRCT	To assess student satisfaction with intervention

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
Program vs. control							
Secondary prevention project	Silverman 2000(167)	Secondary prevention project	North America	USA	Grades 6 and 7 high school	RCT	To assess implementation of the intervention and student attrition
sexual harassment and child abuse policy	Wilson 2005(183)	Non-comparative: sexual harassment and child abuse policy	North America	USA	Two elementary schools, three middle schools, and two high schools in a district that was first in state to implement a comprehensive sexual harassment and child abuse policy	Case study	To evaluate the implementation of a sexual harassment policy
Sexual harassment intervention	Durand 1997(42)	Sexual harassment intervention vs. usual practice	North America	USA	6 secondary schools who had not previously received a related intervention	cRCT	To provide further information about the impact of the intervention, give feedback on the content and delivery, comment on the assessments, and provide suggestions for future use of the intervention
Sexual health programme for YP with developmental disabilities	Murray 2019(145)	Non-comparative: Sexual health programme for YP with developmental disabilities	North America	Canada	Five high schools selected to deliver the intervention	Prospective design and evaluation	To develop and deliver a sexual health education programme for adolescents with developmental disabilities and to identify the reactions and perceptions of students, teachers and parents involved in the programme
Sexuality education program	Makleff 2019(133)	Non-comparative: Sexuality education program	North America	Mexico	One high school that conducted the intervention	Case study	To pilot, implement and evaluate an updated comprehensive sexuality

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
							education course, including an evaluation of participant experiences as well as how the course appears to support the process of prevention and response to intimate partner violence
Shifting boundaries: Building + classroom	Taylor 2011(49)	Shifting boundaries: Building + classroom vs building only vs classroom only vs control group	North America	USA	30 public middle schools	cRCT	To evaluate changes in students' behaviour that may have resulted from the interventions, and to evaluate students' attitudes to the intervention
Shifting boundaries: Building only	Taylor 2011(49)	Shifting boundaries: Building + classroom vs building only vs classroom only vs control group	North America	USA	30 public middle schools	cRCT	To evaluate changes in students' behaviour that may have resulted from the interventions, and to evaluate students' attitudes to the intervention
Shifting boundaries: Classroom only	Taylor 2011(49)	Shifting boundaries: Building + classroom vs building only vs classroom only vs control group	North America	USA	30 public middle schools	cRCT	To evaluate changes in students' behaviour that may have resulted from the interventions, and to evaluate students' attitudes to the intervention
SKILLZ Street	Merrill 2018(139)	Non-comparative: SKILLZ Street	Africa	South Africa	Three primary schools	Prospective evaluation	To explore preliminary outcomes of the SKILLZ Street program and the processes through which such outcomes were or were not achieved
Sources	Yoder 2020(185)	Sources vs. waitlist	North America	USA	Four rural schools who were participating in a broader RCT. One intervention school	Qualitative component of a RCT	To (1) understand the degree to which the theorised mechanisms of change were

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
					was in the second year of Sources implementation and the other school was in the third year of Sources implementation. Waitlist schools were targeted based on their overall level of engagement in the RCT and their willingness to participate in the qualitative evaluation.		implemented as designed within schools implementing Sources relative to waitlist schools in an effort to identify salient intervention change processes; and (2) understand contextual factors within schools in rural communities that may influence implementation outcomes.
Southall Black Sisters	AVA 2013(57)		Europe	England	Whole schools across 6 projects	Qualitative evaluation of intervention for violence against women and girls	To develop a series of whole-school approaches that sought to prevent violence against women and girls. This summary report documents the key learning points from this prevention programme and makes suggestions for the development of good practice in England.
Stay in love+	Kempes 2010(123)	Non-comparative: Stay in love+	Europe	Netherlands	Students in 1st, 2nd, and 3rd grades of eight high schools in three districts. These participants/schools are a subsample of the broader population who received the intervention (47 classes of 57).	Pilot study	To evaluate the implementation of the intervention, and whether program integrity predicted impact
Stay Strong	Cissner 2014(2)	Stay Strong Bronx	North	USA	Classes in 10 high	cRCT	To obtain additional

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
Bronx (adaptation of The Fourth R)		(adaptation of The Fourth R) vs. no intervention	America		schools in the Bronx area		background on the project planning and implementation [review of project documents/stay strong bronx interviews/staff interviews/observation of staff training]. To document fidelity (staff and student) [teacher fidelity logs]. To elicit information regarding program content and appropriateness, logistics of program implementation, program impact on students, and suggestions for improvement [teacher interviews]. To reflect on program implementation and to provide suggestions for improvement [student focus groups/interviews].
Stay strong/Safe dates	Gibbs 2016(103)	Non-comparative: Stay strong/Safe dates	North America	USA	Implementers from middle- and high schools	Qualitative evaluation of adaptations to an established intervention	To explore the reasons why the intervention is adapted, and how. Also to explore how implementers assess the impact of their adaptations.
Teen choices	Levesque 2017(129)	Non-comparative: Teen choices	North America	USA	High schools in 2 districts	Prospective evaluation	To evaluate the acceptability of the intervention for students
Tender	AVA 2013(57)		Europe	England	Whole schools across 6 projects	Qualitative evaluation of intervention for	To develop a series of whole-school approaches that sought to prevent

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
						violence against women and girls	violence against women and girls. This summary report documents the key learning points from this prevention programme and makes suggestions for the development of good practice in England.
Tender drama and art intervention	DMSS Research & Consultancy 2012(84)	Non-comparative: Tender drama and art intervention	Europe	UK	Secondary in a major city	Prospective evaluation	To assess the success of the project in helping schools achieve a whole school approach to violence prevention and to identify lessons that might have wider application.
Texas Team's Teen Dating Violence Awareness and Prevention Toolkit	Busch-Armendariz 2008(67)	Non-comparative; Texas Team's Teen Dating Violence Awareness and Prevention Toolkit	North America	USA	Two high schools	Before and after single arm	Process evaluation of the intervention
Text message campaign	Guillot-Wright 2018(106)	Non-comparative: Text message campaign	North America	USA	One high school participated in the pilot, and then the intervention was rolled out to multiple high schools in the district.	Prospective evaluation, including a pilot phase	To pilot an intervention and evaluate the efficacy and implementation of the final intervention
The 5 W's approach to Bullying	Merrell 2004(27)	The 5 W's approach to Bullying vs. active control/waitlist	North America	USA	9th grade secondary school	RCT	To obtain immediate feedback about the bullying intervention and to determine the effectiveness of the program for the high school population
The Father's Day Breakfast	Henshaw 2016(111)	Non-comparative: The Father's Day	North America	Canada	Two public high school boards, covering	Prospective evaluation	To evaluate the effectiveness and

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
		Breakfast			multiple high schools in their districts		students' attitudes towards the intervention
The Fourth R	Crooks 2013(79)	Non-comparative: the fourth R	North America	Canada	School boards in districts in Canada where the fourth R intervention had been implemented	Retrospective evaluation	To explore issues of implementation quality, modifications, and predictors of ongoing implementation of the intervention.
The Fourth R	Crooks 2018(80)	Non-comparative: the fourth R	North America	Canada	Secondary schools	Retrospective evaluation; 6009 is a secondary analysis of qualitative data from the secondary papers	To describe one successful example where multisectoral stakeholders assumed shared responsibility for the implementation, evaluation, and scale-up of an evidence-based TDV program (the Fourth R) in schools across Alaska; linked papers were evaluations of the fourth R, with particular focus on the Alaskan version.
The Fourth R	Dunlop 2018(86)	Non-comparative: the fourth R	North America	Canada	Secondary schools who had received training in the fourth R intervention	Retrospective evaluation	To explore the extent to which educators trained in the Fourth R implement it in the first place, and continue to use it in subsequent years.
The Fourth R	Exner-Cortens 2020(93)	Non-comparative: Fourth R	North America	Canada	High schools trained to deliver the intervention: 96% offered the program as part of health/physical education curriculum in Grades 7 to 9; the remainder taught the	Prospective evaluation (pilot)	To evaluate teacher factors and implementation quality

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
					Grade 9 and Grade 11 English curriculums		
The Fourth R	Gale 2011(96)	Non-comparative: the fourth R	North America	USA	Middle and high schools	Case study	To evaluate the efficacy and impact of implementing the intervention
The Fourth R	Tutty 2011(174)	Making Waves/Vague par vague vs. Saltspring Women Opposed to Violence and Abuse (SWOVA) Respectful Relationship program (R+R) vs. Healthy Relationships for Youth/Rural Youth Education Project vs. The Fourth R	North America	Canada	Naturalistic comparison of schools that have implemented the different interventions in Canada. Variation exists between intervention in the setting for the intervention and the students included.	Retrospective naive comparison of programs	To compare the effectiveness and implementation of 4 established DRV interventions
The GENER@T Program	Mateos Inchaurreondo 2020(55)	Non-comparative: The GENER@T Program	Europe	Spain	A single school attended by multicultural, middle class families, mainly from rural areas	Prospective evaluation	to evaluate the efficacy and implementation of the intervention
The Healthy Relationships Program (HRP) for LGBTQ+ Youth	Lapointe 2018(127)	Non-comparative: The Healthy Relationships Program (HRP) for LGBTQ+ Youth	North America	Canada	Public high schools and one social/support group for LGBTQ+ youth that were implementing the intervention	Retrospective evaluation	To evaluate the fit and feasibility of the intervention within the context of gender and sexuality alliance (GSA) contexts
The Mentors in Violence Prevention (MVP) program	Williams 2017(182)	Non-comparative: The Mentors in Violence Prevention (MVP) program	Europe	Scotland	3 high schools	Pilot	To identify what has worked well and what requires further refinement in preparation for the next occasion it is implemented. Specifically the research sought to evaluate experiences of

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
							participating in MVP, participants' perceived impact of MVP on attitudes and behaviors, and participants' opinions on the relevance and sustainability of MVP
The Modified Integrated Thematic Instructional Model for Sexual Harassment Prevention	Cheney 1998(72)	Non-comparative: The Modified Integrated Thematic Instructional Model for Sexual Harassment Prevention	North America	USA	Elementary school; 5th grade students	Case study	To evaluate the intervention, and make recommendations for professionals implementing a sexual harassment intervention for the first time.
The Safe Dating Theater Project (SDTP)	Turner 2006(173)	Non-comparative: The Safe Dating Theater Project (SDTP)	North America	USA	Ninth grade students in one public high school.	Prospective evaluation	To evaluate the effectiveness of the intervention, and what students would change about the intervention
The Safe Schools Program	Knowles 1997(126)	Non-comparative: The Safe Schools Program	North America	USA	High schools in the district that were already delivering the intervention	Case study	To evaluate the experience of gay and lesbian teachers working at schools that deliver the intervention
The School without Violence (SwV) Programme including GBV component	UNICEF 2016(175)	Non-comparative: The School without Violence (SwV) Programme including GBV component	Europe	Serbia	50 schools in 24 municipalities (35 primary schools and 15 secondary schools)	Case study	To evaluate the impact and implementation of the intervention
THE SKILLZ STREET PLUS PROGRAMME	Cooper 2017(76)	Non-comparative: THE SKILLZ STREET PLUS PROGRAMME	Africa	South Africa	Multiple schools across one district (of 3) that the intervention is implemented in. The process evaluation builds on a previous outcome evaluation in	Case study	To evaluate the impact of the intervention, and the quality of the delivery.

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
					this sample.		
The TANESA guardian programme	Mgalla 1998(140)	The TANESA guardian programme vs. no intervention	Africa	Tanzania	Forty schools that had been randomly selected to deliver the intervention: schools were split in half between rural and urban locations.	Retrospective evaluation	To assess how well the programme had begun to meet the sexual and reproductive health needs of school girls and protect them from sexual exploitation after one year of operation.
The Tender Healthy Relationship project	Sanders-McDonagh 2015(162)	Non-comparative: The Tender Healthy Relationship project	Europe	England	90 schools across 5 districts, including 2050 students who engaged with the participated in the workshop element, 15,404 students who watched the drama performances, and 1,843 educational staff who were trained during INSET sessions	Prospective evaluation	To evaluate the efficacy and implementation of the intervention
The TRUST project	CRG Research 2016(78)	Non-comparative: The TRUST project	Europe	UK	Secondary schools	Case study	A 2-year evaluation of the TRUST education project in secondary schools, to assess the impact of the intervention, lessons learned, and take recommendations for best practice further.
theatre intervention	Belknap 2013(63)	Non-comparative; theatre intervention	North America	USA	Two parochial middle schools and a coeducational public charter school	Before and after single arm	To evaluate students' perceptions about teen violence and gain insight into the way the intervention was received and if/how it was effective

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
Train the trainer sexual violence prevention program implemented by the Sex Abuse Treatment Center (SATC)	Weingarten 2018(180)	Non-comparative: Train the trainer sexual violence prevention program implemented by the Sex Abuse Treatment Center (SATC)	North America	Hawaii	School with staff who had been trained by the Sex Abuse Treatment Center (SATC) in a sexual violence prevention program, ranging from kindergarten, primary, middle and high school.	Retrospective evaluation	To evaluate what factors predict whether teachers or other school personnel who have been trained on the curricula actually implement it in their classrooms. Also to evaluate the training elements that were used and were most useful to teachers, teachers' attitudes to the benefits of the curricula, and whether the intervention resulted in disclosures of sexual violence.
Twilight book	Lynch 2014(131)	Twilight book vs waitlist	Europe	England	A-Level psychology classes from secondary schools and colleges	cRCT	To assess how many students read the book, and gather feedback on the acceptability of the book/intervention to participants
Victim Support Cornwall (the SAFE Project)	AVA 2013(57)		Europe	England	Whole schools across 6 projects	Qualitative evaluation of intervention for violence against women and girls	To develop a series of whole-school approaches that sought to prevent violence against women and girls. This summary report documents the key learning points from this prevention programme and makes suggestions for the development of good practice in England.
Waves/Vague par vague	Tutty 2011(174)	Making Waves/Vague par vague vs. Saltspring Women Opposed to Violence and Abuse	North America	Canada	Naturalistic comparison of schools that have implemented the different interventions	Retrospective naïve comparison of programs	To compare the effectiveness and implementation of 4 established DRV interventions

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
		(SWOVA) Respectful Relationship program (R+R) vs. Healthy Relationships for Youth/Rural Youth Education Project vs. The Fourth R			in Canada. Variation exists between intervention in the setting for the intervention and the students included.		
WOMANKIND whole school approach	Maxwell 2010(136)	Non-comparative: WOMANKIND whole school approach	Europe	England and Wales	Five high schools	Retrospective evaluation	To record the initiatives developed by schools during the timeframe, explore how these were positioned in the broader work of the school, and begin to evaluate their impact
Working On Meaningful Relationships Now (WOMEN)'s group	Diegel 1999(83)	Non-comparative: Working On Meaningful Relationships Now (WOMEN)'s group	North America	USA	A public high school where the intervention had been implemented	Case study	To explore how participation in a dating violence prevention psychoeducational support group is experienced by female students in a high school setting
Young men initiative	Namy 2015(147)	Non-comparative: Young men initiative	Europe	Bosnia and Herzegovina, Croatia, Serbia	15 vocational schools. Students attending such schools typically come from economically disadvantaged households and many have experienced disciplinary problems and/or poor academic performance during primary education	Case study	To evaluate views of the intervention and its implementation
Youth Empowerment Solutions for	Eisman 2019(89)	Non-comparative: Youth Empowerment	North America	USA	Six middle schools from 5 school districts in an area considered	Adaptation of an intervention, and process	To evaluate an adapted version of an intervention

Intervention	Author, date	Comparison	Continent	Country	Setting	Study design	Aims
Healthy Relationships (YES-HR)		Solutions for Healthy Relationships (YES-HR)			to have a high risk of community violence	evaluation	
Zero Tolerance School Alliance	Nicholson 2018(148)	Zero Tolerance School Alliance vs. no intervention	Africa	South Africa	Two public secondary schools (one intervention, one comparison) were selected from villages that had not previously implementing the intervention, and each had at least 100 students in eighth and ninth grades (combined)	Prospective evaluation	To evaluate the intervention to inform its development

Sample characteristics of included studies

Table 9: Sample characteristics of included process and implementation studies

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
Achyut 2011(20)	Grades 6 and 7 (11-13 years)	Students who were allocated to GEA+CAMPAGN. In addition a 'small number' of students were interviewed; though the number and selection of these students was not described	485	11.45	11 - 14	54.2	45.8	NR	NR	NR	75.8% - 82.1% reported having a TV at home; 34.8% - 36.8% report having a DVD/CD player; 35.9% - 43.6% have their own mobile phone.
ICRW 2017_Bangladesh(1)	Urban and rural schools	Students known to have started	20	Approx 12	NR - NR	50	50	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
3)		sharing their personal experience of the intervention, and implementing the intervention in their lives, were invited to participate in the interview									
ICRW 2017_India(13)	Semi-urban and rural schools	Recruitment to the feasibility aspect of the research was not described. Sstratified purposive sampling was used for qualitative interviews so as to include a range of students based on their responses to statements about gender on the attitude scale, and a balance of boys and girls.	45	NR	NR - NR	NR; approx 50%	NR; approx 50%	NR	NR	NR	NR
ICRW 2017_Vietnam(13)	Ten urban schools	Unclear how participants were selected for the feasibility assessment. Schools were selected by the school board. A stratified random	816	NR	12 - 14	50	50	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		sample of students was selected from participating schools. For interviews, teachers assisted in selecting students who were a) students with harmonious relationships with friends and who abide by rules; and b) students who did not have harmonious relationships with peers and did not abide by the rules, or perpetrate violence on others. Those who didn't participate in the interviews were invited to participate in the focus groups.									
Mateos Inchaurreondo 2020(55)	A single school attended by multicultural, middle class families, mainly from rural areas	NR	62	NR	12 - 14	55	45	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
Arnab 2012(56)	Year 9 students in schools across 2 local authorities	Researchers viewed the pilot deployment of the PR:EPARe game in a total of 11 classes across three schools in Warwickshire. Most classes were made up of between 25 and 30 students of mixed gender, with the exception of one class, which contained only four male students	NR; approx 279	NR	11 - 15	NR	NR	NR	NR	NR	NR
AVA 2013(57)	Whole schools across 6 projects	NR	NR	NR (whole school)	NR (whole school) - NR (whole school)	NR	NR	NR	NR	NR	NR
Baker 2014(59)	Health classes in two high schools: one intervention, one control.	Four of six of the intervention classes were observed; unclear how these were selected.	0	NA	NA - NA	NA	NA	NA	NA	NA	NA
Ball 2009(60)	Middle and high schools who received the Expect Respect intervention as part of a large nationwide	Purposive sampling of a subset of the intervention support groups. The aim was to recruit a diverse sample of participants with regard to age	59	NR	NR - NR	47.5	52.5	NR	NR	Hispanic 57; African American 19; White 19; Other 5	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	comparison. 10 of the 28 'support groups' within the intervention were selected to capture a diverse range of students and settings, including: 4 groups in public high schools, 4 groups in public middle school, and 2 groups in juvenile detention (both all male).	group, gender, setting, and facilitators. Further selection criteria were consistent attendance and groups whose members were likely to be comfortable talking with an interviewer. Participants were interviewed in their original support groupings.									
Ball 2015(61)	Middle and high schools who received the Expect Respect intervention in a large urban school district in the US.	All staff delivering the intervention in the participating school district	0	NA	NA - NA	NA	NA	NA	NA	NA	NA
Beardall 2008 (62)	Middle schools and a high school	Six former MVP mentors involved in MVP from 1998-	487 (quant); 6 (qual)	NR	9th grade - 12th grade	53 quant, 50 qual	47 quant, 50 qual	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	involved in the intervention	2006 were interviewed; no information on how they were selected. Each were involved in MVP for 3 years, and were involved in all aspects of the intervention. Students had volunteered for the intervention.									
Belknap 2013(63)	Two parochial middle schools and a coeducational public charter school	All students involved in the evaluation were invited to write a reflective essay influenced by prompts (including prompts to write about their thoughts about teen violence, and whether they considered the plays had changed their thoughts about violence)	19	13.4 (0.5)	NR - NR	NR	NR	NR	NR	All were Latino or Latina	28% of families lived below the poverty level
Bell 2006(64)	A single secondary school in an area with high rates of social exclusion	The school chosen for the pilot study was chosen because it has low levels of achievement (6% of pupils achieved	55 quant; 13 qual	NR	12 - 13	NR quant; 46% qual	NR quant; 54% qual	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		GCSE at grade C or above in 2002). It serves a large local authority housing estate with high indicators of social exclusion, poverty and unemployment. All students who watched the play were asked to complete the questionnaires, but only 55/85 students completed the final questionnaire. A subset of students involved in the program volunteered to take part in 'friendship discussion groups', to discuss their perceptions of the intervention.									
Brunk 1993(65)	Two secondary schools	One school was selected for inclusion, while the second school volunteered after hearing about the intervention. In the first school, students	8	NR	13 - 17	0	100	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		volunteered to be involved in the play. As this was primarily conducted outside of school hours, a smaller group of drama students were involved. In the second school the intervention was conducted with a broader range of students who received drama classes as part of their usual school day. The researcher chose to interview a subset of male students involved in the plays, and selection criteria for these participants is not clear. It is also not clear if all or a subset of teachers involved in the intervention were selected.									
Bruno 2020(66)	Seven compulsory and upper-secondary schools	Purposive selection of the schools for observation, to represent schools with sustained	26	NR	13 - 19	NR	NR	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	received the intervention. A subsample of schools, representing two upper secondary schools and one upper secondary school, were observed delivering the intervention.	implementation of the intervention (x), and to represent 1 school that used a shorter version of the intervention.									
Busch-Armendariz 2008(67)	Two high schools	Two schools who had already expressed an interest in implementing the intervention	NR	NR	9th grade - 9th grade	NR	NR	NR	NR	NR	NR
Cahill 2019(68)	A consultative workshop and a training the trainers workshop was arranged with representatives from 7 countries across Africa.	NR	0	NA	NA - NA	NA	NA	NA	NA	NA	NA
Cameron 2007(69)	High schools across the participating district	Schools delivering each of the selected DRV interventions or not delivering any	596 (CAAR 244; FSACC 96; CPVFK 64; MW/Vpw	NR	9th grade - 12th grade	59.8	40.2	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		intervention were contacted and asked to participate in the evaluation. Those schools that agreed were included in the research.	33; no intervention (n=159)								
Cascardi 2014(70)	Six urban middle schools in economically disadvantaged neighbourhoods	Staff completed surveys at the end of training - unclear how many staff completed these surveys. Nine staff were observed delivering the intervention, however the way staff and the specific classes were selected was not reported.	0	NA	NA - NA	NA	NA	NA	NR	97% African American	70%-100% across schools received Temporary Aid to Needy Families and were eligible for reduced or free lunch. Violent crime in school neighborhoods was 1.5 times the citywide average.
Cheney 1998(72)	Elementary school; 5th grade students	Two schools who had already expressed an interest in implementing the intervention	0	NR	5th grade - 5th grade	NR	NR	NR	NR	NR	NR
Chiodo 2017(73)	11 high schools across a large urban city	Purposive sampling of schools delivering the fourth R program in the district.	15	NR	7th grade - 9th grade	NR	NR	NR	NR	NR	NR
Chipeta 2019(74)	Eight active	A subsample of	75	NR	13 - 18	NR;	NR;	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	community day secondary schools from a larger sample based in rural and peri-urban communities.	schools from each participating district were selected to participate, in line with their availability and other scheduled activities in the areas. All students who were still participating in the POY clubs in the selected schools took part. POY club patrons/matrons(teachers), program officers, and district officials were selected using purposive sampling. District officials were selected if they were directly involved with the clubs and were knowledgeable about the intervention. Peer educators from 4 schools were targeted for recruitment, methods NR.				approx 50%	approx 50%				

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
Cissner 2014(2)	Classes in 10 high schools in the Bronx area	Students from 3 schools were contacted conducted at the end of 7th grade school year (time 1; n=5) and at the end of the 8th-grade school year (time 2; n=24) and arranged in sex-segregated focus groups: turnout at time 1 was poor, and so two students participated in interviews. All staff who received training were observed, and all staff (n NR) who delivered the intervention were required to complete fidelity assessments. Seven teachers from 6 schools delivering the intervention were interviewed; selection NR. Finally, key staff at Start Strong Bronx were interviewed (the Start Strong Bronx Director and	29	NR	11 - 14	NR	NR	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		Program Coordinator). Project documents reviewed included official project documents provided to teachers; the original funding request and subsequent annual reports; and documents distributed to schools informing them about the program, the evaluation, or other related topics.									
Cockcroft 2019(75)	Schools in four districts	Schools/teachers who had received training to deliver the intervention 14-26 months previously.	0	NA	NA - NA	NA	NA	NA	NA	NA	NA
Coker 2017(12)	13 schools in districts that had a participating rape crisis centre	Quant: Personnel involved in delivering the intervention were asked to provide data, no further details. Qual: Maximum variation sampling was used to identify	0	NR	Grade 9 - Grade 12	54.1 - 54.6	45.4 - 45.9	NR	NR	White 82.5 - 87.2%; NR 12.8 - 17.5%	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		educators across the 13 rape crisis centres who delivered the intervention. Snowball sampling was also used.									
Cooper 2017(76)	Multiple schools across one district (of 3) that the intervention is implemented in. The process evaluation builds on a previous outcome evaluation in this sample.	A random sample of participants were selected from the full sample. Male students and coaches were recruited from the same schools as participants. Participants were involved in both the quantitative (outcomes evaluation) and qualitative components of the research.	NR; minimum 49	NR	NR - NR	NR; approx 60%	NR; approx 40%	NR	NR	NR	NR
Cramer 2015(77)	Two public high schools	NR	0	NR	NR - NR	NR	NR	NR	NR	NR	NR
CRG Research 2016(78)	Secondary schools	NR	1403	NR	13 - 18	55	45	NR	NR	BME 64%; White british 33%	NR
Crooks 2013(79)	School boards in districts in Canada where the fourth R intervention	Boards were selected for inclusion if training records indicated that three or more	0	NR	NR - NR	NR	NR	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	had been implemented	teachers had been trained in some version of the Fourth R prior to the fall of 2009. All teachers trained in the Fourth R prior to 2009 in one of these boards were eligible to participate. Eligible teachers were identified on the basis of training records and invited to participate. Teachers trained more recently were excluded because the focus was on sustainability beyond the two years of implementation.									
Crooks 2018(80)	Secondary schools	All students who received the intervention completed surveys; unclear how their teachers were invited to provide data. Leaders from the collaborative partners were purposively selected.	NR; more than 500 were surveyed, unclear how many were included in focus groups	NR	NR - NR	NR	NR	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
Cutbush 2017(81)	Middle schools that delivered the intervention	An informational memo was sent to coordinators of the seven Start Strong sites, inviting all implementers to participate in the interviews.	0	NR	NR - NR	NR	NR	NR	NR	NR	NR
Diegel 1999(83)	A public high school where the intervention had been implemented	All students involved in the intervention were invited to take part in an interview. One student was excluded as her responses contradicted with the responses of the other participants, and the author discovered that she had left the group and remained angry at the group, so determined that the interview was invalid.	12	NR	15 - 18	100	0	NR	Heterosexual 100%	Caucasian 100%	NR
DMSS Research & Consultancy 2012(84)	Secondary in a major city	NR	NR	NR	NR - NR	NR	NR	NR	NR	NR	NR
Dos Santos 2019(24)	Public schools	Convenience sample of 2 public high schools.	30	NR	14 - 19	60	40	NR	NR	NR	NR
Dozois 2016(85)	Secondary	NR	Unclear;	NR	grade 7 -	NR	NR	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	schools across a single province				grade 12						
Dunlop 2018(86)	Secondary schools who had received training in the fourth R intervention	Staff who received training for the fourth R in relevant years were invited to complete the survey	0	NA	NA - NA	NA	NA	NA	NA	NA	NA
Durand 1997(42)	6 secondary schools who had not previously received a related intervention	All 3 teachers from the intervention arm	0	NA	NA - NA	NA	NA	NA	NA	NA	NA
Edwards 2021(187)	High schools across the participating province	All staff and students who delivered/received the intervention were invited to complete the evaluation.	970	15.69 (1.16)	13 - 19	53.3	NR	NR	Heterosexual 87.2%	White 86.9%	NR
Edwards 2019(88)	Four public high schools and one community-based agency	Staff and students who were involved in delivering/receiving the intervention in selected schools. School selection NR.	192	16.7 (1.01)	14 - 18	59.40%	NR	NR	NR	White 80.5%	NR
Eisman 2019 (89)	Six middle schools from 5 school districts in an	Structured sample of lessons observed	NR	NR	8th grade - 9th grade	NR	NR	NR	NR	NR	A notable proportion of children and youth in the

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	area considered to have a high risk of community violence										participating district live below the poverty level (35.5%), higher than the state average (21.7%), and 59.4% of Wayne County's students are eligible to receive free or reduced-price lunches
Elias-Lambert 2010(90)	Two urban middle schools	All students who participated were invited to complete the survey	396	NR	6th grade - 8th grade	60.1	39.9	NR	NR	African-American 98%	76% of students in both schools participated in the free lunch program
Elias-Lambert 2015(91)	A single high school that caters for children at high risk of poor outcomes (e.g. failing classes, pregnancy)	Purposive sample of students selected as being high risk of substance use or DRV from an alternative high school; entry criteria for the school are that students must apply and meet one of the at-risk criteria, such as	44	NR	14 - 12th grade	63.6	36.4	NR	NR	NR; school population reported to be: 38% non-Hispanic White, 34% Latina/o, 25% African American, 1% Asian,	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		being pregnant or parenting or having failed two or more core classes at their home school.								and 2% Native American	
Enriquez 2012(92)	Freshman and sophomore students at a single high school where the majority of students were first generation Hispanic-Americans	NR; single high school chosen, likely convenience	51	NR	14 - 16	58	42	NR	NR	Latino 88%; African American 8%; Caucasian 4%	NR
Exner-Cortens 2020(93)	High schools trained to deliver the intervention: 96% offered the program as part of health/physical education curriculum in Grades 7 to 9; the remainder taught the Grade 9 and Grade 11 English curriculums	Teachers delivering the intervention in the participating district were invited to participate. Those who completed the baseline implementation survey were invited to complete the implementation survey at the end of the year.	0	NA	NA - NA	NA	NA	NA	NA	NA	NA
Farrelly 2021(94)	Three primary schools that	In 2 of the 3 schools, teachers	80	NR; median 10	10 - 11	56	44	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	were already implementing the intervention	selected which class would receive the intervention. In one of these, the school chose the class taking into consideration which children may most need the intervention, on the basis of current or historical issues relevant to the intervention. All students who received the intervention were invited to participate. Students volunteered to participate in the focus groups.									
Fawson 2016(95)	Unclear		273	15.64 (.81)	15 - 17	59.3	40.7	NR	NR	African-American 4.8%; Asian 6.2%; Hispanic 35.8%; White 34.4%; Pacific islandert 3.2%; Mixed	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
										race 13.2%; Native American 0.37%; Other 2.1%	
Filho 2017a(38)	High school, 1st - 3rd year students	Same sample as original study	94	15.9 (0.6)	NR - NR	55.3	44.7		NR	NR	37.2% of students were in social class C or D
Gale 2011(96)	Middle and high schools	The author wrote their reflections towards their thesis. Students participating in the intervention applied, and a subsample were selected	0	NR	NR - NR	NR	NR	NR	NR	NR	NR
García Escobar 2020(98)	Two school districts where the intervention was implemented with secondary school students	Non-probabilistic, sampling those with direct experience of the intervention	20 (10 in each district)	NR; secondary school age	NR - NR	NR	NR	NR	NR	NR	NR
Garces-Foley 2017(97)	Schools in a district where a policy to address homophobia	Superintendents in districts across California were emailed a copy to a survey using	0	NA	NA - NA	NA	NA	NA	NA	NA	NA

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	is being implemented	publically-available email addresses. Two reminder emails were sent. All those who completed the survey were included.									
Gardner 2005(99)	Five high schools who received the intervention in a comparative evaluation (vs. no intervention).	All students who took part in the intervention were invited to complete the survey. Only completed responses were included.	166	16.02 (NR)	11.75 - 19.3	68.4	31.1	NR	NR	Black/African American – 6.2%; Hispanic/Mexican American – 8.5%; Asian American – 1%; Native American – 0.7%; White/Caucasian – 75.2%; Other (including those who marked more than one category of the above)- 8.5 %	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
Genereux 2020(101)	A conservative state with a small, primarily rural population	All educators who had received training for the intervention were contacted and invited to take part in the survey (N=350). Participants for the interviews were identified by domestic violence services via the survey.	0	NA	NA - NA	NA	NA	NA	NA	NA	NA
Genovés 2009(102)	14 secondary schools in the district		564	15.5 (NR)	14 - 18	57.9	42.1	NR	NR	NR	NR
Gibbs 2016(103)	Implementers from middle- and high schools	All coordinators and implementers from Start Strong sites implementing Safe Dates were invited to participate in the survey. Methods for recruiting focus group participants were unclear.	0	NA	NA - NA	NA	NA	NA	NA	NA	NA
Gomez Gonzalez 2014(104)	Secondary school	Convenience sample of students; sample of all sessions delivered	9 (qualitative), 40 (surveys)	NR; median 15 (IQR 14-15)	13 - 17	36	54	10	NR	NR	NR
Grimm 2011(105)	High schools in the participating	Students receiving the intervention at a number of	5937	15.6 (NR)	13 - 18	51.4	48	0.6 (blank)	NR	73.4% were Caucasian,	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	district who were implementing the intervention	schools in the district known to be implementing the intervention								13.3% were African American, 3.5% were biracial, 2.7% were Hispanic, 0.1% were Native American, 1.3% were Asian American and 5.3% identified themselves as Other	
Guillot-Wright 2018(106)	One high school participated in the pilot, and then the intervention was rolled out to multiple high schools in the district.	Students opted to be included in the intervention by texting a number. The participants included in the evaluation were those who provided feedback, and unclear what proportion of participants the sample represents.	46	NR	9th grade - 12th grade	47.8	19.6	32.6 didn't respond	NR	8.7% African-American/Black, 32.6% Hispanic/Latino, 30.4% White, and 23.9% students did not identify their race/ethnicity.	MR
Hale 2012(107)	REaDAPT - Relationship	NR	2047 (1133)	Relationships	Year 3 (age 7-8)	Relationships	Relationships	La Mscara	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	Education and Domestic Abuse Prevention Tution - was a two year project funded by the European Commission's DAPHNE III violence prevention programme. The project sought to develop a programme of activities that could be used by educators looking to teach young people about relationships and their potential for abuse and violence within them, and provide advice and support for those affected by domestic violence		relationships without fear; 452 Mascara del amor; 462 Filles et Garçons, en route pour l'Egalité)	without Fear 13.44 (NR); La Mascara del Amor 15.9 (NR); Filles et Garçons, en route pour l'Egalité 14.88 (NR)	relationships without fear; 13yrs Mascara del amor; 11yrs Filles et Garçons, en route pour l'Egalité) - Year 10 (14-15) relationships without fear; 21yrs Mascara del amor; 19yrs Filles et Garçons, en route pour l'Egalité)	without fear 48.7%; La Mascara del Amor 51.8%; Filles et Garçons, en route pour l'Egalité 58.9%	without fear 51.3%; La Mascara del Amor 46.9%; Filles et Garçons, en route pour l'Egalité 41.1%	del Amor 1.3% did not disclose			

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	whether in their own relationships, or those of their parents, friends or other family members. In pursuit of this goal, the project provided an evaluation of three schools-based preventative programmes, located in the UK, France and Spain.										
Hall 2016(108)	High schools subject to the anti-bullying legislation	An association of teachers in the district were contacted over email, and volunteered to complete the survey. As the law covered all schools, no additional inclusion criteria were specified, except that teachers work in public and not private schools (the	0	NA	NA - NA	NA	NA	NA	NA	NA	NA

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		law did not apply to private schools).									
Harrington 2019(109)	A single high school that implemented the intervention over several years	Student athletes at the participating high school who have participated in AAL as part of a girls' sports team were purposively targeted for recruitment; all participants initiated contact with the researcher to take part.	10	NR	15 - 18	100	0	NA	NR	White 30%; Black/African American 40%; Asian American 30%	NR
Henderson 2002(110)	2 primary schools, 2 secondary schools and 4 youth work settings	Education Services in Edinburgh and Glasgow suggested the schools and youth groups which ultimately became involved; criteria NR, although a mix of settings (primary, secondary, and youth group) was purposively selected.	236 quant (post-intervention) 71 qual (post-intervention)	NR	NR; primary school - NR; 'early 20s'	NR	NR	NR	NR	NR	NR
Henshaw 2016(111)	Two public high school boards, covering multiple high schools in	Students from high schools in the participating districts were invited to attend and take part in the	156 quant; 25 qual	NR	NR; grade 9 - NR; grade 12+	0	100	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	their districts	research									
Hertel 2020(112)	100 middle schools in the same state	Nine participants from schools across three different sites were purposively selected. The sites were intended to represent different school and student characteristics	NA	NA	NA - NA	NA	NA	NA	NA	NA	NA
Jaime 2016(113)	Two high schools	Two schools were purposively sampled in the area local to the research team. The intervention in one school was delivered by coaches, and by DRV advocates in the other school	26	NR	7th grade - 12th grade	0	100	NA	NR	White/Caucasian 27%; Black/African American 54.1%; Multi-racial 9.5%; Other 4.1%; Hispanic/Latino 0.7%; Pacific Islander 0.7%; Native American 0.7%	NR
Jalušič 2019(114)	Twelve schools in multiple EU	Purposive sampling of schools that represented a	162	NR	NR - NR	46.9	47.5	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	countries piloted the intervention (3 in each country, implemented simultaneously). The results in this paper focus on 3 schools in Slovenia. These schools were state schools, and included one from each type, labelled gymnasium, vocational, and general.	cross-section of different types of state-funded schools in Slovenia									
Jaycox 2006(188)	Large urban high schools	NR; though it was stated that observations were selected to obtain a variety of implementers, schools, and session	0	NA	NA - NA	NA	NA	NA	NA	NA	NA
Jones 2010(116)	A single high school that received the pilot intervention	A sub-sample of the students who received the intervention participated in the focus group (selection NR).	8	NR	NR - NR	50	50	NA	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
Jorba 2012(117)	A single high school for intervention and a single high school for comparator	A subsample of intervention students to have equal balance of sexes, distributed over intervention groups	12 (qualitative); overall 94 intervention, 90 control	NR; median 15.5	15 - 17	50%	50%	NR	NR	16.6% immigrants	2 medium; 9 medium-high; 1 high
Jordan 2018(118)	Girls who participated in the intervention in the first half of 2015 in schools all over New Zealand.	Normal methods for recruiting students to the intervention were used. Parents' students were offered the option to participate in the intervention without participating in the research, but none took that option. Selection of staff was NR, though stated that a diverse group was sought.	2731	NR	7 - 17	100	0	NA	NR	Māori 29%; Pasifika 9%; European New Zealanders 55%; Asian 5%; other 2%	NR
Kearney 2016(120)	19 high schools across one state of Australia	Nineteen schools received the intervention; all were included in quantitative data collection, and nine were involved in focus groups (these schools were selected to capture a range of	71	NR	8th grade - 9th grade	42.3	57.7	NA	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		characteristics, including the school's level of engagement with the project, school size and government versus independent schools). Stakeholders at various levels involved in designing and delivering the intervention were sampled.									
Keddie 2020(121)	2 of 18 primary schools that implemented the intervention	Eighteen schools received the intervention, five were selected for in-depth evaluation (criteria NR), and the results from two of these schools is in this publication. The authors stated that these schools were selected purposively as they were considered to best represent the importance of context in enabling and constraining the uptake of the	NR	NR	NR - NR	NR	NR	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		intervention.									
Kelly de Albuquerque 2020(122)	6th and 7th grade students of elementary school	NR	NR	NR	9 - 14	NR	NR	NR	NR	NR	NR
Kempes 2010(123)	Students in 1st, 2nd, and 3rd grades of eight high schools in three districts. These participants/schools are a subsample of the broader population who received the intervention (47 classes of 57).	Recruitment of schools was not described; though potentially purposive sampling in the 3 chosen districts. The authors state that some classes/schools initially recruited dropped out, due to practical considerations of implementing the intervention. For the evaluation, it was intended that researchers would take a random sample of schools/classes, but this was not possible due to variation in school willingness to participate.	876	14.1 (1)	12.2 - 17.1	58	42	NR	NR	Dutch 57.6%; Not Dutch 28.4%; unknown 13.9%	NR
Kervin 2010(125)	An intervention		NR	NR	NR - NR	NR	NR	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	set up across multiple schools in a specific rural district, which then evolved to be based only in a single school										
Knowles 1997(126)	High schools in the district that were already delivering the intervention	The researcher advertised the research through channels with the intervention organisation, and invited those interested in participating to contact them.	0	NA	NA - NA	NA	NA	NA	NA	NA	NA
Lapointe 2018(127)	Public high schools and one social/support group for LGBTQ+ youth that were implementing the intervention	Students were recommended to participate by their facilitators. All facilitators were invited to participate, though not all did.	7	NR	14 - 18	NR	NR	NR	NR	NR	NR
Lee 2018(11)	Senior high school	NR; a sub-sample of students were selected across the 3 school years	8	NR; 3 high school, 3 sophomore, and 2 seniors	NR - NR	NR	NR	NR			
Lerner 1999(128)	Three school	The three districts	6	NR	9th grade	50	50	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	districts	were selected purposively to represent different demographics and locations. From each district (x3), 2 administrators, 2 teachers, and 2 students were included. Each district selected its own participants.			- 12th grade						
Levesque 2017(129)	High schools in 2 districts	All students who participated were invited to complete the survey	97	NR	9th grade - 12th grade	56	NR	NR	NR	57% were White, non-Hispanic; 30% were Black, non-Hispanic; 8% were Hispanic, and 5% were other or multiracial	Thirty-one percent received free or reduced-price lunch
Louden 2016(130)	High schools who have opted to be members of the coalition, and chosen their own level of involvement	NR	NR	NR	NR - NR	NR	NR	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
Lynch 2014(131)	A-Level psychology classes from secondary schools and colleges	All students in the intervention arm	41	16.7	NR - NR	100	0	NR			
Macgowan 1997(46)	Secondary school grades 6-8, regular and advanced classes	NR' students in the intervention arm. Unclear if only those who completed sufficient sessions (the per protocol sample used in the efficacy analyses) were invited to give feedback	NR	NR; approx 12.6 (1.1)	11 - 16	NR	NR	NR	NR	NR	NR
Madsen 1994(132)	Organised retreat for students from eight high schools	The aim was to sample a representative number of participants from each school, but this was not possible due to practical barriers, and therefore the sample represents those that the researcher could interview in the timeframe.	16	NR	15 - 20	50	50	NR	NR	NR	NR
Makleff 2019(133)	One high school that conducted	The authors randomly selected from 87	39 (interviews and	NR; median 15	14 - 17	41	59	NR	Gay 3%; bisexual 18%;	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	the intervention	intervention group participants who had reported in a baseline questionnaire any past experience of sexual contact, romantic relationships, or IPV.	focus groups)						heterosexual 72%; prefer not to say 8%; do not know/no response 0%		
Maphosa 2017(134)	Two high schools: one rural, one urban.	All participants in the intervention were invited to complete the questionnaire, though only a subsample volunteered to do so. Participants in the focus group were selected from those who completed the quantitative survey	45 quant; 12 qual	NR	14 - 18	50	50	NR	NR	NR	The chosen schools both have relatively low-level pass rates and both serve huge communities where there are signs of high poverty, unemployment and social exclusion, though this was considered much more severe in the rural school.
Mathews 2016(51)	Public high schools	Facilitators of the intervention sessions were observed at random, unannounced times by two	1336	NR	NR - NR	NR	NR	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		independent observers, for a total of two sessions each in different schools. The sampling of the students was not reported; most though not all students in the intervention arm completed the questionnaire									
Matos 2006(135)	Two high schools in different districts of Portugal implemented the intervention in different years. PE data was only measured in one school		210	NR; median 15	14 - 19	56.2	43.8	NR	NR	NR	Stated that students were generally middle class
Maxwell 2010(136)	Five high schools	NR	235	NR	NR - NR	NR	NR	NR	NR	NR	NR
McElwee 2020(137)	Four secondary schools and one college	Each institution where the play was shown (n = 9 secondary schools, one Pupil Referral Unit, two sixth form colleges) was	294	13.53 (7.51)	11 - 19	49	50.7	Missing 0.3%	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		sent an email which requested permission for their students to take part in an online survey and/or a focus group									
McGinn 2017(138)	A mixed second level, urban school in a large city on the eastern coast of Ireland that caters for students 12-18. The students attending this school could be characterised as coming from a middle-high social economic background	The participants were chosen as they attended a Social, Health and Personal Education class as part of the school curriculum. A random sample of volunteer participants were selected. The participating classes were selected opportunistically, meaning that the choice of which class participated was determined by the school computer room timetable	46 quant, 15 qual	14.54	14 - 15	43.5	56.5	NA	NR	Caucasian 74%, with 13% African and 13% Asian participants	NR
Meiksin 2020(189)	cRCT conducted in six high schools. Stakeholder engagement to inform the	Fidelity was assessed using audio recordings of all training sessions. Logbooks completed by teachers were used	Stakeholder engagement 66; process evaluation qual 32	13.4, 0.6	13 - 15	41	40.1	Non-binary 3.7%; other 4.4%; unsure 4.8%,	Heterosexual 84.2%; gay 2.7%; bisexual 5.1%; other 2.1%;	White British 46.8%; White oither 12.1%; Asian/Asia	Family affluence scale mean (SD): 6.1 (1.6)

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	intervention was conducted with existing stakeholder groups.	to assess feasibility, fidelity and costs. A randomly selected lesson in one classroom per school was observed to assess fidelity. Students and staff completed surveys to assess the reach and acceptability of the intervention. Interviews were also conducted with trainers, staff, parents and students. Data were collected via audio recording of all NSPCC and school delivered training (fidelity); logbooks completed by teachers delivering curriculum sessions (feasibility, fidelity, costs); structured observations of a randomly selected lesson in one randomly selected classroom per school (fidelity); student surveys	(intervention arm) quant 1057					prefer not to say 5.6%, missing 0.4%	unsure 3.4%; prefer not to say 2.2%; missing 0.4%	n British 5.6%; Black British 10.5%; mixed ethnicity 7.9%; other 5.5%; missing 11.8%	

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		(reach, acceptability); a staff survey (reach, acceptability of training and intervention overall); interviews with the two NSPCC trainers (feasibility, fidelity); interviews with four staff per intervention school, purposively sampled by seniority/which intervention component they were involved in (acceptability, fidelity); interviews with two parents per intervention school, purposively sampled by age and sex of child (acceptability); and interviews with eight students per intervention school, purposively sampled by year (9/10), sex and whether or not they were involved in intervention									

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		delivery (acceptability)-									
Merrell 2004(27)	9th grade secondary school	All students in the intervention arm	29	14.5	NR - NR	69	31	NR	NR	NR	NR
Merrill 2018(139)	Three primary schools		NR; <30	11.9 (3.02)	11 - 16	100	0	NA	NR	Black 82%; NR 18%	NR
Mgalla 1998(140)	Forty schools that had been randomly selected to deliver the intervention: schools were split in half between rural and urban locations.	A random sample of students were selected to take part in the interviews. One guardian from every intervention school was invited to interview, although unclear if some schools had more than one guardian and if so, how the guardian was selected.	790	15.0 (NR)	13 - 19	100	0	NA	NR	NR	NR
Miller 2012(40)	High schools within districts in the county that agreed to participate	Students and coaches involved in a cRCT to evaluate CBIM were invited to take part in the implementation evaluation	39	NR	9th grade - 12th grade	0	100	NA	NR	NR	NR
Miller 2015(18)	Student health centres (SHCs)	All providers in the intervention arm were invited to complete the survey. A subset of	22	NR	NR - NR	NR	NR	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		providers were selected for the interviews, but it was not reported how this selection was conducted. Focus groups were conducted with intervention student outreach groups (a small group of students chosen by schools); actual attendance was 22/29 students in the outreach groups.									
Mills 1998(142)	Two high schools that chose to implement GBV interventions for boys	NR	NR	NR	9th grade - 12th grade	0	100	NA	NR	NR	NR
Muck 2018(143)	Five secondary schools	All students in the two intervention arms	453	14.18 (0.71)	12 - 16	55	45	NR	NR	NR	NR; schools described as a higher than typical level of education
Murray 2019(145)	Five high schools selected to deliver the intervention	Students who were able to complete the questionnaire (i.e. not prevented by communication	93	NR	16 - 21	NR	NR	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		difficulties). All parents and teachers were invited to complete the questionnaire.									
Murta 2016(146)	First year public high school students. Data reported here for intervention arm only.	NR	21	16.8 (NR)	15 - 17	54	46	NR	NR	NR	NR
Namy 2015(147)	15 vocational schools. Students attending such schools typically come from economically disadvantaged households and many have experienced disciplinary problems and/or poor academic performance during primary education	Student participants were purposively selected by implementing partners to achieve a balanced distribution across grades and participation level (i.e., students who attended classroom sessions only and those who opted into the residential retreats). Youth facilitators selected for the interviews were recommended by the implementing organisations.	972 quant; <62 qual (specific number NR)	NR	15 - 19	NR	NR although the vast majority were stated to be male	NR	NR	NR	NR, although the schools selected were stated to be attended by students of lower SES

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		Every teacher in participating schools was invited to participate in the FGDs, with final selection based on availability.									
Nicholson 2018(148)	Two public secondary schools (one intervention, one comparison) were selected from villages that had not previously implementing the intervention, and each had at least 100 students in eighth and ninth grades (combined)	Purposive selection of schools meeting criteria and where principals agreed to participate	NR	NR	12 - 19	42.7	57.3	NR	NR	NR	NR
Noonan 2009(149)	Two adapted interventions: one conducted in classrooms, and one conducted in both classrooms and	The recruitment of key stakeholders at original settings was not reported. MOST group facilitators (N = 6) were recruited through the California Coalition against Sexual	0		NA - NA	NA	NA	NA	NA	NA	NA

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	community settings.	Assault (CALCASA) and Expect Respect support group facilitators (N = 15) were recruited through Miami University in Ohio and CDC's DELTA Project in Toledo.									
Oliveira 2016(150)	A single high school	The research was advertised in the participating school, and interested students volunteered to take part.	23	NR	15 - 18	NR	NR	NR	NR	NR	NR
Ollis 2011(151)	Pilot intervention of the intervention in grade 8/9 students in 4 high schools.	NR	32	NR	8th grade - 9th grade	46.9	59.4	6.3% gender NR	NR	NR	NR
Ollis 2017(152)	Grade 9 students taught by the teachers who developed the intervention, and students in other schools who consented to receive the intervention	Students receiving the intervention and the teachers involved in designing and delivering the program were invited to participate. A sample of students' activity reflections were analysed,	40	NR	9th grade - 9th grade	50	50	NA	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		though how these were sampled is NR.									
Ouellett 1998(153)	A public high school that had been successfully implementing the intervention for 3 years, which was the first intervention of its kind it had implemented.	The schools was selected in part because it was considered to have had success with implementing the intervention. Snowballing was used from the initial interviews to identify further participants who were instrumental in implementing the intervention	NR	NR	NR - NR	NR	NR	NR	NR	NR	NR, though the community the school served is stated to be economically developed, with higher fees than the state average
Payne 2018(155)	Educators in the same city area who attended the training	Educators who participated in RSIS professional development workshops between September 2006 and May 2009 and who identified themselves as "supportive" of LGBTQ students. All participants were able to complete written evaluations at the end of each workshop (of the attendees for 14	0	NA	NA - NA	NA	NA	NA	NA	NA	NA

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		sessions, 60-90% completed the forms, for a total of 322 evaluations). Interview participants were recruited from those who had previously attended RSIS workshops by contacting the person in each school responsible for bringing RSIS into the school and requesting they distribute the interview invitation to the workshop participants, or by our emailing the former workshop attendees. Follow-up questionnaires were sent electronically to 23 participants for whom the research team had contact e-mails.									
Perez-Marco 2020(156)	One public high school considered to be in a vulnerable	Convenience sample of one high school. All scripts written during the participating year	123	NR	13 - 15	44	56	NA	NR	NR	NR, but the school was reported to be in an area of the city with

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	area of the city with high rates of school dropout, low family incomes, and high immigrant populations	were included in the analysis.									high rates of school dropout, low family incomes, and high immigrant populations
Racionero-Plaza 2020(158)	Three high schools in the same city (2 public and 1 semi-private)	All students who participated were invited to complete the survey. Participants in the interviews and focus groups were selected randomly	126	NR	15 - 16	NR	NR	NR	NR	NR; stated to be ethnically diverse	Most students stated to have mid-low and low SES
Raible 2017(159)	Five public school sites (4 high schools and 1 junior high school) in urban and rural regions	All school nurses at the participating sites were interviewed and invited to complete the survey. Students completing the survey were convenience sampled.	566	NR	6th grade - 12th grade	69.6	24.2	0.2	NR	Hispanic 8.3%; White 53.4%; Black 24.0%; Multiracial 16.9%; other 2.3%	NR
Roberts 2009(32)	Vast majority secondary, though a few 6th form age students included	All students who received the intervention	167	NR	14 - 16	43.1	56.9	NR	NR	White or European american 79%; black or african	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
										american 10.8%; other 10.2%	
Rogers 2018(160)	Two high schools who remained in the study (from an initial five)	All students receiving the intervention were invited to complete the feedback cards. A small sample of students who completed the efficacy survey were selected by school staff to take part in the focus group.	NR for the feedback cards; 5 focus group	NR	13 - 14	NR; 40% focus group	NR; 60% focus group	NA	NR	NR; however few students responding to the efficacy survey were from BAME groups	NR
Rowe 2015(22)	One all girls' high school in an urban area	Students who expressed interest in participating following adverts placed in the selected school	85	15.63 (SE .95)	14 - 18	100	0	NR	NR	Hispanic (66/83, 80%), with 17% (14/83) African American, 2% Non-Hispanic White (2/83), and 1% Asian (1/83)	NR
Sanchez-Jimenez 2018(161)	State high schools in the same district	Implementers of the intervention were requested to complete an online	NR	NR	NR - NR	NR	NR	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		questionnaire at the end of each session. Unclear how many of these were completed, and if students selected to deliver the last 2 sessions were also invited to complete this.									
Sanders-McDonagh 2015(162)	90 schools across 5 districts, including 2050 students who engaged with the participated in the workshop element, 15,404 students who watched the drama performances , and 1,843 educational staff who were trained during INSET sessions	All teachers receiving training were invited to participate. Unclear how partners to the intervention were samples	0	NA	NA - NA	NA	NA	NA	NA	NA	NA
Sarr 2019(163)	One district in Cameroon, and several districts	A combination of purposive (according to stakeholder	27	NA	NA - NA	59.3	40.7	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	across Sénégal and Togo	experience) and convenience sampling									
Schwandt 2016(164)	Four communities in the Thyolo district of Malawi, four communities in the Francistown district of Botswana, and eight communities in Mozambique – four in Zambezia Province and four in Nampula Province	Teaching staff who volunteered to take part in the intervention.	0	NA	11 - 18	NA	NA	NA	NA	NA	NA
Scull 2018(165)	US middle schools	574/622 students in the intervention arm and 9/11 intervention teachers completed the satisfaction questionnaire. The reason for the missing participants were not reported	574	12.84	NR - NR	48.8	51.2	NR	NR	Ethnicity: Hispanic/Latino 16.3%. Race: Black/African American 7.85%; White/Caucasian 59.28%; American	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
										indian/Alaskan 1.30%; Asian/Pacific islander: 2.28%; Multiracial 7.44%; other 11.40%	
Scull 2021(34)	Single high school	NR	212	NR; median 15	14 - 16	44.9	50.8	"a few", who were mixed with the 7.9% missing	NR	American Indian 0.68%; Asian 16.44%; Black 10.27%; Pacific Islander/Native Hawaiian 1.37%; White 54.11%; More than one race 17.12%	NR
Shevlin 2020(166)	Parents in a country where the intervention is implemented in all schools	Parents were recruited via a post about the intervention on social media	0	NA	NA - NA	NA	NA	NA	NA	NA	NA
Silverman	Grades 6 and	NR; implied that all	0	NA	NA - NA	NA	NA	NA	NA	NA	NA

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
2000(167)	7 high school	staff delivering the intervention were asked to complete the questions									
Singh 2013(168)	A single middle school (7th grade)	POLs were students nominated by school staff. 25% of POLs were interviewed, and unclear how these students were selected. All group leaders were included in the research, and had responded to a call for the role.	40	11.6 (NR)	NR - NR	52	48	NA	0	44% African-American or Black, 35% European American or White, 10% Latino(a) American, 7% Multiracial, 3% Asian American, and 1% Arab American.	63% of the students were eligible for free or reduced-cost meals in school
Sorbring 2015(169)	Three upper secondary schools	Participants had been involved in trials of the intervention, and volunteered to take part in the research	12	NR; median 16.5	16 - 18	75	25	NA	NR	NR	NR
Struthers 2019(172)	Two schools in a low SES area, and a young parenting program (the	All students were invited to complete the survey at the end of the intervention. Students receiving	80	NR	15 - 17	48	52	NA	NR	Not completed by most participants	Both schools receiving the intervention were described as being in a low

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	latter likely outside the scope of this review)	the intervention were selected by schools. Stakeholders participating in interviews were selected by the researchers on the basis of their gender (to achieve balance), exposure to the intervention and willingness to take part.									SES area
Taylor 2011(49)	30 public middle schools	The students were selected from classes with 'the most engaged' staff: all students from these classes were offered the opportunity, though only those who returned the consent form could participate. Unclear whether all staff delivering the intervention were invited to participate in the focus groups.	20	NR	NR - NR	80	20	NR	NR	NR	NR
Tello 2013(171)	Secondary schools in Spain	All students who received the intervention were invited to complete	1738 (intervention students)	NR	NR - NR	NR	NR	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		the survey	with completed questionnaires)								
Turner 2006(173)	Ninth grade students in one public high school.	All students who received the intervention were invited to complete the survey	102	NR	9th grade - 9th grade	48	48	4% NR (missing from results table/summary)	NR	White 52%, 23% blacks, 7% Hispanics, 7% other, mainly Pacific Islanders, and 11% of students that self identified as multiracial .	NR
Tutty 2011(174)	Naturalistic comparison of schools that have implemented the different interventions in Canada. Variation exists between intervention in the setting for the intervention	Participants taking part in the survey were recruited using flyers or via school staff. Students aged 16 and over who received the survey were invited to be interviewed.	382 quant; 66 qual	NR	10th grade; 14 possibly youngest for survey, but unclear. Participants in the interviews were 16 and over - NR	NR	NR	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	and the students included.										
UNICEF 2016(175)	50 schools in 24 municipalities (35 primary schools and 15 secondary schools)	NR	NR	NR; 15.45 for whole intervention group	NR; 13.00 for whole intervention group - NR; 19.07 for whole intervention group	NR; 44.2% for whole intervention group	NR; 55.8% for whole intervention group	NR	NR	NR	NR
Walton 2007(177)	3 high schools and two youth services in the same city	Purposive sampling of students and staff who could provide feedback on the workshops, although unclear why not all peer educators were recruited. Sampling of students who took part in the workshops was unclear. Only participants from schools were included in the evaluation, although data and quotes from staff at the other workshops are included. The authors state that the workshop at one of the schools	87	NR	13 - 16	NR	NR	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		was "substantially different in content and circumstances" to the others and none of the observers or teachers interviewed as part of this evaluation were there. For these reasons, the data and findings for this workshop are reported separately									
Watson 2012(178)	A single high school with an existing safe schools program in place	Purposive sampling, stratified random sampling and snowball sampling. Strata used were grade level, so that 25% of students from each grade were included. After completing the survey, students who identified as straight could volunteer to participate in a focus group. Snowball sampling was used to boost recruitment, but ultimately the	912 quant and 19 qual	NR	9th grade - 12th grade	50.6	48.2	Transgender Male to Female 1.4%; Transgender Female to Male 1.5%	Straight/Heterosexual 83%; LGBTQ 17%	Hispanic or Latino 32.3%; Black or African American 19.5%; White or European American 19.2%; Asian or Pacific Islander 18.3%; Native American 3.6%; Other 8.1%	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		focus group was attended mostly by students who attended a leadership class (students with important roles on campus). LGBTQ students were identified using purposive sampling from the existing Club Rainbow held at the school. Staff were selected using purposive sampling.									
Watts 2016(179)	One high school	Students were recommended to participate by their teachers, as they were considered to be influential in their peer group	9	NR	9th grade - 11th grade	NR	22.2	NR	NR	NR	NR
Weingarten 2018(180)	School with staff who had been trained by the Sex Abuse Treatment Center (SATC) in a sexual violence prevention program, ranging from	Staff who appeared on a list of having been trained by SACT were contacted, and follow-up emails were sent to active accounts. Responses were removed if these were heavily incomplete.	0	NA	NA - NA	NA	NA	NA	NA	NA	NA

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	kindergarten, primary, middle and high school.										
Wernick 2013(181)	Middle and high school students in 5 schools	Students who watched the performance were invited to complete a survey before and afterwards. Attendance at the intervention was mandatory in 2 schools and optional in 3.	832	NR	NR - NR	NR	NR	NR	Straight/cisgender 75%; other NR	White 55%; other NR	NR
Williams 2017(182)	3 high schools	The interviews and focus groups were arranged through the MVP lead at each school	33 mentors (delivering the intervention) and 58 mentees (receiving the intervention)	NR	11 - 18	NR	NR	NR	NR	NR	NR
Wilson 2005(183)	Two elementary schools, three middle schools, and two high schools in a district that	Purposive sampling of a subsample of schools (stratified according to age group) in the participating district. Schools were selected by	Quant 96; qual 5	NR	5th grade - 8th grade	NR for quant; 80% qual	NR for quant; 20% qual	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	was first in state to implement a comprehensive sexual harassment and child abuse policy	the assistant superintendent on the basis of their location and demographics of the student population. The schools were stated to represent varied community SES, demographics, and communities. Varied groups of students were targeted for recruitment, presumably for pragmatic reasons. Staff were recruited via the school principals. The parents/guardians of students targeted for recruitment were invited to participate.									
Winegust 2015(184)	A cross section of urban, suburban, and rural middle and high schools in the same district	Schools were selected to represent urban, suburban and rural communities. Unclear how students and staff were recruited in	Quant 93; qual 59	13.1 (1.56)	11 - 18	NR	NR	NR	NR	NR	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		the development of the intervention consultation. Students volunteered to receive the intervention, after recruitment efforts in their classes.									
Yoder 2020(185)	Four rural schools who were participating in a broader RCT. One intervention school was in the second year of Sources implementation and the other school was in the third year of Sources implementation. Waitlist schools were targeted based on their overall level of engagement in the RCT and their	Administrators or school counselors randomly selected students (peer leaders and students in the general population for intervention schools and only general population students in the waitlist schools) to determine their willingness to participate in individual interviews. Administration was also asked to select 4–6 staff members (teachers, counselors, and principals or vice principals, and Sources adult advisors in the intervention	43	16	NR - NR	48.8	NR	NR	NR	White 30%; Latinx 30%; Multiracial 15.1%; Native American 2.3%	NR

Lead author (date)	Setting information	Sampling strategy	Total student sample	Student age (mean, SD)	Age range	Female (%)	Male (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	willingness to participate in the qualitative evaluation.	schools) to participate in the staff focus groups.									

Description of interventions evaluated

A description of interventions evaluated in all studies reporting process and implementation outcomes is provided in Table 10.

Table 10: Details of active interventions included in process and implementation studies (RQ2)

Intervention	Intervention description	Target	Author, date	Comparison
AHYR strategy	The AHYR strategy is a multidimensional approach to teachin young people about helth relationships. The program includes the fourth R intervention, healthy relationship resources for parents, supporting the development of healthy relationship initiatives at the community level, provide a healthy youth relationships coordinator to schools in the province, provide schools with curricula to cultivate safe schools, and advocate for school uptake of a health relationships intervention.	DRV	Dozois 2016(85)	Non-comparative: AHYR strategy
Athletes as leaders	Athletes as leaders (AAL) is a 10-week program designed to work in conjunction with Coaching Boys into Men, a similar, evidence-based program for male-serving youth sports teams. In weekly 20-30 minute AAL sessions, teams discuss topics connected to the central focus of gender norms and their relationship to sexual assault. By exploring the social norms and systems supporting these forms of violence, the program helps athletes consider how their behavior influences others in their communities and how to use that influence to support social norms of respect, safety, and equity for all.	GBV	Harrington 2019(109)	Non-comparative: Athletes as leaders
Beyond Victims and Villains BVV audio-drama intervention	The eight-episode BVV audio-drama covers topics of child abuse, gender roles, gender violence, transactional and transgenerational sex, and HIV risk. The facilitator leads a structured discussion after each episode	GBV	Cockcroft 2019(75)	Non-comparative: Beyond Victims and Villains BVV audio-drama intervention
Bringing in the Bystander—High School Curriculum [BITB-	BITB teaches students how to safely and effectively intervene before, during, and after situations of relationship abuse and sexual assault to both prevent and stop these forms of abuse from happening, as well as supporting victims in the aftermath of these experiences. The BITB-HSC is a seven-session (each session 45 mins) curriculum intended to be delivered to	Both	Edwards 2021(187)	Non-comparative

Intervention	Intervention description	Target	Author, date	Comparison
HSC]	a mixed sex audience and was mostly cofacilitated by one facilitator who identifies as male and one facilitator who identifies as female. The first three sessions <u>included content educate students</u> about stalking, sexual harassment, sexual assault, and dating violence, and <u>the impact of these on communities, how these behaviors negatively impact communities, largely through a media literacy lens</u> . Sessions four and five <u>introduce included content about the role of bystanders, how to recognise interpersonal violence, and how people's behaviour influences the development of a bystander framework, emphasise participants' roles in creating a healthy community, and teach participants how to recognise interpersonal violence</u> . Sessions six and seven <u>teach included teaching on how to intervene in violence students to intervene</u> safely and effectively. <u>In addition to student programming, the BITB-HSC includes a 60-min School Personnel Workshop that trains</u> The intervention also included training for teachers and other school staff skills <u>to be positive bystanders in situations of on how to intervene in</u> adolescent interpersonal violence. <u>In addition, school personnel reinforce the information and skills conveyed in the workshop</u>			
Bringing in the Bystander—High School Curriculum [BITB-HSC]	The BITB-High School Curriculum (BITB-HSC) is a seven-session curriculum presenting information on abusive relationships, sexual assault and violence, bystander intervention, application of bystander intervention to relationship abuse and sexual assault. Several program revisions were made to the BITB-HSC that considered qualitative feedback from students and school personnel following an earlier evaluation. These revisions included making the BITB-HSC more interactive, adding a recent media example of male victimization, updating media literacy material and some of the programming scenarios, and making some small aesthetic changes to the slides. Unlike the previous evaluation of the BITB-HSC, in which college students were trained to facilitate the curriculum, the current study used agency staff, school personnel, and student leaders trained to facilitate the curriculum.	Both	Edwards 2019(88)	Non-comparative: bystander-focussed violence prevention curriculum
Building Relationships in Greater Harmony Together (BRIGHT) single + 5-session boost	Primary prevention intervention consisting of five daily lesson plans designed for delivery in 40-min health education classes. Lessons include curriculum and lesson objectives, planned activities, discussion points, and handouts.	DRV	Cascardi 2014(70)	Building Relationships in Greater Harmony Together (BRIGHT) single session vs. BRIGHT single + 5-session boost vs. no intervention
Building Relationships in Greater Harmony Together (BRIGHT) single session	Primary prevention intervention consisting of five daily lesson plans designed for delivery in 40-min health education classes. Lessons include curriculum and lesson objectives, planned activities, discussion points, and handouts.	DRV	Cascardi 2014(70)	Building Relationships in Greater Harmony Together (BRIGHT) single session vs. BRIGHT single + 5-session boost vs. no intervention
Bystander	The curriculum covers sexual harassment, including recognising incidents that require	GBV	Lee 2018(11)	Bystander intervention

Intervention	Intervention description	Target	Author, date	Comparison
intervention curriculum	intervention, the role of the bystander, promote intervention, and learn effective bystander intervention techniques. The intervention was delivered over weekends.			curriculum vs active control
Bystanders	Bystanders aims to raise awareness and encourage bystander intervention to sexual harassment, and support in the development of school and local policies against sexual harassment. Three workshops were delivered to students, and two to school employees. Workshops lasted 90-minutes. The first 2 student workshops were single-sex, and the third was mixed-sex. Workshops for employees followed the same topics as student workshops (vignettes with specific situations), while being based on a discussion of the results of student workshops. Action taken by the school was informed by students in the final workshop, and employees were encouraged to take their own action.	GBV	Jalušič 2019(114)	Non-comparative: Bystanders
C&C	C&C is a social, multi-user, tablet-based game for youth that seeks to prevent substance use and DRV behaviors. C&C presents curricula content using scenarios of activities that youth typically do over a weekend and with which they can easily identify. From the scenarios of weekend activities displayed on the opening screen, players must construct a fun and risk-free weekend for a 13-year-old girl or boy. Throughout the game, points are awarded for behavior choices that are low risk, yet fun. In a competition setting, the team or individual designing the most fun, risk free weekend wins the game. During game play, players discuss game content with team members using a chat-based social network and/or by team discussion led by a group facilitator. To bring the sociocultural context of SA and RV decisions into C&C game play, players do homework by asking parents, teachers, school counselors, and school administrators about the risks associated with each of the C&C activities and use this social context information to improve their decision making. Key feedback on game performance is continuously presented to players via a score box on the home screen. Prevention skills rewarded in the game include: refusal skills, considering consequences, handling emotional situations, expressing yourself clearly, providing support, setting boundaries, being in control, asking for help, and giving help.	DRV	Elias-Lambert 2015(91)	Non-comparative: C&C
CAMPAIGN	Campaign required involvement of teachers and a school-level intervention. This included a week long campaign in each academic year and specific orientation meetings with teachers.	Both	Achyut 2011(20)	GEA + CAMPAIGN vs. CAMPAIGN vs no intervention
CARE face to face	CARE is a communication and relationship education, primary intervention social cognitive model aimed at developing the self-efficacy of adolescents to verbally respond to sexual coercion. This included teaching students how to refuse unreasonable requests in an assertive, open and socially acceptable manner, and use verbal strategies (e.g. broken record, fogging, clouding) to handle awkward situations. The face to face edition of CARE was delivered over 8 40-min lessons over 8 weeks (2 additional lessons were used to administer pre- and post-test efficacy questionnaires). CARE VW (virtual world) has the same aims, but is delivered using an open-source, cross-platform, multi-user software application. Students explore the same topics using role play in the context of a virtual world. The intervention was delivered in 10 40-minute sessions over 10 weeks. Two of the classes were to complete efficacy measures, and 2	Both	McGinn 2017(138)	CARE face to face vs. CARE virtual world (VW)

Intervention	Intervention description	Target	Author, date	Comparison
	classes were to allow students to familiarise themselves with the VW software.			
CARE virtual world (VW)	CARE is a communication and relationship education, primary intervention social cognitive model aimed at developing the self-efficacy of adolescents to verbally respond to sexual coercion. This included teaching students how to refuse unreasonable requests in an assertive, open and socially acceptable manner, and use verbal strategies (e.g. broken record, fogging, clouding) to handle awkward situations. The face to face edition of CARE was delivered over 8 40-min lessons over 8 weeks (2 additional lessons were used to administer pre- and post-test efficacy questionnaires). CARE VW (virtual world) has the same aims, but is delivered using an open-source, cross-platform, multi-user software application. Students explore the same topics using role play in the context of a virtual world. The intervention was delivered in 10 40-minute sessions over 10 weeks. Two of the classes were to complete efficacy measures, and 2 classes were to allow students to familiarise themselves with the VW software.	Both	McGinn 2017(138)	CARE face to face vs. CARE virtual world (VW)
Centre de prevention de la violence familiale de kent (CPVFK)	An awareness and prevention campaign with workshops on the cycle of abuse (bullying, dating violence, family violence). They deliver classroom presentations explore the issue of dating violence through videos, interactive activities, discussion, and role plays. Mostly led by external staff, though youth facilitators also participate in the role plays and discussions. No training is provided, though materials are provided.	DRV	Cameron 2007(69)	Coalition against abuse in relationships (CAAR) OR Fredericton sexual assault crisis centre (FSACC) OR Centre de prevention de la violence familiale de kent (CPVFK), OR Making waves/Vague par vague (MW/Vpv) vs. no intervention
Change up	Change up was delivered as a high school-based prevention programme centring on healthy (non-violent) relationships to Year 9 students (young people aged 13 to 14 years old). A workshop was designed in which young participants designed posters carrying messages about nonabusive, healthy relationships which were then used in a campaign within the participating high schools as well as local, feeder primary schools (for children in Years 5 and 6) for each of the four high schools	DRV	Rogers 2018(160)	Non-comparative: Change up
Chesterfield Relate (Relationship Education Leading Adolescents toward Empowerment) Program	A healthy relationships program for middle and high school students. The curriculum is based on primary or universal prevention principles; the goal is to educate youth about healthy relationship attitudes, knowledge, and behaviors before abuse occurs and to prevent future violence. Prevention strategies at the individual level "promote attitudes, beliefs, and behaviors that ultimately prevent violence," whereas relationship-level prevention strategies are designed to "reduce conflict, foster problem solving skills, and promote healthy relationships". Peer facilitators also support.	DRV	Cramer 2015(77)	Non-comparative: Chesterfield Relate (Relationship Education Leading Adolescents toward Empowerment) Program

Intervention	Intervention description	Target	Author, date	Comparison
Coaching Boys into Men	Coaching Boys into Men (CBIM) is intended to alter norms that foster DV perpetration by engaging athletic coaches as positive role models to deliver violence prevention messages to adolescent male athletes. The program consists of a 60-minute training for coaches led by a trained violence prevention advocate to introduce the Coaches Kit (available at http://coachescorner.org), which provides strategies for opening conversation about violence against women with athletes. Eleven "Training Cards" guide coaches to lead brief (10–15 min) weekly discussions with athletes about respect and DV prevention throughout the sports season. The advocate is available to assist coaches with concerns that arise during program delivery, including disclosures.	GBV	Miller 2012(40)	Coaching Boys into Men vs. no intervention
Coaching boys into men (coach delivery)	Coaching boys into men (CBIM) is a teen dating violence prevention program for male adolescent athletes. CBIM addresses gender-based violence by leveraging the influential position of coaches to deliver messages to their athletes about respect, gender equity and the responsibility to intervene when witnessing violence against women and girls. Typically the intervention is delivered by coaches; this evaluation is a comparison of outcomes when coaches vs. DRV advocates deliver the intervention.	DRV	Jaime 2016(113)	Coaching boys into men: coach delivery vs. DRV advocate delivery
Coaching boys into men (DRV advocate delivery)	Coaching boys into men (CBIM) is a teen dating violence prevention program for male adolescent athletes. CBIM addresses gender-based violence by leveraging the influential position of coaches to deliver messages to their athletes about respect, gender equity and the responsibility to intervene when witnessing violence against women and girls. Typically the intervention is delivered by coaches; this evaluation is a comparison of outcomes when coaches vs. DRV advocates deliver the intervention.	DRV	Jaime 2016(113)	Coaching boys into men: coach delivery vs. DRV advocate delivery
Coalition against abuse in relationships (CAAR)	CAAR is intervention delivered in school assemblies. Its overall goal is to prevent dating violence by educating and informing high school students on issues related to violence in dating relationships. There are a number of versions of CAAR, with most recent versions involving a kit provided to teachers to deliver the intervention. This evaluation focusses on the original version, which is delivered by external staff and includes the 'Love without Violence program'; this was removed from subsequent versions as CAAR were unable to respond to the demand and resource needs. The intervention is manual driven. Youth facilitators are also incorporated into the program as presenters	DRV	Cameron 2007(69)	Coalition against abuse in relationships (CAAR) OR Fredericton sexual assault crisis centre (FSACC) OR Centre de prevention de la violence familiale de Kent (CPVFK), OR Making waves/Vague par vague (MW/Vpv) vs. no intervention
Community-based participatory research (CBPR) project to reduce DRV	Students from ninth through twelfth grade participated in a community-based participatory research (CBPR) project that engaged them in both research and prevention design and implementation to address DRV in their school. A Youth committee for the intervention was compiled with 16 students from 9th - 12th grade who were identified by teachers as being influential in their peer group. The group met weekly to discuss the current DRV issues relevant to their school, identify goals for the intervention, and designing an conducting interventions. The group were supported by research staff, were provided with data from the	DRV	Watts 2016(179)	Non-comparative: community-based participatory research (CBPR) project to reduce DRV

Intervention	Intervention description	Target	Author, date	Comparison
	school about DRV, were encouraged to speak to key stakeholders, and resources were provided by a local non-profit organisation. The intervention ultimately included a social media account to communicate issues about DRV relevant to the school, the development of a school policy, school assemblies, mental health support and psychoeducation, and reached out to students, staff and parents.			
Connect with Respect	The Connect with Respect classroom program is designed for students aged 11-14. The intervention focuses on preventing gender-based violence and teaching the attitudes and skills associated with respectful gender relationships. It aims to increase knowledge, promote positive gender attitudes, and develop the social and emotional skills for respectful, non-violent gender relationships	GBV	Cahill 2019(68)	Non-comparative; Connect with Respect
Connections: Dating and Emotions curriculum	Connections: Dating and Emotions curriculum appears to be an intervention to target sexual pressure, and improve attitudes towards marriage. Details of the intervention are not reported in the publication.	DRV	Gardner 2005(99)	Connections: Dating and Emotions curriculum vs. no intervention
DAT-E Adolescence	Seven 1-hour sessions involving online and classroom based activities and a peer component. The proposed activities include role-playing, watching videos, debates, decision-making games, displays and group dynamic exercises. Components described as: a) it addresses traditional and online forms of violence to help boys and girls become aware of the different expressions of violence that dating couples may experience; b) it takes into account that dating violence is mainly mutual or reciprocal; c) it involves intervention-oriented activities that examine the associated risk factors, emphasizing the important role that beliefs, attitudes and conflict resolution strategies play in the couple's relational dynamic; d) following the recommendations of previous meta-analyses, and the positive outcomes being achieved by these programs in preventing dating violence and bullying	DRV	Sanchez-Jimenez 2018(161)	DAT-E Adolescence vs. waitlist
Dating Violence Prevention Program	Five, 1-hour sessions implemented over 5 days. The program was developed by Domestic Violence Intervention Services of Tulsa, Oklahoma (Kraizer & Larson, 1993), and was designed to help students recognize dating violence, understand its causes, and make decisions to avoid or end an abusive relationship. The first session included a discussion about violence in society and in relationships, and the role of self-esteem in interpersonal violence. The second session was focused on recognizing physical, sexual, and emotional abuse. In session 3 the role of power and control in abusive relationships was discussed. The fourth lesson was focused on the characteristics of strong and weak relationships, and on how to build relationships based on mutuality, dignity, and self-worth. The last session involved developing communication and problem-solving skills, and identifying resources for getting help in abusive relationships. The material was presented by five teachers through teacher-student discussions and experiential exercises.	DRV	Macgowan 1997(46)	Dating Violence Prevention Program vs. wait list
Dating Violence Prevention Project	Dating Violence Prevention Project Curriculum (Avery-Leaf et al. 1997) delivered in two schools: 286 participated in a same-gender group and 108 participated in a mixed-gender group. The curriculum is 10 to 12 fifty-minute sessions and targeted the knowledge, attitudes,	DRV	Elias-Lambert 2010(90)	Non-comparative: Dating Violence Prevention Project

Intervention	Intervention description	Target	Author, date	Comparison
Curriculum (Avery-Leaf et al. 1997)	and behaviors of youth with the primary goal of preventing their participation in dangerous relationships. The program focused on (a) various forms of aggression and control in relationships; (b) ways to express anger and convey one's needs in relationships other than through the use of aggression; (c) personal rights and responsibilities in relationships; (d) "red flags" of dating and sexual violence and distinguishing between acceptable and respectful behaviors and hurtful, unacceptable behaviors; (e) communication and anger management skills; and (f) resources for help-seeking. The curriculum included videos, role-playing, experiential exercises, handouts, and discussion			Curriculum (Avery-Leaf et al. 1997)
drama intervention	Two plays were developed and presented in separate secondary schools. Students volunteered to be part of the drama troupe, who were supported to develop a play relevant to DRV and GBV. The development involved discussion of themes, and workshops to reflect on the topic. The troupes consisted of both male and female students. Plays were performed to other students in the school. A broader group of students was involved in the drama exercises in the 2nd school project, as this was conducted within usual school hours and drama classes.	DRV	Brunk 1993(65)	Non-comparative; drama intervention
DRV prevention intervention	Ten 50-minute sessions conducted three times per week for 40 days. The sessions covered adolescence, anger management, impacts of violence, alcohol and drugs, gender, pregnancy, consent, pornography, sexuality, sexual violence, womens' rights, bystander intervention, and mental health. Students were encouraged to submit questions anonymously for discussion within the sessions, and roleplay and similar activities were used in the sessions. The sexuality session was delivered in same-sex classes. Teachers were not present during the intervention, but received 2x 45 minutes training sessions in advance to develop support and help teachers respond to queries. The intervention was based on the work carried out in North America by Avery-Leaf et al. (1997), Foshee et al. (2011), Miller et al. (2012), Teten et al. (2009) and Wolfe et al. (2001)	DRV	Filho 2017a(38)	DRV prevention vs wait list
DRV prevention intervention	The intervention was delivered by external facilitators in nine meetings, once a week, lasting 80 minutes each, over nine weeks. The first session was used to introduce the intervention and develop rapport, and 2 sessions were used for pre- and post-testing. So the intervention content was delivered over 6 sessions. Topics included identifying signs of violence in relationships, managing anger and interpersonal problem solving, gender roles, sexual and reproductive rights, and empowerment. Each participant received a guide, in interactive book format, containing the themes addressed in the intervention and self-knowledge exercises.	DRV	Murta 2016(146)	Non-comparative: DRV prevention intervention
Ending violence	Three classes taught by attorneys that outline the legal dimensions of domestic violence; the law, the legal rights of victims of domestic violence and legal responsibilities of perpetrators. The program also informs students about its legal services program, in which attorneys are available to teens at no cost to help them with dating violence issues. In addition to teaching content, the classes include discussion, exercises, games, and role play.	DRV	Jaycox 2006(188)	Ending violence vs usual practice (health classes)
Evaluation of existing sexual harassment policy	Sexual harassment policy in use in schools in the 3 participating districts. Policies are described in brief p.39-42, but variously include training for staff and students, and the provision of copies of the guidance.	GBV	Lerner 1999(128)	Non-comparative: Evaluation of existing sexual harassment

Intervention	Intervention description	Target	Author, date	Comparison
in three participating districts				policy in three participating districts
Expect Respect	Schoolwide prevention strategies include administering a school climate survey; establishing a school policy for defining and reporting interpersonal violence; and conducting an awareness campaign featuring Choose Respect, a primary prevention initiative developed by the US CDC. The SafeTeens youth leadership training invites youth in school and in the community to take action and become actively involved in preventing sexual harassment and teen dating violence. Following an eight lesson leadership training, SafeTeens participants identify a problem relating to sexual violence and dating. Expect Respect support groups are provided at school for students who have experienced domestic violence or sexual abuse or who have already been involved in abusive dating relationships. Boys and girls meet in separate gender groups for 24 weekly sessions throughout the school year. The primary goal of this program component is to prevent at-risk youth from becoming future victims and perpetrators in their intimate relationships abuse on their campus and create a prevention project of their own choosing	DRV	Ball 2009(60)	Non-comparative
Expect Respect	Schoolwide prevention strategies include administering a school climate survey; establishing a school policy for defining and reporting interpersonal violence; and conducting an awareness campaign featuring Choose Respect, a primary prevention initiative developed by the US CDC. The SafeTeens youth leadership training invites youth in school and in the community to take action and become actively involved in preventing sexual harassment and teen dating violence. Following an eight lesson leadership training, SafeTeens participants identify a problem relating to sexual violence and dating. Expect Respect support groups are provided at school for students who have experienced domestic violence or sexual abuse or who have already been involved in abusive dating relationships. Boys and girls meet in separate gender groups for 24 weekly sessions throughout the school year. The primary goal of this program component is to prevent at-risk youth from becoming future victims and perpetrators in their intimate relationships abuse on their campus and create a prevention project of their own choosing	DRV	Ball 2015(61)	Non-comparative
Expect Respect	Expect Respect is a school-based program with multiple components including support groups for at-risk youth. Support groups follow a 24-week curriculum to help teens develop trust with peers, learn healthy relationship skills, and pursue nonviolence. Boys and girls meet in separate gender groups that are facilitated by a same-gender group leader.	Both	Noonan 2009(149)	Non-comparative: Expect Respect and Men of Strength (MOST) Clubs
Expect Respect	5 sessions including teaching about the identification of abuse, definition of a healthy relationship, and a presentation from a past victim of teen dating abuse. Students all received a folder of materials. The intervention included discussion, exercises, videos, and a presentation by someone who had been a victim of DRV on her experience.	DRV	Roberts 2009(32)	Expect respect vs. waitlist
FAIR Education Act	A policy introduced by the acting senator in 2010, which provides a platform from which classroom teachers, students, parents, local school boards, textbook companies, and teachers'	GBV	Garces-Foley 2017(97)	Non-comparative: FAIR Education Act

Intervention	Intervention description	Target	Author, date	Comparison
	unions can engage LGBT material without fear of legal reprisal. This new policy requires California public school teachers to instruct students about the historical contributions of lesbian, gay, bisexual and/or transgender people. FAIR does not allow parents to opt their children out of LGBT inclusive lessons			
Familias En Nuestra Escuela (Families in our School)	Familias En Nuestra Escuela (Families in our School) is a teen violence prevention program, which stemmed from the parent intervention, Familias En Accio'n (Families in Action). Guided by the constructs of Social Cognitive Theory and intended to be culturally tailored to Hispanic culture, the intervention activities were designed to change attitudes toward violence and dating violence as well as improving prevention efficacy by enhancing ethnic pride (i.e. respect for self, the extended family, the community and Hispanic culture). The intervention was delivered by (volunteer) teachers. Students could volunteer to participate in the intervention study during their regularly scheduled once a week, 45-minute study/advisory period, or could choose to continue to use that period as a study hall. The intervention was delivered across 14 sessions in small groups consisting of students who were the same gender and in the same grade.	DRV	Enriquez 2012(92)	Non-comparative: Familias En Nuestra Escuela (Families in our School)
Filles et Garçons, en route pour l'Egalité	Filles et Garçons, en route pour l'Egalité is a one-off session delivered by an external facilitator to young people aged 13-25 years in schools, vocational training centres and information centres.	DRV	Hale 2012(107)	Individual evaluations and then a naïve comparison of: Relationships without Fear OR La Máscara del Amor OR Filles et Garçons, en route pour l'Egalité
Fredericton sexual assault crisis centre (FSACC)	Classes delivered by external staff to groups of students at the request of the school. Classes are adapted to the age of the students and requests of the school, and concern violence in dating relationships and sexual harassment.	Both	Cameron 2007(69)	Coalition against abuse in relationships (CAAR) OR Fredericton sexual assault crisis centre (FSACC) OR Centre de prevention de la violence familiale de kent (CPVFK), OR Making waves/Vague par vague (MW/Vpv) vs. no intervention
FSP-VGMS Project	The FSP-VGMS Project uses a multi-sector approach to strengthen education and child protection systems to tackle violence against woman and girls. The intervention includes raising awareness in the community, strengthening the protection and monitoring chain by establishing local networks, and establishing a framework for harvesting data and reporting violence. Education efforts included teaching on human rights and gender equality.	GBV	Sarr 2019(163)	Non-comparative: FSP-VGMS Project

Intervention	Intervention description	Target	Author, date	Comparison
GEA	Gender Equity Movement in schools (GEMS) is a school-based program for young adolescents aged 12-14 years, studying in grades 6 to 8. The program undertakes activities to promote equitable attitudes and norms related to gender and violence among girls and boys; strengthen their understanding and skills to resolve conflicts without violence; and create a safe school culture that supports egalitarian and non-violent attitudes and behaviors. In Bangladesh, schools did not implement the full program, and activities were limited to some modules of the GEA. For example, no school campaigning or outreach work was conducted at the time of evaluation.	GBV	ICRW 2017_Bangladesh(13)	GEA vs. no intervention
GEA + CAMPAIGN	GEA engaged young boys and girls of grades VI and VII in collective critical self-reflection through group education activities, enabling them to recognize and challenge inequitable gender norms and the use of violence in their everyday lives. A total of 25 group education activities of 45 min to 1 h facilitated by external staff were implemented on topics around gender, body, violence, emotion, communication, and conflict resolution. These activities used participatory methodologies such as role plays, games, debates, and discussions to engage students in meaningful and relevant interactions and reflection. Group reflection reciprocates and reinforces the processes of individual change among students. In addition, an interactive activity book named "My GEMS Diary" was developed for students with an aim to encourage them to reflect, introspect, and express their own experiences, including the incorporation of the classroom discussions into their own personal spaces and engaging parents and siblings in the discussions. Campaign is the additional involvement of teachers and school-level intervention. This included a week long campaign in each academic year and specific orientation meetings with teachers. One group received only the Campaign component, while the other group received both.	Both	Achyut 2011(20)	GEA + CAMPAIGN vs. CAMPAIGN vs no intervention
GEMS	Gender Equity Movement in schools (GEMS) is a school-based program for young adolescents aged 12-14 years, studying in grades 6 to 8. The program undertakes activities to promote equitable attitudes and norms related to gender and violence among girls and boys; strengthen their understanding and skills to resolve conflicts without violence; and create a safe school culture that supports egalitarian and non-violent attitudes and behaviors. GEMS is a combination of the group education activities (GEA) and school-level campaigning previously evaluated in Achyut 2011. The intervention also involves outreach with parents and the community.	GBV	ICRW 2017_India(13)	GEMS vs. no intervention
GEMS	Gender Equity Movement in schools (GEMS) is a school-based program for young adolescents aged 12-14 years, studying in grades 6 to 8. The program undertakes activities to promote equitable attitudes and norms related to gender and violence among girls and boys; strengthen their understanding and skills to resolve conflicts without violence; and create a safe school culture that supports egalitarian and non-violent attitudes and behaviors. GEMS is a combination of the group education activities (GEA) and school-level campaigning previously evaluated in Achyut 2011. The intervention also involves outreach with parents and the community.	GBV	ICRW2017_Vietnam(13)	GEMS vs. no intervention

Intervention	Intervention description	Target	Author, date	Comparison
Gender and positive education program (GPE)	The GPE program was designed to examine gender stereotypes related to sex and gender, normative masculinities and femininities and raise awareness of the sexualized and violent ways women are portrayed in the media, music videos and pornography. It explored VAW issues such as sexual assault and consent and covered help-seeking behaviors. The program made use of the Media Education Video, DreamWorks 3: Desire, Sex and Power in Music Videos (Jhally 1997); in conjunction with a series of participatory activities that explored gender, the role of the media, advertising, music, music videos and pornography in shaping heteronormative relationships and individual and community attitudes towards sexuality, gender, sexual practices and violence.	GBV	Ollis 2017(152)	Non-comparative: Gender and positive education program (GPE)
Gender Based Violence Prevention Education Programme	Gender Based Violence Prevention Education Programme is a school-based workshop intended to prevent GBV. It is an educational programme that encourages the transformation of rigid gender-role attitudes and norms associated with gender-based violence. The workshop lasted 1 day and was delivered at 2 secondary schools: one in a rural and one in an urban setting.	GBV	Maphosa 2018(134)	Non-comparative: Gender Based Violence Prevention Education Programme
Girls' Self Defence Project (GSDP)	New Zealand's Women's Self Defence Network—Wāhine Toa (WSDN-WT) - delivered Girls' Self Defence Project (GSDP). The GSDP is government funded, and has been delivered to girls in schools for 20 years prior to this publication. The intervention teaches self-defense to girls throughout New Zealand, with priority accorded to schools in lower socioeconomic communities, rurally isolated schools, girls from ethnic minority groups, and other girls deemed most at risk from violence and abuse. The strongest priority is to reach girls of indigenous (Māori) identity, given the high levels of physical and sexual violence experienced by Māori girls and women. Initially, these courses targeted Years 7-8 girls (ages 11-12 years, middle school) but the intervention was expanded in some schools to Years 3-4 (ages 7-8 years, elementary school) and Years 10-12 (ages 15-17 years, high school). Courses range in length from 5-8 hr, with the content of each program tailored to the specific risks and needs of each age group. For all age groups, the key learning outcome is that the girls learn to use their minds, bodies, and voices to keep themselves and their friends safe. The intervention is also tailored by age, for example years 10-12 courses include recognising sexual violence, relationship safety, bystander intervention, and understanding what constitutes a healthy relationship. This evaluation included students from all 3 age groups.	Both	Jordan 2018(118)	Non-comparative: Girls' Self Defence Project (GSDP)
Go for gold relationship education program	The Go for gold relationship education program is an 8 hour curriculum but in order to accommodate the full lesson and both a pre test and post test the program was taught over the course of often school days in fifty minute sessions each. The curriculum covers three mandatory standards in Ohio's Health curriculum relationship skills, abusive relationships and finances.	DRV	Grimm 2011(105)	Non-comparative: Go for gold relationship education program
Go Girls! Initiative (GGI)	Go Girls! Initiative (GGI) worked with the schools and school personnel in the intervention communities with the intention of creating safer school environments for girls. The training was designed to assist a broad range of school personnel to understand girls' vulnerability to HIV and the relationship between girls' vulnerability to HIV, school, and education. The goal of	GBV	Schwandt 2016(164)	Go Girls! Initiative (GGI) vs. no intervention

Intervention	Intervention description	Target	Author, date	Comparison
	the training was to promote gender equitable teaching practices, address harmful school practices and environments that put girls at risk of HIV, and to equip school personnel with the skills to create a safe learning environment for all pupils. Through this program, GGI aimed to have school personnel recognize and strengthen their roles as protectors of vulnerable girls and agents of change in their schools. The School Personnel Training was a three- or four-day workshop of fourteen sessions and included all teachers and school personnel who worked with girl learners aged 10–17. The fourteen sessions included topics from gender norms and expectations to power, coercion, and consent. The workshop facilitators, all of whom were education consultants who had been teachers, relied on a variety of techniques; these included brainstorming, group discussions, role-play, and skills-building exercises			
Green Acres High	'Green Acres High' is learning game-based intervention for school settings, with the aim of addressing risk factors in adolescents' attitudes to abusive relationship dynamics and empowering adolescents to both take action within their own relationships and support peers' actions in reducing abuse. The study targeted adolescents between 13–19 years of age. Green Acres High is divided into five chapters of ADV-related content. Each chapter focuses on a different element of the intervention programme. The five chapters can be played one by one or several at a time; however, the intervention is designed so that all lessons have to be played and in the right order. When the player advances in the chapters, the game incorporates increasingly complex content to build the player's awareness of key ADV dynamics. Players sequentially engage with content about "Healthy Relationships," "Abuse and warning signs," "Risk factors," "Achieving healthy relationships," and "Safely seeking help." The game includes different types of tests, tasks, links, and videos in order to capture as many aspects of e-learning as possible. After completing tests and tasks, the player is given feedback presenting the correct answers as well as an explanation of why the wrong answers are incorrect, for the purposes of motivating him or her and guaranteeing that the player is learning as much as possible when playing the game. The entire game—all five lessons, which take about 20-25 minutes to complete—was designed so it could be played over a period of weeks, either one lesson at a time or 2-3 lessons simultaneously.	DRV	Sorbring 2015(169)	Non-comparative: Green Acres High
Green Dot	Aims to engage potential bystanders to act to reduce sexual violence and related forms of interpersonal violence. Male and female students are trained to recognize situations and behaviors that can contribute to violence and determine actions they could safely take to reduce the likelihood or effect of violence. These active bystander behaviors are called "green dots" to distinguish them from "red dots" or behaviors that may contribute to violence. Although originally developed for college students, for this trial, the developer adapted the program for high school aged populations. The majority of students (>50%) receive an introductory 'persuasive' speech on the role of bystander intervention and green vs red dot behaviours. Then teachers select 10-15% of students they consider to be 'leaders' in the school who receive training on bystander intervention.	Both	Coker 2017(12)	Green Dot vs. no intervention
Healthy	Healthy relationships utilises interactive and drama-based methods of learning with the aim of	DRV	Farrelly 2020(94)	Non-comparative:

Intervention	Intervention description	Target	Author, date	Comparison
relationships	helping children to develop skills for building healthy and respectful relationships. In each school, the programme was delivered by 2 facilitators to one class of up to 30 Year 6 children. At the time this evaluation took place, the model operated over a two-day structure, rationalised as costing less - in time and money - than a longer programme delivered over an extended period			Healthy relationships
Healthy relationships drama program	A play delivered to year 8 students by staff from the domestic violence project. The play featured a 12-year-old boy and his parents in a domestic setting where the father was abusive and violent towards his partner and son. The pupils then took part in six weekly follow-up workshops. the workshops were designed to raise and promote awareness around issues and concepts such as self-esteem, self-image and respect; cultural and social influences on male and female identities; traditional gender roles and the effects of these on relationships. the first workshop was delivered by the research team, and then the subsequent workshops were delivered by a school nurse, youth worker, and a DV project worker. All staff were female.	DRV	Bell 2006(64)	Non-comparative; Health relationships drama program
Healthy Relationships for Youth/Rural Youth Education Project	Healthy Relationships for Youth/Rural Youth Education Project is a 12-session per year curriculum (ultimately adapted from Respectful Relationships as well as other programs) offered in four grades (7, 8, 9 and 11) by program facilitators aided by students. Since the original funding finished, the curriculum has been significantly revised and renamed the Healthy Relationships for Youth Program. The program is now a 12-session curriculum offered to Grade 9 students, originally led by a teacher, a community facilitator, and incorporating student facilitators. The most recent iteration of the program primarily uses student facilitators to present the program, with teacher support.	DRV	Tutty 2011(174)	Making Waves/Vague par vague vs. Saltspring Women Opposed to Violence and Abuse (SWOVA) Respectful Relationship program (R+R) vs. Healthy Relationships for Youth/Rural Youth Education Project vs. The Fourth R
Human relationships education (HRE) curriculum	A GBV curriculum targeting boys and delivered over a 8-9 week period. No details given, and unclear if both schools delivered the same or different intervention	GBV	Mills 1998(142)	Non-comparative: Human relationships education (HRE) curriculum
La Máscara del Amor	La Máscara del Amor (LMA) aims to teach students the dynamics of a violent relationship and how to detect potentially dangerous people, while developing in new attitudes and knowledge so that they can establish a new framework of more respectful and egalitarian relationships. Specifically, they are urged to adopt an assertive and proactive role in relationships, as well as to consider violent patterns unacceptable in a relationship. Prior to the workshop, students read 'El infierno de Marta (Pasqual Alapont, 2003), which is a fictional story about an abusive relationship. The intervention is delivered by teachers in 10-12 classes, each lasting 55 minutes. Students are given a workbook with activities to complete in and outside of class.	DRV	Genovés 2009(102)	La Máscara del Amor vs. control
La Máscara del	La Máscara del Amor is a 6-week programme delivered by teachers to young people typically	DRV	Hale 2012(107)	Individual evaluations

Intervention	Intervention description	Target	Author, date	Comparison
Amor	aged 14-16 years			and then a naïve comparison of: Relationships without Fear OR La Máscara del Amor OR Filles et Garçons, en route pour l'Égalité
Lei Maria da Penha vai às escolas	Lei Maria da Penha vai às escolas consists of four 2-hour workshops conducted with ~20 elementary school students in each to discuss issues relevant to gender inequalities and violence against women. Students enacted vignettes of abusive scenarios. Students discussed the scenes, and facilitators supported students to identify and challenge the influence of patriarchal norms.	Both	de Albuquerque 2020(122)	Non-comparative: Lei Maria da Penha vai às escolas
Lights4Violence	“Lights, Camera and Action against DV” (Lights4Violence) aims to promote adolescents’ ability to take part in healthier intimate relationships with their peers, prioritizing IPV-related protective factors that are present in adolescents themselves and in the context in which they have relationships (families, schools, and friendships). The project integrated an education-based intervention, Filming Together to See Ourselves in a New Present, which trained adolescents on competencies to establish healthy dating relationships and protective factors for youth development. The project included the creation of a final video-capsule in which adolescents described a violent situation in a dating relationship and included at least one asset for positive youth development and one or more personal competencies. These competencies were related to anti-sexism and violence rejection attitudes, problem-solving, empathy, communication skills and/or assertiveness that are useful for solving partner conflicts and that contribute to the development of healthier relationships. The program was carried out in five modules. Each module contains between 15 and 17 sessions of ~50mins.	DRV	Perez-Marco 2020(156)	Non-comparative: Lights4Violence
Love Doesn't Hurt (LDH)	Safe Dates for The Love Doesn't Hurt campaign was a 12-week curriculum with 10 sessions	DRV	Hertel 2020(112)	Non-comparative: Love Doesn't Hurt (LDH)
Love hurts	Love hurts is a one-off intervention delivered to students from school years 9 to 13 (aged 13–18 years). ‘Love Hurts’ consisted of watching a play that is based on the real-life experiences of young people who have lived through an abusive relationship. The play has three characters: the girlfriend, the boyfriend and Jack—a mutual best friend to both the boyfriend and the girlfriend. The play is set in a school environment and the characters are 14–15 years old. Accompanying each play were 1-hour workshops delivered by specially trained facilitators from the company following the play (on the same or the next day); each child took part in one workshop. The workshops encouraged discussion, debate and interaction with the issues at hand by using role-play activities which allowed the teachers and students to get involved. In some of the schools (including one of the schools involved in the focus groups) the police were involved; they talked to the students about the legal issues.	DRV	McElwee 2020(137)	Non-comparative: Love hurts

Intervention	Intervention description	Target	Author, date	Comparison
Making waves/Vague par vague (MW/Vpv)	MW/vpv educates and involves teens, parents, teachers, guidance counsellors, and administrators in dating violence prevention activities. The program also provides information services (website, newsletter, teachers/guidance counsellor manual), and conducts train-the-trainer sessions. The primary program of MW/Vpv has been an annual "Student Retreat" for a subsample of high school students. This retreat includes interactive workshops, discussion groups, and drama presentations addressing the issues of violence, healthy relationships, gender stereotypes, media influences, power and control, and skill development. Youth participants are charged as partners in creating and living healthy relationships by fulfilling the mandate of developing violence prevention programs in their schools. MW/Vpv incorporates a follow-up after the retreat to determine whether schools are supporting the students in implementing their action plans.	DRV	Cameron 2007(69)	Coalition against abuse in relationships (CAAR) OR Fredericton sexual assault crisis centre (FSACC) OR Centre de prevention de la violence familiale de kent (CPVFK), OR Making waves/Vague par vague (MW/Vpv) vs. no intervention
Mascara del Amor	Including a novel (El infierno de Marta) and a supporting text (La mascara del amor), this intervention seeks to prevent domestic violence directly by reducing violence acceptance in romantic relationships. The intervention includes an instructional guide for teachers and a workbook for students, and is implemented over 14-16 sessions of 55 minutes each.	DRV	Tello 2013(171)	La Mascara del Amor vs no intervention
Media aware	Intervention teachers completed a web-based teacher training program designed to familiarize them with adolescent sexual health and the Media Aware program and were provided with program materials including the teacher manual, a multi-media CD with classroom presentation, and student workbooks. As part of an evaluation of Media Aware teacher training, teachers in the control arm were provided with online access to medically-accurate information about teen sexual health. All teachers were asked to complete questionnaires before and after the training period. The intervention is 10 lessons of sexual health topics, including awareness of media messages on relationships and sex, gender role stereotypes, self-acceptance of self-image, understanding of healthy and unhealthy relationships, encourage abstinence to alcohol and drugs, pregnancy and contraception, encourage abstinence of sex, discuss portrayals of teen pregnancy/parenthood in the media, STI prevention.	Both	Scull 2018(165)	Media aware vs. usual practice
Media aware	Media Aware is designed to provide high school students with sexual health knowledge, media literacy skills, and healthy decision-making skills regarding sexual activity and relationships. Media Aware consists of four highly interactive, self-paced modules, each designed to be completed within one traditional class period. The program uses text-based narration, streaming media examples, videos, animations, and interactivities to present course content. There are many opportunities for students to analyze media messages and receive automatic feedback on their responses.	DRV	Scull 2021(34)	Media aware vs. waitlist
Media intervention	The intervention was delivered over 2 days: on day 1 students received a 15-minute lecture on DRV, followed by a myths and facts exercise; on day 2, students participate in an interactive activity using discussion topics about DRV, and then create a teen dating bill of rights. The intervention has content geared towards critically appraising messages in the media relevant to DRV.	DRV	Jones 2010(116)	Non-comparative: Media intervention

Intervention	Intervention description	Target	Author, date	Comparison
MEMO4LOVE	MEMO4LOVE involved the design of a program of seven interventions for the preventive socialisation of gender violence. Every intervention lasted for an hour and took place during the school day, in naturalistic class groups. Intervention 1 involved the screening of a video of a lecture on the social nature of love and attraction. Interventions 2, 3, 4, 5, and 6 followed the format of lecturing by a researcher from the project in which scientific evidence on the topic of the session was shared, followed by a dialogue with the whole group. The lectures were always supported by a PowerPoint presentation. The dialogue with the class group was guided by two or three general questions but was open to taking new questions from the adolescents. Intervention 7 involved reading two brief texts and discussing them, following some guiding questions. The topics covered in the classes included masculinity, infidelity, toxic relationships, and sexual relationships. Also, in all interventions, the researchers linked the conceptual knowledge to everyday experiences of adolescents, to the TV series that many of them watch, the singers that many of them follow, the songs that are famous among them, etc., as illustrations of the dominant coercive discourse as well as to shed light on alternative sexual-affective models grounded in both equity and attraction. All interventions started from the hypothesis of brain plasticity and were designed and approached from the perspective of socioneuroscience, a line of research that understands that social interactions and experience shape neural wiring.	GBV	Racionero-Plaza 2020(158)	Non-comparative: MEMO4LOVE
Men of Strength (MOST) Clubs	MOST Clubs consist of 16 weekly sessions that follow a loosely structured curriculum in which an adult mentor engages small groups of boys or young men in discussions about masculinity, relationships, and alternatives to violence. The curriculum underscores the importance of males in rape prevention and encourages the group members to become active collaborators in preventing violence against women. Clubs are convened in both school and community settings	Both	Noonan 2009(149)	Non-comparative: Expect Respect and Men of Strength (MOST) Clubs
Mentors in Violence Prevention Program (MVP)	The MVP intervention involves training high school students to mentor their peers and also students from middle schools. The intervention focuses on training mentors to promote gender respect, to become aware of stereotypes in the media, to recognise qualities of healthy and unhealthy relationships and to be active bystanders in preventing harassment, sexual harassment and teen dating abuse. Student directed lessons are presented to middle school students, and MVP days include interactive presentations and role plays. The intervention includes the expressive arts (drama, dance/movement), violence prevention strategies and a theoretical framework of social, emotional and relational development that is integrated into training sessions for high school mentors as well as the lessons presented to the 8th grade students	Both	Beardall 2008(62)	Non-comparative; Mentors in Violence Prevention Program (MVP)
Mentors in Violence Prevention Program (MVP)	Mentors in violence vs. no intervention	GBV	Bruno 2020(66)	Mentors in violence vs. no intervention
My voice, my	One 90-minute session in groups of 2 to 4 participants and facilitated by a female facilitator	GBV	Rowe 2015(22)	My voice, my choice

Intervention	Intervention description	Target	Author, date	Comparison
choice	and a male actor. The intervention provides training in assertive resistance skills in sexually threatening scenarios. In the first 30-minutes of discussion where the facilitator demonstrated assertive and nonassertive resistance in role-play with the male actor. Over the next 60-minutes, the participants experience several scenarios using an immersive virtual environment, while wearing virtual reality headsets. A male actor voiced the role of the aggressor, and sat close to the participant. Participants practiced responding to scenarios that became increasingly aggressive. Participants were given feedback, and could repeat as needed.			vs. no intervention
Nottingham Domestic Violence Project		GBV	AVA 2013(57)	Non-comparative
Off the record		GBV	AVA 2013(57)	Non-comparative
Papo reto	Papo reto is an online simulation game, in which participants navigate an avatar to respond to situations, in discussion or multiple choice questions. Answers are rated and commented on by other teenagers. Success opens up other parts of the game, and a leaderboard according to points scored is visible. The game has previously been used with adult participants in other settings.	Both	Oliveira 2016(150)	Non-comparative: Papo reto
Parallel retreats program	The Parallel Retreats program is a 3-day retreat for high school students to teach about sexual harassment and gender equality. Separate retreats are organised for male and female students, with a joint session on the final day. The retreat is facilitated by teachers of the same gender. The intent was to develop a program in which students and teachers could critically examine ideas of masculinity and femininity, and their importance to how individuals define themselves, and to begin a process of understanding how gender is socially constructed. Over the first 2 days, the retreats covered the following topics: sexism, sexual education and sexuality, violence in relationships, male-female communication, and changing one's ideas of what it means to be a woman or a man, i.e. the construction of gender. Students with leadership qualities were selected to participate, on the basis that these students would be able to create change in their own schools. Students were also selected to represent a diverse group. The retreat consisted of group activities (small groups, school groups to relate issues back to their own schools, and large groups). Film, drama, and group discussions were utilised, and time was also set aside for journal writing and sharing of content. On the final day, groups from the separate retreats communicated what they had learnt from the retreat in drama presentations and mixed group discussions, and students then planned school action plans. the intervention included 80 students (50% each male and female), 16 teaching staff (50% each male and female), and an unspecified number of community facilitators.	GBV	Madsen 1994(132)	Non-comparative: Parallel retreats program
Pass it on	The Pass it On project was run for five consecutive weeks by one or two trained facilitators, depending on group size, after school or during the lunch hour. Each session lasted between 45 and 60 minutes. Students who participated in these sessions received pizza at the beginning of each session, and were compensated with gift cards for local restaurants and businesses at the end of each session. The curriculum included defining consent and healthy relationships, masculinity, cyberbullying, bystander intervention, and	GBV	Winegust 2015(184)	Non-comparative: Pass it on

Intervention	Intervention description	Target	Author, date	Comparison
	critiquing media messages.			
Peer educator DRV drama workshops	The peer educator program was piloted in high schools and youth services in 2 London boroughs. A drama and domestic violence prevention specialist trained peer educators to deliver DRM prevention workshops with young adults. Workshops were led and coordinated by the trainer, while peer educators led drama based activities, performed live, original, interactive drama about abuse in a teenage relationship and helped to support discussion and other activities. A total of 7 workshops were conducted (one high school and one youth group had 2 workshops, 2 schools and one youth services had 1 workshop) with a total of 102 participants (67 boys, 35 girls). Of these 87 (85.3%) were from schools, and 15 (14.7%) were from youth services. Workshops varied in length from 1 to 3 hours. Workshops began by asking participants questions about domestic violence (no feedback given), followed by a 25-minute play 'Into my arms', devised by the intervention team. The play has themes of controlling behaviour, sexual coercion, sexual consent and rape in the context of a teenage heterosexual relationship. The relationships between the two protagonists (Natalie and Ryan) and their other friends are also explored. Students then participate in a structured discussion about the play, including interviewing the actors and considering alternative actions within the play. The intervention facilitators then give feedback on the questions asked at the beginning of the workshop (e.g. prevalence, legal aspects).	DRV	Walton 2007(177)	Non-comparative: Peer educator DRV drama workshops
Peer Leader Training (PLT)	A peer-based intervention for DRV. It is composed of 10 weekly group sessions with a duration of 90 minutes each. The intervention curriculum encompasses three thematic dimensions: dating violence (sessions 2, 5, and 6), peer influence (sessions 3 and 4), and the bystander approach (sessions 7, 8, and 9). The intervention took into account psychoeducational and experiential activities such as warm-up activities, expository dialogs, relaxation activities, and group dynamics. Supporting material in the form of an exercise book was also offered to each participant.	DRV	DosSantos 2019(190)	Non-comparative: Peer Leader Training (PLT)
Popular opinion leader groups to reduce LGBTQQ aggression	Popular opinion leader (POL) groups can be used to change group norms towards specific key aims. This research implemented a POL intervention in a single middle school that was aiming to reduce aggression to LGBTQQ aggression. Schools strongly supported the intervention. POLs were students nominated by teaching staff at the school, and were considered to be leaders amongst their peers. Group leaders were 8 graduate students, and coordinated meetings with POLs in pairs. Four groups of POLs, each with 10 members, were established. The POL groups met weekly over a 4-week time period. In the first group, the student POLs discussed the types and frequency of LGBTQQ aggression they witnessed and/or experienced in their school. In between the first and second group meeting, the student POLs had informal conversations with one person within their peer group about their learning in the POL groups. In the second group, the student POLs reviewed how these informal conversations went, selected new content for their conversations, and selected two additional (and separate) peers within their social networks with whom they would speak about LGBTQQ aggression. The third POL group entailed generating and designing bystander accountability methods they might use to	GBV	Singh 2013(168)	Non-comparative: Popular opinion leader groups to reduce LGBTQQ aggression

Intervention	Intervention description	Target	Author, date	Comparison
	intervene in LGBTQQ aggression, in addition to identifying positive social group norms they wanted to discuss within their peer group. After the third group, the student POLs had informal conversations with five of their peers whom they had not previously discussed reducing LGBTQQ aggression. In the fourth group, the student POLs reflected on their learning and conversations, brainstormed future challenges and opportunities to continue to have informal conversations with their peers, and created poster art that documented their group's learning about LGBTQQ aggression reduction. The student POLs then agreed to talk to five additional peers, in addition to presenting their poster art to their school through informal presentations and public display on the main middle school hallway.			
Power Up, Speak Out!	Power Up, Speak Out! (PUSO) is a healthy relationship education program developed by a domestic violence initiative in the participating district. Training and the toolkit were available to educators in multiple settings, though the intervention was primarily intended for 7th/8th grade middle school students. The intervention changed several times based on a pilot and the feedback from educators. Following changes made during the pilot, the intervention became a 9-class curriculum, which later became truncated to 5-classes to reduce burden. Educators involved in this evaluation may have received training in either version.	DRV	Genereux 2020(101)	Non-comparative: Power Up, Speak Out!
PR:EPARE game	A Serious game using 2D and 3D graphics and audio-based interaction that aims to reduce sexual coercion. The game allows for group discussions, and teachers can select relevant scenarios in the game for discussion with the class. Pause, skip and rewind buttons, pace-setting timers, and a game show element is included.	DRV	Arnab 2012(56)	PR:EPARE game vs waitlist
Practitioner Program	Two 90-min sessions delivering a combination of psychoeducational and active participation elements, and implemented in a mixed-gender audience only. Content was delivered via input presentations, worksheets, and quizzes. A second 90-minute session segregated participants according to gender and dealt with the subject more actively through role-playing and group discussions. The curriculum is the same as the Practitioner Program and included the following content: (a) general knowledge about SV: providing a definition and general information about SV; (2) knowledge about professional help: providing information about local and online professional help services; (3) victim blaming: discussing rape myths, in particular, victim-blaming attitudes, through various sample cases; and (4) personal space: raising the perception and appraisal for one's own and others' personal space through practical exercises.	Both	Muck 2018(143)	Scientist-Practitioner Program vs. Practitioner Program vs. control
PREPARE	PREPARE comprises an educational component for students, with the introduction of a school health service, and a school safety programme. Not all components were feasible at all sites. The educational programme consisted of 21 sessions delivered once a week, immediately when school ended, in the school premises. The session duration ranged from 1 to 1.5 h, and comprised interactive and skills-based activities. The programme was built upon the Respect4U programme, an IPV and HIV prevention intervention. The schools health service involved a nurse being present on school premises once a week after school ended, was freely available, and involved sexual and reproductive (SRH) health education, identification of the need for SRH services and referral for such services, where they were provided free of charge.	DRV	Mathews 2016(51)	PREPARE vs. no intervention

Intervention	Intervention description	Target	Author, date	Comparison
	Some clinics were also able to send a health promoter to assist with health education. The school safety programme involved training for school principals, teachers, school safety officers, parent representatives and a local police officer. A randomly selected sample of participants were also invited to participate in a photo initiative, where they took photographs of safe and unsafe situations and places, and presented these to principals, teachers, parents, police officers, and community stakeholders.			
Prevencio de Relaciones Abusives (PRA)	Delivered over three weekly sessions of two hours each, PRA is an educational programme that focuses on understanding key definitions relevant to DRV, understanding stereotypes of romantic love, and developing skills for healthy relationships.	DRV	Jorba 2012(117)	Non-comparative
Preventative DRV intervention	This prevention intervention was intended to teach students about DRV, teach them skills to manage violence within a relationship, and signpost them to resources in the community. Topics of the intervention are described, but delivery is not clearly described	DRV	Matos 2006(135)	Non-comparative: preventative DRV intervention
Project Connect: A Coordinated Public Health Initiative to Prevent Violence Against Women	Project Connect was a pilot initiative for multiple schools to partner with a school nurse and domestic violence partners to deliver an intervention to reduce violence against women and girls. Each pilot site core team consisted of a certified school nurse, domestic violence program-based advocate, and family planning clinician. To support the core team, additional community members were engaged as adolescent health stakeholders. The school nurse acted as the intervention lead for each site. Core team members acted to (1) support intervention implementation at the school site; (2) work with the school administration to develop a school policy based on the intervention inclusive of guidance for success and sustainability; and (3) actively participate on the core team to establish referral processes, provide interagency support, and build a community of practice based on the intervention model among other adolescent health stakeholders. The PCADV project manager provided intervention and site planning support, policy and protocol development support, technical assistance, and additional training for community members. Core team members were trained in the impact of DRV on adolescent health, how to assess for DRV, and how to refer a person to partner services. School nurse discussions of healthy and unhealthy relationships were integrated into each student-nurse encounter with the provision of the palm-size brochure to every patient regardless of reason for visit to the nurse's office. In addition to the school nurse-delivered intervention, each of the pilot sites developed ARA awareness activities including wellness assemblies, poster and video contests, and integrated the initiative into health class presentations.	DRV	Raible 2017(159)	Non-comparative: Project Connect: A Coordinated Public Health Initiative to Prevent Violence Against Women
Project Respect	A manualised, multicomponent, school-based, universal prevention intervention, the implementation of which was led by the NSPCC. The intervention addresses DRV as perpetrated by both girls and boys in heterosexual or same-sex relationships. It included training for school governors and staff to deliver the intervention and to review school policies on violence prevention and response. Trained staff subsequently trained other school staff to raise awareness of GBV and DRV in schools, and how to respond. Written information was sent to parents with advice on preventing and responding to DRV. Students were invited to use an	DRV	Meiksin 2020(189)	Project Respect vs. usual practice

Intervention	Intervention description	Target	Author, date	Comparison
	app (Circle of 6) which is disguised as a game but allows students to access support if experiencing DRV. Students aged 13-15 years received a classroom curriculum, which included campaigns led by students. It comprises the following components: (1) training by the NSPCC; for SLT (when appropriate) to include governors and other key staff (pastoral support, PSHE curriculum deliverers) to enable them to plan and deliver the intervention in their schools; review school rules and policies to help prevent and respond to gender-based harassment and DRV, and increase staff presence in 'hotspots' for these behaviours; (2) training by these trained school staff of all other school staff in safeguarding to prevent, recognise and respond to gender-based harassment and DRV; (3) written information for parents on the intervention and advice on preventing and responding to DRV; (4) making available to students the Circle of 6 app, which helps individuals contact support if threatened by or experiencing DRV, but disguised as a games app; and (5) classroom curriculum delivered by teachers to students aged 13-15 years, including student-led campaigns.			
promotores educativos	Teachers in schools are designated as 'educational promoters' who are designated resource leads for GBV, coordinating response and referral of identified cases and supporting educational activities. This programme has close links with local women's services to support service in-reach.	GBV	García Escobar 2020(98)	Non-comparative: promotores educativos
Protect Our Youth (POY) clubs	Protect Our Youth (POY) clubs aimed to build the protective assets of adolescents by equipping them with information, skills, and support networks to better navigate the variety of risks they face. With support from trained teacher patrons/matrons, Peer Educators facilitated discussions between boys and girls in the club using 'My Dreams, My Choice Plus.' The intervention included an evidence-based 7-module participatory toolkit consisting of 24 weekly one-hour sessions. All Peer Educators work in teams, one girl and one boy, to encourage students to be more self-aware, develop self-respect, and value girls' aspirations. Students were invited to openly discuss issues related to gender and explore how gender and gender roles affect girls' low sense of personal agency and low completion rates of secondary school. They also reflect on their own beliefs and use their experiences to relate to other students. POY clubs also help Clubs also encouraged adolescents to build soft skills (such as goal setting, time management, communication skills, and decision-making) to support their academic success and encourage them to pursue their education.	GBV	Chipeta 2019(74)	Non-comparative: Protect Our Youth (POY) clubs
R4Respect	R4Respect is a violence prevention program in which young people challenge harmful and violence supportive attitudes among young people to promote respectful relationships. The program has four main pillars of action: 1. youth-led peer-to-peer respectful relationships education sessions; 2. a social media strategy; 3. community events; and 4. law reform and advocacy for young people. The research involved peer educators developing and delivering 4x 1 hour sessions to deliver the intervention content to young people aged 14-25 years of age.	Both	Struthers 2019(172)	Non-comparative: R4Respect
Reduction of Stigma in Schools (RSIS)	Reduction of Stigma in Schools is a research-based professional development model that is designed to provide educators with information and strategies for creating more affirming school environments for LGBTQ youth. All workshops include: (1) content on the connection	GBV	Payne 2018(155)	Non-comparative: Reduction of Stigma in Schools (RSIS)

Intervention	Intervention description	Target	Author, date	Comparison
	between the social stigma experienced by marginalized groups and behaviors or characteristics associated with “at risk” youth; (2) connections between school culture, climate, and academic success; (3) “sites of stigma” for LGBTQ youth – home, school, and community; (4) heteronormativity and how it operates in K-12 school contexts; (5) youth narratives; and (6) tools for change.			
Relationships without Fear	Relationships without Fear is an anti-violence education programme with children aged 8 - 16 years. For primary school children in years 4 and 5, the programme focuses on building and maintaining friendships. In year 6, the programme builds on the work done in years 4 and 5 and introduces material about adult relationships. In secondary school, the focus of the programme is on domestic violence in intimate partner relationships	DRV	Hale 2012(107)	Individual evaluations and then a naïve comparison of: Relationships without Fear OR La Máscara del Amor OR Filles et Garçons, en route pour l'Egalité
Relationships Without Violence (RWV)	Relationships Without Violence (RWV) is a 4-session prevention program that targets high school populations. The program focuses on raising the participants’ awareness of dating violence, including prevalence, types of violence, and cultural influences that maintain violent attitudes and behaviors. It then turns to skill building, in which practical sessions provide teenagers the needed tools to prevent dating violence. The RWV program includes methods to prevent dating violence, both directly (preventing participants from experiencing violence) and indirectly (preventing others from experiencing violence). The topics include addressing sexual coercion, violent behaviors, violent attitudes, and socialization of violence while promoting pro-social behaviors, positive peer culture, and healthy masculinities/femininities. Each of the four 90-minute sessions was held an average of three weeks apart to allow participants to process what they were learning and to avoid a backlash effect. Sessions were conducted jointly by trained male and female facilitators.	DRV	Fawson 2016(95)	Non-comparative: Relationships Without Violence (RWV)
Respect	A curriculum delivered as six lesson plans to be delivered within high school health classes. A key component of the curriculum is a CD with five victim stories acted out by local actors. Each story reflects a different cultural group in Hawaii. The curriculum was developed as a train-the-trainer curriculum. Therefore, the curriculum has step-by-step instructions for teachers and counselors to implement each lesson plan, provides the actual words to use to explain sensitive concepts to students, and has tips and answers to address common questions that may arise in the classroom. There is specific information on how to respond to disclosures from students and mandated reporting requirements. Informative handouts and a sample letter describing the curriculum are also included and can be given to parents and school counseling offices prior to implementing the curriculum.	Both	Baker 2014(59)	Respect vs. usual practice
Respect" project	The “Respect” project is a preventative DRV intervention conducted with primary and secondary school age children. The aims are to encourage healthy relationships amongst young people and challenge and reduce tolerance of violence against women amongst young people. For secondary school and youth group participants, the intervention also aims to	DRV	Henderson 2002(110)	Non-comparative: the "Respect" project

Intervention	Intervention description	Target	Author, date	Comparison
	provide accurate information about violence and abuse and try to challenge prevalent misinformation, stereotypes and attitudes that contribute to the acceptability of violence. The main focus of the project was upon the delivery of 7-8 sessions in each of the setting. Staff were provided with guidance and materials for each session, along with an outline of the intended objectives and suggested methods. In addition to these sessions, three posters focusing on the concepts of respect, difference and gender stereotypes were displayed in the participating setting. A CD Rom with 4 topics (a timeline; "myth or reality"; a quiz and "ZT FM radio") was also made available for use with older participants.			
Respectful Relationships Education	Respectful Relationships Education; no further information reported, however they cite the Respectful Relationships Education in Schools (RREiS) evaluation as an earlier version of the curriculum under evaluation.	GBV	Keddie 2020(121)	Non-comparative: Respectful Relationships Education
Respectful Relationships Education	Respectful Relationships Education. The curriculum material has two units of work; one designed for grade 8 and one designed for grade 9 students. The grade 8 unit (gender, respect and relationships) provides the grounding to examine issues in GBV such as sexual assault, domestic violence and homophobia. The unit is designed to develop a common understanding of gender, relationships and respect. Students examine the implications of gendered assumptions around masculinities, femininities and sexualities, and begin to develop skills in communication, negotiation, deconstruction, reconstruction, reflection and media literacy. The grade 9 unit (the power connection) explores domestic violence and sexual assault in the context of power, social and institutional structure, and young people's lives. It takes a broad view, covering the physical, emotional, social and economic implications of GBV, including homophobia. In addition, it is designed to assist students to understand the nature of consent and respect, and develop skills to take individual and collective action and responsibility for self and others. There were eight 100 min sessions at grade 8 and grade 9. The school leadership team from each school determined the appropriate curriculum context. Two schools incorporated the DCM into Health Education, whereas two others integrated the DCM in pastoral care/life skills programs.	GBV	Ollis 2011(151)	Non-comparative: Respectful Relationships Education
Respectful Relationships Education in Schools (RREiS)	Respectful Relationships Education in Schools (RREiS) takes a whole school approach in attempting to prevent GBV. The intervention aims to: build a partnership between the Department of Education, training offices, community providers, local government, and schools; provide training and support to staff to deliver the intervention; build school and community leadership; and strengthen/support schools to respond to students and teachers experiencing violence.	GBV	Kearney 2016(120)	Non-comparative: Respectful Relationships Education in Schools (RREiS)
Respond	Respond works with children and adults with learning disabilities who have experienced abuse or trauma, as well as those who have abused others, through psychotherapy, advocacy, campaigning and other support. They developed a programme of prevention and awareness-raising workshops for groups of young people with learning disabilities, educational staff and their parents in two special schools using a specifically-developed, innovative prevention and	GBV	AVA 2013(57)	Non-comparative

Intervention	Intervention description	Target	Author, date	Comparison
	creative arts group work model			
Riot Youth drama intervention	Riot Youth is an LGBTQQA group that delivered a drama intervention using creative arts-based storytelling with the findings of their participatory action research project, followed by a post-performance dialogue co-facilitated by Riot Youth members that is designed to create safety and help students talk across conflict. The 35–40 minute performance focuses on educating students about LGBTQQA students' lived experiences and identities through sharing personal narratives and presenting climate survey data. Following the performance, students participated in a five minute common ground activity and a 30–45 min dialogue. During the common ground activity, participants stand in a circle and move in if they identify with a series of statements (e.g., "I've seen or been part of one or more of the scenarios that were portrayed in the performance", "I've used homophobic or trans-phobic language like 'that's so gay' or 'tranny' before", "I've seen homophobia/transphobia and [not] stepped in"). The dialogue, co-facilitated by two youth (with no adults in the space), provides an opportunity to talk about the performance and common ground activity and discuss/ask questions about LGBTQQ issues, focusing on anti-LGBTQQ bullying and harassment as well as bullying/harassment related to other identities, including race, disability, and appearance.	GBV	Wernick 2013(181)	Non-comparative: Riot Youth drama intervention
Romaticas Constructivas vs control	RRC is a 10-session programme of 90 minutes per session; eight sessions relate to understanding healthy relationships (including initiation, maintenance and breakup), developing leadership and developing a project to support diffusing learning in the local community.	DRV	Gomez Gonzalez 2014(104)	Relaciones Romaticas Constructivas vs control
safe dates	Safe dates is a 10-session intervention addressing attitudes and behaviors associated with DRV	DRV	Cutbush 2017(81)	Non-comparative: safe dates
Safe schools	Safe Schools is an Australian government funded program designed to address high levels of distress in LGBTIQ (lesbian, gay, bisexual, transgender, intersex, queer) youth, by making schools more inclusive. Safe Schools provides training materials, resources, and other support to help principals, teachers, and school communities support students to reach their full potential.	GBV	Shevlin 2020(166)	Non-comparative: Safe schools
Safe Schools Coalition Australia	Safe Schools Coalition Australia. More than 500 schools are part of the coalition in Australia, though this doesn't mean that schools are obligated to use their materials. Schools can receive training about the intervention, official guides, and posters to display in schools. Some resources created by students are made available in school libraries. Further resources are available from the intervention website. The intervention is aimed at improving school experiences for LGBTQ+ students	GBV	Louden 2016(130)	Non-comparative: Safe Schools Coalition Australia
Safe schools program for gay and lesbian students	Safe schools program for gay and lesbian students is an intervention intended to ensure that gay and lesbian students are safe and supported in their schools. The Department of Education staff work with schools locally to address 4 key recommendations in the 1993 Education Report (to develop recommendations protecting students from harassment, violence and discrimination; training staff in violence and suicide prevention; and offering school-based support groups).	GBV	Ouellett 1998(153)	Non-comparative: Safe schools program for gay and lesbian students

Intervention	Intervention description	Target	Author, date	Comparison
Safe schools program for gay and lesbian students	Safe Schools is an Australian government funded program designed to address high levels of distress in LGBTIQ (lesbian, gay, bisexual, transgender, intersex, queer) youth, by making schools more inclusive. Safe Schools provides training materials, resources, and other support to help principals, teachers, and school communities support students to reach their full potential. The school selected had been implementing the intervention following the completion of a lawsuit in 2002, and to date the schools implements inclusive curricula taught in grades K-5, 6 and 9, staff/professional development two to three times a year, and support groups for students – Gay Straight Alliance/Club Rainbow – in both middle and high school.	GBV	Watson 2012(178)	Non-comparative: Safe schools program for gay and lesbian students
Saltspring Women Opposed to Violence and Abuse (SWOVA) Respectful Relationship program (R+R)	Saltspring Women Opposed to Violence and Abuse (SWOVA) Respectful Relationship program (R+R) is an external program with 12 weeks of one-hour curriculum for four grades - 7, 8, 9,1 0 (or 11), a total of 48 classes. Program facilitators work alongside trained student facilitators, who increasingly take responsibility for leading discussions and exercises.	DRV	Tutty 2011(174)	Making Waves/Vague par vague vs. Saltspring Women Opposed to Violence and Abuse (SWOVA) Respectful Relationship program (R+R) vs. Healthy Relationships for Youth/Rural Youth Education Project vs. The Fourth R
School Health Center Healthy Adolescent Relationships Program (SHARP)	A provider-delivered intervention implemented within routine SHC visits. The intervention is universal, inclusive of all genders, sexual orientation, and clinic visit types, addressing a range of abusive behaviors, including cyber dating abuse (the use of social media to abuse a partner). Clinicians and staff at intervention SHCs received a 3-hour training on the SHARP intervention about ARA impact on health and how to introduce the brochure, conduct ARA assessment, and make a warm referral to a victim service advocate (connecting a patient to an advocate via telephone or in person). Provider discussion of healthy and unhealthy relationships is integrated into each clinical encounter with the provision of the palm-size brochure to every patient regardless of reason for visit. Even in the absence of disclosure, patients are encouraged to take extra brochures for friends. SHC providers reported the time required to review the brochure with a student was typically less than a minute but could lead to longer discussions when ARA was disclosed. In addition, each of the intervention SHCs involved their youth advisory boards to organize school-wide outreach events to provide ARA information and encourage students to come to the SHC.	DRV	Miller 2015(18)	School Health Center Healthy Adolescent Relationships Program (SHARP) vs. usual practice
School Violence Prevention Act of 2009 (SVPA)	The School Violence Prevention Act of 2009 (SVPA) is a state anti-bullying law implemented in North Carolina in 2009. In the law, bullying was defined as verbal, written, electronic, or physical actions that induced fear of harm or created a hostile environment for a student. Such behaviors were prohibited as well as bullying behavior based on actual or perceived race, color, ancestry, national origin, religion, gender, socioeconomic status, academic status, sexual	GBV	Hall 2016(108)	Non-comparative: School Violence Prevention Act of 2009 (SVPA)

Intervention	Intervention description	Target	Author, date	Comparison
	orientation, gender identity, physical appearance, and disability. The law applied to behavior on school property, at school-sponsored functions, and on school buses. According to the law, school personnel who witnessed or possessed information about bullying were required to report incidents to the appropriate school officials. On the other hand, students and school volunteers were encouraged but not required to report bullying incidents. The law also required that school districts adopt their own local anti-bullying policies			
school-based youth-driven teen dating violence prevention project	The intervention started as a multischool "drop-in" program with students from various high schools but eventually evolved into a youth action team at an alternative high school as a for-credit service learning class. The intervention is for the benefit of those attending, and students also engage in activities to raise awareness or aid prevention of DRV in their community.	DRV	Kervin 2010(125)	Non-comparative: school-based youth-driven teen dating violence prevention project
Scientist Practitioner Program	Two 90-min sessions delivering a combination of psychoeducational and active participation elements, and implemented in a mixed-gender audience only. Content was delivered via input presentations, worksheets, and quizzes. A second 90-minute session segregated participants according to gender and dealt with the subject more actively through role-playing and group discussions. The curriculum is the same as the Practitioner Program and included the following content: (a) general knowledge about SV: providing a definition and general information about SV; (2) knowledge about professional help: providing information about local and online professional help services; (3) victim blaming: discussing rape myths, in particular, victim-blaming attitudes, through various sample cases; and (4) personal space: raising the perception and appraisal for one's own and others' personal space through practical exercises.	Both	Muck 2018(143)	Scientist-Practitioner Program vs. Practitioner Program vs. control
Secondary prevention project	A psycho-educational intervention delivered by a student assistance counsellor (SAC), which consisted of seven, 45- minute sessions focussing on the following topics: (1) introductions, (2) defining abuse, (3) defining respect, (4) stereotypes, (5) a videotape entitled "Twisted Love" showing women talking about abusive relationships, (6) prevention of TDV, and (7) graduation (resource list and certificates were distributed and discussed). This high-risk curriculum represents a modified version of the Massachusetts Teen Dating Violence Prevention and Intervention Program. SACs also delivered a Booster session to the intervention students, 3- months after the high-risk intervention was delivered. The Booster session consisted of problem-solving and discussion-related activities that served to reinforce and review	DRV	Silverman 2000(167)	Non-comparative
sexual harassment and child abuse policy	A new sexual harassment and child abuse policy was implemented in the state in 1995. In 2001, portions of the policy were revised to reflect aspects of bullying, hazing and threats. The policy was adopted in response to federal laws indicating that sexual harassment in the schools is illegal. One of the stipulations of the district policy is that school administrators submit a biannual 'Incident report' at the end of each semester enumerating the details of reports of sexual harassment and child abuse in their respective schools. Schools are also expected to implement prevention efforts, such as orientation programs, lessons, newsletter etc. The policy doesn't specify LGBT harassment specifically, and is focussed on sexually motivated behaviour.	GBV	Wilson 2005(183)	Non-comparative: sexual harassment and child abuse policy

Intervention	Intervention description	Target	Author, date	Comparison
Sexual harassment intervention	A teacher-led sexual harassment curriculum based on the research of Susan Strauss (1992) in her book, "Sexual Harassment and Teens. The curriculum encompasses three basic units of study that include: defining sexual harassment, descriptions of what causes sexual harassment, and how sexual harassment can be prevented and stopped.	GBV	Durand 1997(42)	Sexual harassment intervention vs. usual practice
Sexual health programme for YP with developmental disabilities	The sexual health programme for YP with developmental disabilities developed for this evaluation was based on adaptations of educational resources, available through the Red Cross RespectED programme and the SSAIC, intended for neurotypical children and adolescents. The Red Cross RespectEd Coordinator assisted in adapting their storyboards to address the needs and comprehension level of this population and the RespectED concepts of 'talk (say No)', 'walk' (get away as quickly as you can), and 'squawk' (tell someone you trust and keep on telling until someone believes you), were integrated into the programme. The SSAIC collaborated in adapting their current puppet show script to address the needs, vulnerability and cognitive abilities of adolescents with developmental disabilities. Once the programme had been developed, it was delivered over five, 1-hour sessions. The first two sessions included interactive learning, games and activities to introduce the programme and the subject of sexual health. The next two sessions included storyboards that depicted possible scenarios that young people might be involved in, related to both healthy and unhealthy relationships and situations. Following the storytelling, discussion and questions were encouraged and supported. The final session included a puppet show that focused on issues of consent, inappropriate touching and disclosure of sexual abuse. Following the puppet show, small group discussions took place facilitated by the university student puppeteers while remaining in character with their puppet.	Both	Murray 2019(145)	Non-comparative: Sexual health programme for YP with developmental disabilities
Sexuality education program	The sexuality education program was a 20-hour curriculum involved topics including relationships, IPV, sexual diversity, sexually transmitted infections and contraception. The course was delivered by paid Mexfam health educators under 30 years of age, to groups of approximately 20 secondary school students between 14 and 17 years of age. Sessions were to take place in classrooms over one semester, in 10 two-hour sessions.	DRV	Makleff 2019(133)	Non-comparative: Sexuality education program
Shifting boundaries: Building + classroom	Both classroom (Delivered through a six-session curriculum that emphasized the consequences for perpetrators of dating violence and sexual harassment, state laws and penalties for dating violence and sexual harassment, the construction of gender roles, and healthy relationships) and building (temporary school-based restraining orders, higher levels of faculty and security presence in areas identified through student mapping of safe/unsafe "hot spots," and the use of posters to increase awareness and reporting of dating violence and sexual harassment to school personnel) components	DRV	Taylor 2011(49)	Shifting boundaries: Building + classroom vs building only vs classroom only vs control group
Shifting boundaries: Building only	Building components of Shifting boundaries only: temporary school-based restraining orders, higher levels of faculty and security presence in areas identified through student mapping of safe/unsafe "hot spots," and the use of posters to increase awareness and reporting of dating violence and sexual harassment to school personnel.	DRV	Taylor 2011(49)	Shifting boundaries: Building + classroom vs building only vs classroom only vs control group

Intervention	Intervention description	Target	Author, date	Comparison
Shifting boundaries: Classroom only	Classroom components of Shifting boundaries only: delivered through a six-session curriculum that emphasized the consequences for perpetrators of dating violence and sexual harassment, state laws and penalties for dating violence and sexual harassment, the construction of gender roles, and healthy relationships.	DRV	Taylor 2011(49)	Shifting boundaries: Building + classroom vs building only vs classroom only vs control group
SKILLZ Street	SKILLZ Street is an activities-based program facilitated by trained female community leaders called “coaches” that uses noncompetitive soccer to empower girls, create a safe space for discussion and learning, and encourage girls to advocate for their rights. The program consisted of ten 2-h sessions taking place on school grounds after school hours twice-a-week for five weeks. For half of the session, participants would remain in their teams to engage in structured discussions and soccer-based life skills activities on such topics as body image, sexual reproductive health knowledge, HIV knowledge, and decision-making in relationships. During the other half of the session, participants would take part in soccer games and activities. Following an evaluation in 2011, the intervention involved a greater focus on sexual reproductive health and violence. A new session was developed, during which a guest speaker from the Thuthuzela Care Center explained the center’s service offerings for adolescents and ways to access these services. This session replaced one devoted to hosting an HIV counselling and testing tournament, given that implementation challenges around engaging parents, maintaining confidentiality, and equipping coaches with the skills to support youth during the event. Using their own phones or a family member’s phone, participants could voluntarily dial a shortcode to access information about local health services and quizzes on the following topics: a) SKILLZ Street, b) Girl topics, c) Relationships, d) Gender, and e) Rights and Responsibilities. Once a participant would complete a quiz, a message with the quiz score and encouragement for completion of other quizzes would immediately appear on the screen. The participant would then receive a follow-up SMS, customized based on her score.	Both	Merrill 2018(139)	Non-comparative: SKILLZ Street
Sources	Sources is an evidenced-based school-wide suicide prevention program that has been adapted to focus on reducing bullying and violence. Sources’ delivery model relies on student peer leader prevention activities guided by select adult advisors or “trusted adults” to modify norms transmitted through peer groups to alter perceptions of what is normative behaviour in one’s social group.	GBV	Yoder 2020(185)	Sources vs. waitlist
Southall Black Sisters (SBS)	SBS works to meet the needs of black (Asian and African-Caribbean) and minority ethnic women who have experienced abuse, focusing in particular on London. The aim of the project was to create long-term attitudinal and behavioural change among young people through challenging social, religious and cultural values and practices which justify violence against Black and Minority Ethnic Women. They focused their programme of work in two schools in one London borough where the school population swas at least 98% BME and developed PSHE sessions, special workshop on misogyny in music videos as well as developing a peer mentoring/campaigning group.	GBV	AVA 2013(57)	Non-comparative
Stay in love+	Stay in love+ encompasses four scholar courses taught in mixed-sex classes, and activities	DRV	Kempes 2010(123)	Non-comparative: Stay

Intervention	Intervention description	Target	Author, date	Comparison
	outside the school such as an information evening for parents and the distribution of information through business cards, flyers, posters and a website. The program aims to alter the negative attitude towards dating violence, increase knowledge about dating violence and stimulate social skills to solve interpersonal problems in a romantic relationship			in love+
Stay Strong Bronx (adaptation of The Fourth R)	Stay Strong Bronx is an adaptation of The Fourth R, which is a program designed to promote healthy behaviours related to dating, sexual behaviour, bullying, and substance use. <u>The intervention is based on social learning theory and theories of the stages of social development. It aims to improve and develop, it focuses on improving all</u> healthy relationships in youth's lives, particularly peer and dating relationships. According to the program's developers, the aims of the Fourth R <u>improving relationship skills, addressing elements common to risky behaviour, challenging pro-abuse messages from peers, reinforcing positive messages about safety behaviour, and developing relationships and skills. include: 1) helping youth strengthen relationship skills to assist in making safe, responsible choices; 2) addressing the common elements of multiple risk behaviors; 3) counteracting pro-abuse messages from peer culture; 4) emphasising positive messages around safety and harm reduction; and 5) providing opportunities to develop assets and strengths (youth connections).</u> In this version, the program was adapted for shorter lessons (the original was based on 75-min lessons over 21 weeks), and was delivered in sex-segregated and sex-mixed classes (the original was segregated only). The wording in classes was also adapted for 7th grade students (original was for 9th grade), and with some tweaking in wording to make it more relevant to an 'urban' population.	DRV	Cissner 2014(2)	Stay Strong Bronx (adaptation of The Fourth R) vs. no intervention
Stay strong/Safe dates	Stay strong is a teen dating violence intervention that was implemented in 11 sites in the USA from 2008 - 2012. It includes the Safe dates curriculum, which is a 10-class curriculum designed for middle- and high-school students that addresses attitudes and behaviors towards DRV. This evaluation is with implementers who made adaptations to the Safe dates intervention.	DRV	Gibbs 2016(103)	Non-comparative: Stay strong/Safe dates
Teen choices	Teen choices is a single-session computer sessions containing 3 different tracks: (a) high-risk daters (i.e., teens who had experienced or perpetrated any physical dating abuse and/or multiple incidents of emotional abuse in the past year, and so were at higher risk of future abuse); (b) low-risk daters; and (c) nondaters. The intervention includes assessment and feedback on healthy relationship skills, including additional information on two skills the participant was using the least; (g) assessment and feedback on stage of change for using healthy relationship skills and up to five stage-matched principles and process of change; (h) assessment and feedback on level of alcohol use and its relationship to teen dating and peer violence; (i) assessment and feedback on readiness to seek help if a victim or perpetrator of dating violence or peer violence; and (j) readiness to offer help to others who are victims or perpetrators of dating violence or peer violence.	DRV	Levesque 2017(129)	Non-comparative: Teen choices
Tender	Tender are a national organisation working on delivering violence against women and girls (VAWG) prevention directly in schools as well as training practitioners to do this through using	GBV	AVA 2013(57)	Non-comparative

Intervention	Intervention description	Target	Author, date	Comparison
	drama. For this project they worked in eight London secondary schools, explicitly taking a whole school approach. The aim was to embed violence prevention in the curriculum and in school policies, as well as providing staff and young people with the knowledge and confidence to tackle gender-based violence and promote healthy relationships. The main focus of the work was engaging young people through drama to create their own pieces about VAWG – either as part of their Drama GCSE course and/or to perform to the entire school. They also delivered some training to teachers and developed a Young Ambassador’s programme (peer campaigning group).			
Tender drama and art intervention	An educational model using drama and the arts to enable young people to develop positive attitudes towards relationships in order to prevent violence against women and girls and equip adults with the skills and resources they need to promote healthy relationships amongst young people. The aim was to embed violence prevention in the curriculum and in school policies, as well as providing staff and young people with the knowledge and confidence to tackle gender-based violence and promote healthy relationships	DRV	DMSS Research & Consultancy 2012(84)	Non-comparative: Tender drama and art intervention
Texas Team’s Teen Dating Violence Awareness and Prevention Toolkit	The Toolkit included curriculum and programme materials, including teacher discussion guides, posters, push cards, safety plans, and CDs. The Texas Team added several Texas-specific items, such as fact sheets and resources from Texas-based agencies. A Teacher Implementation Plan was defined and used for the intervention (guidance for teachers on how to teach the curriculum).	DRV	Busch-Armenariz 2008(67)	Non-comparative; Texas Team’s Teen Dating Violence Awareness and Prevention Toolkit
Text message campaign	A School-Based Text Message Campaign to Promote Healthy Relationships was piloted and then rolled out. The pilot and evaluation period of the intervention were both 6-weeks’ in length, though the final intervention was optionally extended following feedback from students. The intervention involved sending messages to students containing information about healthy and unhealthy relationships. The campaign was designed to provide knowledge (i.e., what to look for in healthy relationships), skills (i.e., how to handle potentially unhealthy relationships), and additional resources (i.e., where to receive assistance or learn more about unhealthy or abusive relationships). Text messages were either knowledge based, interactive, or open-ended. Knowledge-based messages were presented to students as a single statement with information about what constitutes healthy (e.g., ‘In a healthy relationship, your partner supports you through both difficult and exciting times without making you feel guilty. REPLY 1 to find out why’) and unhealthy (e.g., ‘One sign of an abusive relationship is a partner who tries to control or manipulate you. Reply 1 for an example’) relationships. Interactive messages involved presenting students with a scenario in which they had to reply with preset answer choices (e.g., ‘Your partner always checks up on you when you’re not with them to keep tabs on you. Is this 1—healthy, 2—unhealthy, or 3—abusive? Reply 1, 2, or 3 to answer’). A preset message followed their answer explaining why they were correct (or incorrect). Open-ended messages asked students a specific question to illicit individualized answers (e.g., ‘What do you think are components of a healthy relationship? REPLY 1 for some examples’).	DRV	Guillot-Wright 2018(106)	Non-comparative: Text message campaign

Intervention	Intervention description	Target	Author, date	Comparison
The 5 W's approach to Bullying	Seven 40-min sessions with content structured around the 5 'Ws' of bullying: Who to report bullying to, Why report bullying, What to report. Where to report, and When to report bullying. The emphasis is on the role of the bystander. Objectives of the program included providing an opportunity for subjects to: 1. Model behavior for bullying intervention. 2. Practice skills of reporting. 3. Reassess attitude about bullying. Drama was used in the teaching, with sessions involving discussion, role-play, and reflective wrie-ups.	GBV	Merrell 2004(27)	The 5 W's approach to Bullying vs. active control/waitlist
The Father's Day Breakfast	The Father's Day Breakfast was a 135 minute experience including oral presentations relating to violence against women. One speaker talked about athletic social prestige, which gives athletes a unique responsibility to speak against violence against women both during training, games, and other contexts. Another talked about unhealthy forms of masculinity and its relationship with the mistreatment of women.	Both	Henshaw 2016(111)	Non-comparative: The Father's Day Breakfast
The Fourth R	Fourth R is a peer and dating violence and related risk behaviours. The grade 9 version of the Fourth R program is comprised of three units to address violence, substance use, and healthy sexuality/sexual behavior. Classes include role-play.	DRV	Chiodo 2017(73)	Non-comparative: Fourth R
The Fourth R	Fourth R is a peer and dating violence and related risk behaviours. The grade 9 version of the Fourth R program is comprised of three units to address violence, substance use, and healthy sexuality/sexual behavior. Classes include role-play.	DRV	Crooks 2013(79)	Non-comparative: the fourth R
The Fourth R	Fourth R is a peer and dating violence and related risk behaviours. The grade 9 version of the Fourth R program is comprised of three units to address violence, substance use, and healthy sexuality/sexual behavior. Classes include role-play.	DRV	Crooks 2018(80)	Non-comparative: the fourth R
The Fourth R	Fourth R is a peer and dating violence and related risk behaviours. The grade 9 version of the Fourth R program is comprised of three units to address violence, substance use, and healthy sexuality/sexual behavior. Classes include role-play.	DRV	Dunlop 2018(86)	Non-comparative: the fourth R
The Fourth R	Fourth R is a peer and dating violence and related risk behaviours. The grade 9 version of the Fourth R program is comprised of three units to address violence, substance use, and healthy sexuality/sexual behavior. Classes include role-play.	DRV	Exner-Cortens 2020(93)	Non-comparative: Fourth R
The Fourth R	Each year an external organisation works with schools to support students to develop an intervention targeting a key issue for their peers. Students get to choose the topic area and guide a lot of the content of the intervention. This year students chose homophobia in schools, and staff proposed that they develop a theatre intervention. This intervention was delivered to teachers and students (separately). The	GBV	Gale 2011(96)	Non-comparative: the fourth R
The Fourth R	The Fourth R is a 21-session curriculum developed for Grade 9 students, and is taught by teachers in physical education classes. The curriculum addresses three areas (7 sessions each): healthy relationships, sexuality and alcohol and substance use.	DRV	Tutty 2011(174)	Making Waves/Vague par vague vs. Saltspring Women Opposed to Violence and Abuse (SWOVA) Respectful Relationship program (R+R) vs. Healthy

Intervention	Intervention description	Target	Author, date	Comparison
				Relationships for Youth/Rural Youth Education Project vs. The Fourth R
The GENER@T Program	The GENER@T Program is directed towards the prevention of dating violence among adolescents, especially between the ages of twelve and fourteen, in order to prepare themselves for their first intimate relationships. The 24 sessions that make up the program are undertaken as an “optional subject” in schools or as a workshop in a leisure centre.	DRV	Mateos Inchaurredo 2020(55)	Non-comparative: The GENER@T Program
The Healthy Relationships Program (HRP) for LGBTQ+ Youth	The Healthy Relationships Program (HRP) for LGBTQ+ Youth aims to promote mental wellness and positive relationship development among queer, trans, and gender diverse youth. The program includes 16, 30-minute sessions and was adapted from The Healthy Relationships Plus Program (HRPP), an evidence-informed, small groups, universal prevention program for adolescents ages 14-18 designed to promote positive mental health and well-being, and prevent health risk behaviours. Changes to the program included: (a) exploring LGBTQ+ terminology; (b) identifying LGBTQ+ stressors; (c) incorporating relevant role play scenarios; and (d) discussing same-gender dating violence.	GBV	Lapointe 2018(127)	Non-comparative: The Healthy Relationships Program (HRP) for LGBTQ+ Youth
The Mentors in Violence Prevention (MVP) program	The Mentors in Violence Prevention (MVP) program is a violence prevention program to encourage non-violent bystander intervention with a particular emphasis on GBV (verbal, physical, emotional, and sexual). It is designed to provide bystanders with the tools to intervene through discouragement and interruption. This is achieved through group sessions in which realistic social scenarios (taken from the ‘MVP playbook’; e.g., witnessing a boyfriend pushing his girlfriend in a corridor, sharing explicit sexual images of other people, etc.) are presented and role-played, and followed by interactive discussion of the issues covered therein in single-sex and/or mixed-gender workshops, which are facilitated by a peer mentor (an individual[s] older or more senior from the same peer group).	GBV	Williams 2017(182)	Non-comparative: The Mentors in Violence Prevention (MVP) program
The Modified Integrated Thematic Instructional Model for Sexual Harassment Prevention	A series of classes, including discussion and activities, on respect, responsibility and sexual harassment. The intervention encouraged student participation in the discussion, and at the end of the intervention students wrote an essay about the topic	GBV	Cheney 1998(72)	Non-comparative: The Modified Integrated Thematic Instructional Model for Sexual Harassment Prevention
The Safe Dating Theater Project (SDTP)	The Safe Dating Theater Project (SDTP) is a primary prevention program that combines an interactive theater production, in-class education, and teacher in-service to “provide an intensive learning experience focusing on the prevention of teen dating violence”. The intended purpose of the program is to engage students in an educational experience that is both skill-based and service-based, while promoting learning in a manner that will allow students to educate their peers, parents, and other members of the community about dating violence. The intervention was implemented in 9th grade students. The project begins with a	DRV	Turner 2006(173)	Non-comparative: The Safe Dating Theater Project (SDTP)

Intervention	Intervention description	Target	Author, date	Comparison
	production of "Maddie & Paul." The five scene interactive play, performed by local, professional actors, depicts a "romantic relationship in trouble, deteriorating toward violence". In-between the scenes, audience members are encouraged to interact with the characters. Members of the audience are invited to ask questions and give advice, while CTC staff and the Project Coordinator "facilitate questions and discussion with the audience, clarifying myths about abuse, defining abuse, and calling into question victim-blaming beliefs". After the production of "Maddie & Paul," once a week for the remaining twelve weeks of the semester, the Project Coordinator conducts follow up sessions during the ninth grade students' health classes. The sessions are designed to concentrate on defining abuse and recognising warning signs, establishing appropriate peer responses to dating abuse, identifying school and community resources, identifying gender stereotypes and implications, relationship expectations, defining healthy relationships, communication styles/assertiveness, boundaries, decision-making, and problem solving. The follow-up sessions also include three supplemental sessions provided by the YMCA Resource Center, which focus on communication skills, decision-making skills, problem solving skills, and refusal skills. An after-school club focusing on issues pertaining to dating violence prevention is available to students who participated in the theater presentation and the health class curriculum. The Project Coordinator also provides information and referrals of services to students who are currently dealing with an abusive dating relationship or violence in their home.			
The Safe Schools Program	The Safe Schools Program was created to address these issues and to promote safe and supportive school environments to assist gay and lesbian students in realising their full learning potential	GBV	Knowles 1997(126)	Non-comparative: The Safe Schools Program
The School without Violence (SwV) Programme including GBV component	The School without Violence (SwV) Programme is a general intervention aiming to reduce violence in schools and protect students who are victims of violence. It was started in Serbia in 2005, and augmented in 2013 to include a GBV component. The focus of the GBV element of the SwV programme focused on prevention and strengthening institutional responses. As part of the GBV component, schools receive external support from advisors and psychologists who act as mentors. Mentors work with schools over a 18-month period to ensure that clear internal and external procedures are in place, including appropriate referral mechanisms. Mentors receive training around GBV and how to work with teachers and parents. School advisors in regional education departments receive support to coordinate regional violence prevention efforts and provide support to schools in engaging with GBV. Teachers receive training around GBV and working with students on this. Community work with sex-segregated groups is conducted to raise awareness of GBV. At the end of the 18 month period, schools receive certification.	Both	UNICEF 2016(175)	Non-comparative: The School without Violence (SwV) Programme including GBV component
THE SKILLZ STREET PLUS PROGRAMME	SKILLZ Street Plus is a 'Grassroot Soccer initiative' that combines girls' soccer with an educational curriculum that simultaneously tackles the issues of intimate partner choice, gender-based violence and HIV/AIDS prevention. The programme utilises a network of female soccer coaches to deliver the curriculum, mentor the girls and facilitate the soccer-based	Both	Cooper 2017(76)	Non-comparative: THE SKILLZ STREET PLUS PROGRAMME

Intervention	Intervention description	Target	Author, date	Comparison
	<p>activities. SSP combines behavioural, structural and biomedical intervention components, providing young women with positive role-models to challenge social norms, such as those that portray men as the sole decision-makers and dominant partners in relationships. The curriculum originally consisted of 10 sessions, but was then expanded to 19 sessions. Participants experienced the 19 session version of the programme as too long, resulting in a shorter 14 session curriculum being agreed upon. Participants also get referral from coaches as needed to deal with violence and abuse, and potential care for HIV. Girls who complete the girls only sessions also attend sessions with same-age boys. These sessions e - Generation SKILLZ - consists of 7 interactive sessions that focus on reducing age-disparate sexual relationships, multiple partners and IPV. Generation SKILLZ is in secondary schools over two years (Grade 9 and 10) by GRS male "coaches". Women's soccer tournaments, with girls, their mothers, and grandmothers, are also arranged.</p>			
The TANESA guardian programme	<p>The TANESA guardian programme was developed following research workshops with school children that highlighted experiences of sexual exploitation of schools girls, by teachers and older boys. Female teachers were selected by fellow teachers or school boards to act as guardians in their schools who could be consulted by school girls in cases of sexual violence or sexual harassment, and for advice on matters pertaining to reproductive and sexual health. Boys could make use of the services of guardians and be included in some of the guardians' activities, but the programme was to focus primarily on school girls.</p>	GBV	Mgalla 1998(140)	The TANESA guardian programme vs. no intervention
The Tender Healthy Relationship project	<p>The Tender Healthy Relationship project is drama based and encourages young people from year 9, year 10, or year 11 to think deeply about what a healthy relationship means. The project is designed to engage young people by utilising creative teaching methods. There is a particular focus on the early warning signs of abuse e.g. controlling and isolating behaviour. Drama is able to encourage groups to work together as teams, increase individual confidence and raise self-esteem, with the purpose of challenging attitudes. Workshops are carried out in a wide range of schools and engage with a wide range of students (including all-girls groups, all-boy groups, and mixed-gender groups). Workshops explore issues over 10 hours of contact time. Some workshops delivered over two consecutive days, while others are delivered over a 10-week period. The key issues explored in the workshops relate to identifying early warning signs of violence and abusive behaviours, exploring statistics related to violence against women, exploring a range of power dynamics related to abusive behaviours, and signposting young people to appropriate resources for further support. In Years 2 and 3 of the evaluation, the workshops were often, although not always, delivered over two consecutive days. Students who participate in the workshops deliver a drama presentation to a group of their peers in school, to further communicate key messages about healthy relationships to wider cohort of students. Tender also provides training to staff members as part of INSET days or twilight INSET sessions.</p>	DRV	Sanders-McDonagh 2015(162)	Non-comparative: The Tender Healthy Relationship project
The TRUST project	<p>An intervention to change attitudes of tolerance to violence by using drama to explore issues around healthy and unhealthy relationships. Young people create a piece of theatre that</p>	Both	CRG Research 2016(78)	Non-comparative: The TRUST project

Intervention	Intervention description	Target	Author, date	Comparison
	represents their understanding and outlook while also educating and informing the audience aimed mainly at youth between the ages of 13 and 18 years			
theatre intervention	Two 15-minute plays delivered by four undergraduate students and a professional theatre director. The plays were written and developed informed by qualitative research regarding perceptions of dating relationships and violence among male and female Mexican-American adolescents. The plays depicts a variety of violent behaviors and portrays the responses of the victims and perpetrators. Three performances were delivered to audiences derived from three schools on three different days. Performances occurred at the university. Each performance included both plays and a talkback session with the actors and director	DRV	Belknap 2013(63)	Non-comparative; theatre intervention
Train the trainer sexual violence prevention program implemented by the Sex Abuse Treatment Center (SATC)	The train the trainer sexual violence prevention program implemented by the Sex Abuse Treatment Center (SATC) had 4 modules covering kindergarten to high school students. The kindergarten through 2nd grade curriculum includes three lessons that focus on teaching children body awareness and safety through two rules: 1) no one should touch my private parts unless it's to keep me healthy, and 2) no one should ask me to keep a secret about touching. In the 3rd–5th grade curriculum, there are four lessons that focus on defining and identifying sexual abuse, teaching safety skills, and emphasizing the importance of telling a trusted adult while also teaching students that the abuse is not their fault. The lessons incorporate art, songs, and other activities to engage the students. The middle school and high school curricula both consist of six lessons, which focus on defining sexual violence, teaching skills to keep oneself safe, respecting personal boundaries, understanding sexual harassment, staying safe online, and getting as well as offering help (e.g., being a helpful bystander). The lessons use videos, activities, role plays, and handouts to educate students about sexual violence, including how students can establish boundaries, protect themselves from online predators, and be supportive and respectful to a friend who discloses sexual abuse. SATC staff train teachers and other school personnel on how to present the curricula in their classrooms.	GBV	Weingarten 2018(180)	Non-comparative: Train the trainer sexual violence prevention program implemented by the Sex Abuse Treatment Center (SATC)
Twilight book	Bibliotherapy intervention using the book 'Twilight, True love and you' (Deacon, 2011), a book based on the popular Twilight films and books, written by a Clinical Psychologist as a resource to help prevent dating abuse in adolescent girls. It attempts to engage the reader through using the teen romantic fantasy series to highlight what a woman should look for in a partner and what may be a warning sign of dating abuse. Students were given the book to read, and were assessed on content later.	DRV	Lynch 2014(131)	Twilight book vs waitlist
Victim Support Cornwall (the SAFE Project)	Victim Support Cornwall have a long history of domestic violence prevention and healthy relationships awareness-raising work across Cornwall. For the duration of this project they spent more concentrated time working in two of their local secondary schools. The project was delivered in one-hour lessons over a term. In the first year of the project, lessons were delivered to Year 7, 9 and 10 classes. In the second year of the project another set of sessions were run for the same classes in an attempt to further embed and expand the learning.	GBV	AVA 2013(57)	Non-comparative
Waves/Vague par vague	Making Waves/Vague par vague consists of weekend retreats attended by Grade 10 and 11 students (about four from each school) and teachers (one or two) from several schools.	DRV	Tutty 2011(174)	Making Waves/Vague par vague vs.

Intervention	Intervention description	Target	Author, date	Comparison
	The workshops entail 12 to 14 hours of exercises and discussions at an off-school site over a two-day period. The experiential exercises and discussions are led by adult and student facilitators. The participating students meet together and in separate gender groups where they make and take back action plans to their schools to disseminate healthy relationship information to others. Making Waves includes special needs students. Making Waves/Vague par vague recently acquired additional funding from Status of Women to do follow-up with the schools to check how the student action plans were being conducted. The program also created Making Waves/Vague par vague manuals for middle schools.			Saltspring Women Opposed to Violence and Abuse (SWOVA) Respectful Relationship program (R+R) vs. Healthy Relationships for Youth/Rural Youth Education Project vs. The Fourth R
WOMANKIND whole school approach	WOMANKIND developed a whole school approach to promoting gender equality and challenging violence against women and girls in high schools. The intervention was to work collaboratively with schools to develop initiatives to tackle issues in their schools. WOMANKIND provided resources, including informing schools about new relevant research. WOMANKIND also campaigned to change policy at the local and national level to address education for young people about violence against women and girls. This approach was developed following an evaluation of an earlier approach called 'Challenging Violence, Changing Lives', which was implemented as part of the curriculum.	GBV	Maxwell 2010(136)	Non-comparative: WOMANKIND whole school approach
Working On Meaningful Relationships Now (WOMEN)'s group	A dating violence prevention psychoeducational support group with girls who have been involved in or are considered at risk of abusive dating relationships. The aim is to explore the differences between healthy and unhealthy relationships, with the goal of attaining skills and knowledge that will allow for healthy relationship choices	DRV	Diegel 1999(83)	Non-comparative: Working On Meaningful Relationships Now (WOMEN)'s group
Young men initiative	The Young men initiative was program developed by CARE International to address gender inequalities, harmful health practices and interpersonal violence in everyday life in schools and the community. Facilitators from local youth organisations led YMI programme activities with technical assistance and training from CARE. While the YMI intervention typically spanned a single academic year (approximately eight months), some programme activities continued to function afterward through the 'Be a Man' clubs, which were created as part of the programme. The YMI consisted of three synergistic components: (1) group education sessions led by youth facilitators (typically male aged 20 to 25, although some were female) and integrated within 40-50 mins classes in the regular school schedule; (2) optional residential retreats; and (3) Be a Man school clubs, responsible for leading and coordinating social marketing campaign aimed at changing popular conceptions of what constitutes 'manhood'. All first and second year students attending intervention schools participated in eight hour-long classroom sessions (approximately one per month over the school year). In addition, many participants opted to join one intensive residential retreat during the programme period and all students were invited to participate in school-wide activities organised by the Be a Man clubs. While specific club activities varied by site, common events included street/graffiti art,	Both	Namy 2015(147)	Non-comparative: Young men initiative

Intervention	Intervention description	Target	Author, date	Comparison
	film projects, dramas and online discussions. The intervention included some activities for girls, but mostly participants were male students.			
Youth Empowerment Solutions for Healthy Relationships (YES-HR)	Youth Empowerment Solutions (YES) was designed to enhance the capacity of adolescents and adults to work together to plan and implement community change projects. The curriculum includes six units: (a) Youth as Leaders, (b) Learning about Our Community, (c) Improving Our Community, (d) Building Intergenerational Partnerships, (e) Planning for Change, and (f) Action and Reflection. The intervention applies an active learning approach organized around the six units to integrate and reinforce empowerment theory and positive youth development. This study adapted YES to address sexual violence and DRV	Both	Eisman 2019(89)	Non-comparative: Youth Empowerment Solutions for Healthy Relationships (YES-HR)
Zero Tolerance School Alliance	Zero Tolerance School Alliance. The intervention was implemented for 12 months, from March 2016 to March 2017, and involved an intensive community mobilisation effort with several inter-connected elements including community dialogue, stakeholder forum, training, and identification of targets for service provision and intervention implementation. In addition, a pledge ceremony and membership award was given to boys and men of the village who completed the intervention.	GBV	Nicholson 2018(148)	Zero Tolerance School Alliance vs. no intervention

Implementation analysis: reference count by study

Table 11. Reference counts for process evaluation synthesis findings

Analytical Themes	Descriptive Themes	List of Relevant Reports
School Level		
School Resources and Infrastructure → Ease of Implementation and Determined Necessity of Modification	Physical Infrastructure (n=20)	Bragg 2020,(191) Cahill 2019,(68) Cissner 2014,(2) Cockcroft 2019,(75) Coker 2017,(12) Crooks 2013,(79) Cutbush 2017,(81) DMSS 2012,(84) Eisman 2019,(89) Elias-Lambert 2010,(90) Elias-Lambert 2015,(91) Garces-Foley 2017,(97) Gibbs 2016,(103) Gomez Gonzalez 2014,(104) Guillot-Wright 2018,(106) Henderson 2002,(110) Jaime 2018,(192) Keddie 2020,(121) Kempes 2010,(123) McGinn 2017,(138) Merrill 2018,(139) Raible 2016,(193) Casas Tello 2013,(171) Tutty 2011,(174) Walton 2007,(177) Williams 2017,(182) Winegust 2015(184)
	School Organizational Infrastructure and Management (n=13, 14)	Ball 2009,(60) Cissner 2014,(2) Dos Santos 2019,(190) Fonn 2017,(15) Hall 2016,(108) Harrington 2019,(109) Jaime 2015,(194) Jalusic 2019,(114) Joyce 2019,(195) Meiksin 2020,(189), Meiksin 2020(39) Schwandt 2016,(164) UNICEF 2016,(175) Walton 2007(177)
Time Constraints → Impacted Dosage and Fidelity	Focus on Academic Performance (n=16)	AVA 2013,(57) Ball 2015,(61) Cahill 2019,(68) Cheney 1998,(72) Cissner 2014,(2) Coker 2017,(12) Crooks 2018,(80) Dos Santos 2019,(24) Durand 1997,(42) Maxwell 2010,(136) Meiksin 2020,(189) Raible 2017,(159) Sanders_McDonagh 2015,(162) Shevlin 2020,(166) UNICEF 2016,(175) Winegust 2015(184)
	Limitations in Staff Time (n=27, 28)	AVA 2013,(57) Bragg 2020,(191) Busch-Armendariz 2008,(67) Cameron 2007,(69) Cissner 2014,(2) Cockcroft 2019,(75) CRG 2009,(78) DMSS 2012,(84) Dunlop 2018,(86) Edwards 2020,(43) Exner-Cortens 2020,(93) Jaime 2018,(192) Keddie 2020,(121) Kempes 2010,(123) Lapointe 2018,(127) Mathews 2016,(51) Maxwell 2010,(136) Meiksin 2020,(189) Muck 2018,(143) Ouellett 1998,(153) Raible 2016,(193) Raible 2017,(159) Sanders McDonagh 2015,(162) Casas Tello 2013,(171) UNICEF 2016,(175) Weingarten 2018,(180) Williams 2017,(182) Yoder 2020(185)
	Scheduling Blocks (n=17, 18)	Busch-Armendariz 2008,(67) Cascardi 2014,(70) Cissner 2014,(2) Cockcroft 2019,(75) CRG 2009,(78) Crooks 2013,(79) Eisman 2019,(89) Exner-Cortens 2020,(93) Kempes 2010,(123) Lapointe 2018,(127) Makleff 2020,(196) McGinn 2017,(138) Meiksin 2020,(189) Namy 2014,(197) Ponsford 2021(198), Raible 2016,(193) Roberts 2009,(32) Tutty 2011(174)
DRV/GBV Comprehension and Perception → Influences School and Community Support	Acceptance as a Problem (n=14)	Cascardi 2014,(70) Coker 2017,(12) CRG 2009,(78) Garces-Foley 2017,(97) Genereux 2020,(101) Jaime 2015,(194) Joyce 2019,(199) Keddie 2020,(121) Maxwell 2010,(136) Meiksin 2020,(189) Merrill 2018,(139) Payne 2018,(155) Shevlin 2020,(166) Williams 2017(182)
	Staff Stigma Against GBV (n=3)	Keddie 2020,(121) Madsen 1994,(132) Ollis 2011(151)
	Staff Stigma Against LGBTQ (n=6)	Madsen 1994,(132) Maphosa 2017,(134) Ouellett 1998,(153) Payne 2018,(155) Shevlin 2020,(166) Watson 2012(178)
	Fear of Negative Community	Coker 2017,(12) Genereux 2020,(101) Joyce 2019,(199) Knowles 1997,(126) Ouellett 1998,(153) Payne 2018,(155) Shevlin 2020,(166) Winegust 2015(184)

Analytical Themes	Descriptive Themes	List of Relevant Reports
	Perception (n=8)	
	Full School Support of Intervention (n=21, 22)	Bragg 2020,(191) Busch-Armendariz 2008,(67) Cascardi 2014,(70) Chiodo 2017,(73) Cissner 2014,(2) Coker 2017,(12) Crooks 2013,(79) Dos Santos 2019,(190) Dunlop 2018,(86) Durand 1997,(42) Joyce 2019,(199) Keddie 2020,(121) Madsen 1994,(132) Meiksin 2020,(189) Mills 1998,(142) Namy 2014,(197) Ouellett 1998,(153) Payne 2018,(155) Raible 2016,(193) Tutty 2011,(174) Yoder 2020(185)
Student level		
Intervention Interactivity → Improved Student Engagement and Acceptability	High Engagement for Role-Play, Discussion, Games, Theatre, and Media (n=26)	Baker 2014,(59) Ball 2009,(60) Bell 2006,(64) Bragg 2020,(191) Brunk 1993,(65) Busch-Armendariz 2008,(67) Cahill 2019,(68) Cameron 2007,(69) Cissner 2014,(2), CRG 2009,(78) Elias-Lambert 2015,(91) Gomez Gonzalez 2014(104) Henderson 2002,(110) Jordan 2018,(118) Maphosa 2017,(134) McElwee 2020,(137) McGinn 2017,(138) Merrell 2004,(27) Namy 2015,(147) Noonan 2009,(149) Ponsford 2021,(198) Ryding 2013,(200) Singh 2013,(168) Sorbring 2015,(169) Taylor 2011,(49) Casas Tello 2013,(171) Walton 2007,(177) Weingarten 2018(180)
	Poor Engagement for Homework and Parental Handouts (n= 4)	Eisman 2019,(89) Ryding 2013,(200) Sorbring 2015,(169) Weingarten 2018(180)
	Student Ownership of Intervention (n=6)	Ball 2015,(61) Brunk 1993,(65) Cameron 2007,(69) Kervin 2010,(125) Lapointe 2018,(127) Namy 2015,(147) Tutty 2011,(174) Watts 2016(179)
Poor Student Attendance among Certain Populations → Reduced Intervention Reach	Dropping Out (n=6)	Busch-Armendariz 2008,(67) Dos Santos 2019,(24) Filho 2017,(38) Henderson 2002,(110) Kervin 2010,(125) Merrill 2018(139)
	Truancy (n=3)	Edwards 2021,(187) Filho 2017,(38) Macgowan 1997(46)
	Parental Permission Forms (n=7)	Edwards 2021,(187) Elias-Lambert 2010,(90) Fonn 2017,(15) Garces-Foley 2017,(97) Levesque 2017,(129) Macgowan 1997,(46) Mathews 2016(51)
	Voluntary Programming (n=4)	Jalusic 2019,(114) Lapointe 2018,(127) Makleff 2020,(196) Matthews 2016(51)
	After-School Programming (n=5)	Dos Santos 2019,(24) Fonn 2017,(15) Harrington 2019,(109) Kempes 2010,(123) Merrill 2018(139)
Positive Relationship Formation → Improves Student Comfort and Engagement Over Time	Positive Relationship Formation with Facilitators (n=13)	Ball 2009,(60) Coker 2017,(12) Makleff 2019,(133) Makleff 2020,(196) Bragg 2020,(191) McElwee 2020,(137) Ponsford 2021(198), Yoder 2020,(185) Merrill 2018,(139) Mgalla 1998,(140) Namy 2014,(197) Namy 2015,(147) Jaime 2018(192)
	Positive Relationship Formation with	AVA 2013,(57) Ball 2015,(61) Bragg 2020,(191) Cameron 2007,(69) Cheney 1998,(72) Enriquez 2012,(92) Harrington 2019,(109) McGinn 2017,(138) Namy 2014,(197) Namy 2015,(147), Sanders McDonagh 2015,(162) Watts 2016,(179) Williams 2017(182)

Analytical Themes	Descriptive Themes	List of Relevant Reports
	Peers (n=13)	
	Group Bonding with a Shared Background (n=19)	Ball 2009,(60) Bell 2006,(64) Bruno 2020,(66) CRG 2009,(78) Diegel 1999,(83) Elias-Lambert 2010,(90) Harrington 2019,(109) Henderson 2002,(110) Hertel 2020,(112) Jaime 2016,(113) Jaime 2018,(192) Madsen 1994,(132) Merrill 2018,(139) Namy 2015,(147) Ponsford 2021,(198) Struthers 2019,(172) Watson 2012,(178) Williams 2017,(182) Winegust 2015(184)
Programme Fit to Student Population → Student and Staff Acceptability, Student Engagement and Programme Fidelity	Cultural Context (n=21)	Belknap 2013,(63) Busch-Armendariz 2008,(67) Cahill 2019,(68) Cissner 2014,(2) Cockcroft 2019,(75)Cramer 2015,(77) Crooks 2018,(80) Dunlop 2018,(86) Exner-Cortens 2020,(93) Fonn 2017,(15) Genereux 2020,(101) Gibbs 2016,(103) Mathews 2016,(51) Namy 2015(147), , Noonan 2009,(149) Ryding 2013,(200) Singh 2013,(168) Taylor 2011,(49) Tutty 2011,(174) Wernick 2013(181)
	Student Age (n=14)	Cissner 2014,(2) Cockcroft 2019,(75) Crooks 2013,(79) Dunlop 2018, (86) Gibbs 2016,(103) Henderson 2002,(110) Lynch 2014,(131) McGinn 2017,(138) Noonan 2009,(149) Ouellett 1998(153), Ryding 2013,(200) Taylor 2011,(49) Williams 2017,(182) Winegust 2015(184)
	Academic Background (n=14)	Cameron 2007,(69) Cascardi 2014,(70) Cissner 2014,(2)Dunlop 2018, (86) Edwards 2021(187), Fonn 2017,(15) Gibbs 2016(103), Jalusic 2019,(114) McGinn 2017,(138) Meiksin 2020,(189) Mills 1998,(142) Namy 2014,(197) Namy 2015,(147) Ollis 2018(201)
	Sexual Identity (n=7)	Bragg 2020,(191) Cameron 2007,(69) Lapointe 2018,(127) Madsen 1994,(132) Meiksin 2020,(189) Sanders McDonagh 2015,(162) Taylor 2011(49)
	Prior Trauma Exposure (n=6)	Bragg 2020,(191) Cameron 2007,(69) Cascardi 2014,(70) Eisman 2019, (89) Henderson 2002, (110) Meiksin 2020(189)
	Disability (n=2)	Murray 2019 (145), Jordan 2018(118)
Student Immaturity and Disruptive Behaviors → Inhibited Student Engagement and Intervention Delivery	Immature Behaviors (n=22)	Ball 2015,(61) Beardall 2008,(62) Bragg 2020,(191) Brunk 1993,(65) Cameron 2007,(69)Cascardi 2014,(70) Cheney 1998,(72) Cissner 2014,(2) Cramer 2015,(77) Eisman 2019,(89) Exner-Cortens 2020,(93) Fonn 2017,(15) Gomez Gonzalez 2014,(104) Henderson 2002,(110) Hertel 2020,(112) Kempes 2010,(123) Madsen 1994, (132) Makleff 2020,(196) McGinn 2017,(138) Taylor 2011,(49) Tutty 2011(174)
	Male Student Resistance to GBV (n=15)	Bragg 2020,(191) Brunk 1993,(65) Bruno 2020,(66) Henshaw 2016,(111) Hertel 2020,(112) Madsen 1994,(132) Makleff 2020,(196) Maphosa 2017,(134) McElwee 2020,(137) Mills 1998,(142) Noonan 2009, (149) Sanders McDonagh 2015,(162) Tutty 2011,(174) Watson 2012,(178) Winegust 2015,(184)
Facilitator Level		
Facilitator Content Knowledge → Intervention Fidelity and Student Acceptability	Variance in School-Based Facilitator Content Knowledge (n=21, 23)	Bragg 2020,(191) Busch-Armendariz 2008,(67) Cahill 2019,(68) Cascardi 2014,(70) Cissner 2014,(2) Hale 2012,(107) Jalusic 2019,(114) Meiksin 2020,(189) Mgalla 1998,(140) Ollis 2011,(151) Ollis 2014,(202) Ollis 2017,(152) Ollis 2018,(201) Ouellett 1998,(153) Raible 2017,(159) Tutty 2011,(174) UNICEF 2016,(175) Watson 2012,(178) Weingarten 2018,(180) Winegust 2015,(184) Yoder 2020(185)
	Greater Consistency in Outside Facilitator Content	CRG 2016(78), Edwards 2021,(187) Gonzalez 2014,(104) Jaime 2016, (113) Jordan 2018,(118) McElwee 2020,(137) Mgalla 1998,(140) Noonan 2009 (149), Ponsford 2021(198), Sanders-McDonagh 2015,(162) Taylor 2011,(49), Tutty 2011,(174) Watson 2012(178)

Analytical Themes	Descriptive Themes	List of Relevant Reports
	Knowledge (n=13)	
Support from “Other Side” → Facilitate Implementation and Increase Facilitator Comfort	Support from Outside Organization on Content (n=20, 22)	AVA 2013,(57) Busch-Armendariz 2008,(67) Cissner 2014,(2), Crooks 2013,(79) DMSS 2012,(84) Dozois 2016, (85) Dunlop 2018,(86) Jaime 2018,(192) Jalusic 2019,(114) Madsen 1994,(132) Makleff 2019,(133) Ollis 2011,(151) Ouellett 1998,(153) Raible 2016,(193) Raible 2017,(159) Sanders-McDonagh 2015,(162) Tutty 2011,(174) UNICEF 2016,(175) Weingarten 2018,(180) Wilson 2005,(183) Yoder 2020 (185)
	Support from School Personnel on School Logistics (n=10)	Ball 2015,(61) Busch-Armendariz 2008,(67) CRG 2016,(78) Dozois 2016,(85) Jordan 2018,(118) Kervin 2010,(125) Sanchez-Jimenez 2018,(161) Sanders-McDonagh 2015,(162) Tutty 2011,(174) Walton 2007(177)
Embedding Intervention into School Curriculum → Increase Intervention Sustainability	Teacher-Facilitators and Sustainability (n=3)	Cissner 2014,(2) Genereux 2020,(101) Williams 2017(182)
Intervention Level		
Ease of Programme Delivery → Increased Programme Fidelity	Extent of Program Materials → Eased Implementation (n=5, 6)	Ponsford 2021,(198) Noonan 2009,(149) Meiksin 2020,(189) Lapointe 2018,(127) Kempes 2010, (123) Busch-Armendariz 2008(67)
	Adequate Facilitator Training → Critical for Implementation (n=26, 27)	Bragg 2020,(191) Bruno 2020,(66) Busch-Armendariz 2008,(67) Cahill 2019,(68) Cascardi 2014,(70) Cissner 2014,(2) Crooks 2014, (203) Gibbs 2016,(103) Hale 2012,(107) Hall 2016,(108) Kempes 2010,(123) Madsen 1994,(132) Makleff 2019,(133) McGinn 2017,(138) Meiksin 2020,(189) Ollis 2011,(151) Ollis 2017,(152) Payne 2012,(204) Raible 2017,(159) Sanders-McDonagh 2015,(162) Schwandt 2016,(164) Tutty 2011,(174) UNICEF 2016,(175) Watson 2012,(178) Weingarten 2018,(180) Winegust 2015, (184) Yoder 2020(185)
Ease of Program Modification → Eased Program Implementation	Flexibility in Timing → Eased Implementation (n=8)	Busch-Armendariz 2008,(67) Durand 1997,(42) Eisman 2019,(89) Jaime 2018,(192) Lapointe 2018,(127) Namy 2015,(147) Ponsford 2021,(198) Casas Tello 2013(171)
	Support and Guidance on Adaptions → Improved Fidelity to Function (n=11)	Bruno 2020,(66) Crooks 2013,(79) Cutbush 2017,(81) Dunlop 2018,(86) Eisman 2019,(89) Exner-Cortens 2020,(93) Fonn 2017,(15) Gibbs 2016,(103) Henderson 2002,(110) Namy 2015,(147) Ponsford 2021,(198) Williams 2017(182)

Critical appraisal matrix for PEs

Quality appraisal ratings for studies reporting process and implementation outcomes are reported in Table 12

Table 12: Quality appraisal ratings for studies reporting process and implementation outcomes

Title	Were steps taken to minimise bias and error/increase rigour in sampling?	Were steps taken to minimise bias and error/increase rigour in data collection?	Were steps taken to minimise bias and error/increase rigour in data analysis?	Were the findings of the study grounded in/ supported by data?	Was there good breadth and depth achieved in the findings?	Were the perspectives of stakeholders privileged?	Reliability of findings		Usefulness of findings	
Achyut 2011(20)	Unsure	Unsure	Unsure	No	No	No	Low	No methods reported	Low	Findings reported in two text boxes
ICRW 2017_Bangladesh(13)	No	Unsure	Yes partially	Yes fully	Yes partially	Yes fully	Medium	Data collection, analysis and findings are all broadly appropriate, though unclear whether steps were taken to minimise bias in data collection. However, analysis of quantitative data was limited.	High	Though certain themes are explored in less detail, overall there is a good level of interpretation of the findings and participants appear to have fully expressed their views.
ICRW 2017_India(13)	Unsure	Yes partially	Unsure	No	Yes partially	Yes fully	Low	Unclear which teachers/principles were interviewed. Findings unsupported by qualitative data from the interviews.	High	Comprehensive reporting of obstacles to implementation.
ICRW 2017_Vietnam(13)	Yes partially	Yes fully	Yes partially	Yes fully	Yes partially	Unsure	High	Sampling, data collection, analysis and presentation all appear appropriate.	Medium	Unclear whether all students had equal opportunity to contribute their views. Particularly important given that teachers chose interview participants.
Ainoa 2020(55)	Unsure	Unsure	Yes fully	Yes fully	Yes fully	Yes fully	Medium	Comprehensive analysis and collection of qualitative data.	High	Nature of questions in focus groups allowed collection of views around program implementation.
Arnab 2012(56)	Unsure	Unsure	Unsure	Unsure	No	No	Low	Procedure generally unclear	Low	Limited reporting of acceptability, engagement etc. in a subset of participants
AVA 2013(57)	Unsure	Unsure	Unsure	Yes partially	Yes partially	No	Low	No methods reported	Low	Limited breadth, limited support

Title	Were steps taken to minimise bias and error/increase rigour in sampling?	Were steps taken to minimise bias and error/increase rigour in data collection?	Were steps taken to minimise bias and error/increase rigour in data analysis?	Were the findings of the study grounded in/supported by data?	Was there good breadth and depth achieved in the findings?	Were the perspectives of stakeholders privileged?	Reliability of findings		Usefulness of findings	
										and unclear if stakeholders privileged
Baker 2014(59)	No	No	No	No	No	No	Low	Summary quantitative data	Low	Summary quantitative data
Ball 2009(60)	Yes partially	Yes fully	Yes fully	Yes fully	Yes partially	Yes fully	High	Recording of focus groups was comprehensive and analysis of themes ensured all were included.	High	Comprehensive reporting of experiences of the intervention.
Ball 2015(61)	Yes fully	Yes fully	Yes fully	Yes partially	Yes partially	Yes partially	High	Semi structured interviews with open ended questions in the whole population of teachers delivering the intervention.	Medium	Presentation of benefits and drawbacks of implementation in a table shows how the implementation can be improved.
Beardall 2008(62)	Unsure	Yes partially	Yes fully	Yes partially	No	Yes fully	High	Sampling unclear and reporting of qualitative findings lacks depth.	Medium	Quantitative findings provide useful data but quantitative reporting limited.
Belknap 2013(63)	Yes fully	Yes fully	Yes fully	Yes partially	No	Yes fully	High	Independent coding and allowing participants to form their own essays.	Low	Findings related to efficacy of intervention rather than implementation.
Bell 2006(64)	Yes partially	Unsure	Unsure	Yes partially	No	Yes partially	Medium	Lack of clarity around collection and analysis of data.	Low	Limited depth of analysis of quantitative information. Relatively little information regarding views on implementation.
Brunk 1996(65)	No	Yes fully	Yes fully	Yes partially	No	Yes fully	High	Data collection, analysis and presentation all broadly appropriate. Certain elements of the findings are supported by the views of only one/a few participants.	Medium	Very limited depth of analysis of responses from participants.
Bruno 2020(66)	No	Yes partially	Yes partially	Yes fully	Yes partially	Yes partially	High	Limited reporting of methods in the english	Medium	Gives details of participants' views on the intervention

Title	Were steps taken to minimise bias and error/increase rigour in sampling?	Were steps taken to minimise bias and error/increase rigour in data collection?	Were steps taken to minimise bias and error/increase rigour in data analysis?	Were the findings of the study grounded in/supported by data?	Was there good breadth and depth achieved in the findings?	Were the perspectives of stakeholders privileged?	Reliability of findings		Usefulness of findings	
								language study available.		
Busch-Armendariz 2008(67)	Unsure	Yes fully	Yes fully	Yes partially	Yes partially	Yes partially	High	Surveys and coding allowed compilation of themes from both teachers and students.	Medium	Broad range of themes emerged from surveys and open-ended questions allowed participants to fully express their views.
Cahill 2019(68)	Unsure	Yes partially	Unsure	Yes partially	Yes partially	Yes partially	Medium	Methods largely unreported.	Medium	Some quotes provided regarding implementation but limited analysis or comparison.
Cameron 2007(69)	Yes partially	Yes fully	Yes partially	Yes fully	Yes partially	Yes fully	High	Methods of analysis unclear though questionnaires give comprehensive results.	High	Provides a comprehensive combination of quantitative and qualitative data. Open ended questionnaire questions allow in depth views to be portrayed.
Cascardi 2014(70)	No	No	No	No	No	No	Low	Summary quantitative data	Low	Summary quantitative data
Cheney 1998(72)	No	Yes partially	Unsure	No	No	Yes partially	Low	Lack of analysis, sampling unclear and lack of supporting data/quotes in findings	Low	Limited depth presented in findings, lack of analysis of much of the data collected
Chiodo 2017(73)	No	Yes fully	Yes fully	Yes fully	Yes partially	Yes fully	High	Structured data collection and analysis and findings well supported by evidence.	Medium	Detail around findings is limited and superficial in some areas but does give an overview of opinions of the implementation of the intervention.
Chipeta 2019(74)	Yes partially	Yes partially	Yes fully	Yes fully	No	Yes fully	High	Audio recording and transcription with thematic analysis gives confidence in findings. Findings firmly based upon quotes from participants.	Medium	Lack of depth in findings, majority of findings are based on effects of the intervention rather than its implementation.
Cissner 2014(2)	Yes partially	Yes partially	Yes partially	Yes partially	Yes fully	Yes fully	High	Data collection and analysis appear comprehensive and majority of findings are clearly based on the	High	The several methods used allow views from different perspectives, presented in different ways giving a comprehensive view of opinions

Title	Were steps taken to minimise bias and error/increase rigour in sampling?	Were steps taken to minimise bias and error/increase rigour in data collection?	Were steps taken to minimise bias and error/increase rigour in data analysis?	Were the findings of the study grounded in/supported by data?	Was there good breadth and depth achieved in the findings?	Were the perspectives of stakeholders privileged?	Reliability of findings		Usefulness of findings	
								data collected.		of the intervention.
Cockcroft 2019(75)	No	Unsure	Unsure	Yes fully	No	Yes partially	Low	Methods generally poorly reported, in particular data collection methods are unclear	Low	Participants had chance to convey their views about implementing the intervention although the scope for this was limited. Also a lack of depth in findings.
Coker 2017(12)	Yes partially	Yes partially	Yes fully	Yes fully	Yes fully	Yes partially	High	Sampling not completely clear but methods of data collection and analysis appear appropriate and comprehensive	Medium	Interviews provide a broad range of themes which are explored in detail.
Cooper 2017(76)	Yes fully	Yes fully	Yes fully	Yes fully	No	Yes fully	High	Random sampling, appropriate data collection and analysis and substantial detail in presenting the basis of findings	High	Provides great detail about the views of providers, largely in their own words. However, depth of investigation into the themes that arose is limited.
Cramer 2015(77)	Unsure	Yes partially	Yes fully	Yes fully	Yes partially	Unsure	High	Collection and analysis of findings from focus groups were appropriate. Findings well supported by quotes from focus groups	Medium	Good range of views towards the program though it is unclear whether they would have been broader if not limited by the ten central questions.
CRG Research 2016(78)	Unsure	Yes fully	Unsure	Yes partially	Yes partially	Yes partially	Medium	Comprehensive data collection although lack of analysis of the data collected.	Medium	Due to the range of methods used and the fact that students, teachers and other stakeholders were included, the study offers a good overview of views towards the intervention
Crooks 2013(79)	No	No	No	No	No	No	Low	Summary quantitative data	Low	Summary quantitative data
Crooks 2018(80)	Yes partially	Yes fully	Yes fully	Yes fully	Yes fully	Unsure	High	Data collection and analysis are suitable. Reporting of findings is	Low	The themes that are presented are useful though it is unclear whether participants would have

Title	Were steps taken to minimise bias and error/increase rigour in sampling?	Were steps taken to minimise bias and error/increase rigour in data collection?	Were steps taken to minimise bias and error/increase rigour in data analysis?	Were the findings of the study grounded in/supported by data?	Was there good breadth and depth achieved in the findings?	Were the perspectives of stakeholders privileged?	Reliability of findings		Usefulness of findings	
								based on data.		discussed further matters if there was more scope to do so
Cutbush 2017(81)	Yes partially	Yes fully	Yes fully	Yes partially	Yes partially	Yes partially	High	Collection and analysis of data is appropriate. Findings largely supported by data	Medium	Slightly limited in scope with a general focus on program fidelity though good depth in this area
Diegel 1999(83)	No	Yes fully	Yes fully	Yes fully	No	Yes fully	High	Collection and analysis appropriate and findings comprehensively supported by direct evidence.	Low	Limited depth of interpretation. Largely limited to reported exactly what was said by participants.
DMSS Research & Consultancy 2012(84)	Unsure	Unsure	Unsure	Yes partially	No	Yes fully	Low	Lack of reporting of sampling, data collection and analysis.	Medium	Reports what was said with some development of general themes but overall limited in terms of in depth analysis of these themes.
Dos Santos 2019(24)	No	No	No	No	No	No	Low	Summary quantitative data, limited qualitative data from open-ended responses	Low	Summary quantitative data, limited qualitative data from open-ended responses
Dozois 2016(85)	No	No	Unsure	No	Yes partially	No	Low	Limited methods detail reported	Low	Poor grounding in data, in vivo text not used
Dunlop 2018(86)	Yes fully	Unsure	Unsure	Yes partially	No	No	Medium	Reporting of methods very limited.	Low	Findings broadly based on quantitative data with limited reporting of qualitative data. Some elements of findings based on few respondents.
Durand 1997(42)	No	No	Unsure	No	No	No	Low	Few methods details reported	Low	Findings reported only in summary form
Edwards 2019(88)	No	No	Yes partially	No	No	No	Low	Summary quantitative data, limited qualitative data from open-ended responses	Low	Summary quantitative data, limited qualitative data from open-ended responses
Edwards 2021(187)	No	No	Yes partially	No	No	No	Low	Summary quantitative data, limited qualitative data from open-ended responses	Low	Summary quantitative data, limited qualitative data from open-ended responses

Title	Were steps taken to minimise bias and error/increase rigour in sampling?	Were steps taken to minimise bias and error/increase rigour in data collection?	Were steps taken to minimise bias and error/increase rigour in data analysis?	Were the findings of the study grounded in/supported by data?	Was there good breadth and depth achieved in the findings?	Were the perspectives of stakeholders privileged?	Reliability of findings		Usefulness of findings	
Eisman 2019(89)	No	No	Unsure	No	No	No	Low	Summary quantitative data, limited qualitative data from observations	Low	Summary quantitative data, limited qualitative data from observations
Elias-Lambert 2010(90)	Yes partially	Yes fully	Yes partially	Yes fully	No	Yes partially	High	Sampling, collection and analysis all appear appropriate and results are largely based on the comprehensively reported results from the quantitative elements of the survey.	Low	Limited breadth of the study with a simplistic survey looking at what elements students enjoyed.
Elias-Lambert 2015(91)	Yes fully	Yes fully	Yes fully	Yes fully	Yes partially	Yes fully	High	Although purposive sampling, the collection analysis and reporting of data are all appropriate.	High	Broad range of themes emerged from the focus groups and the majority were explored in depth.
Enriquez 2012(92)	Yes	No	Yes partially	Yes partially	No	No	Low	Some methods detail provided	Low	Limited breadth, limited support and unclear if stakeholders privileged
Exner-Cortens 2020(93)	No	Yes partially	Yes	Yes	Yes partially	No	Low	Some methods detail provided	Medium	Integration of qualitative and quantitative data, but limited breadth and depth
Farrelly 2020(94)	No	Yes fully	Yes fully	Yes fully	Yes fully	Yes fully	High	Data collection, analysis and reporting were appropriate and thorough	High	In depth exploration of a broad range of themes in relation to other characteristics of the schools and participants.
Fawson 2016(95)	Unsure	Yes partially	Yes fully	Yes fully	No	Yes fully	High	Data collection not completely clear, analysis was appropriate and findings were supported in results.	Medium	Limited depth in exploration of quotes presented.
Filho 2017a(38)	No	No	No	No	No	No	Low	Summary quantitative data	Low	Summary quantitative data
Gale 2011(96)	Unsure	Unsure	Unsure	Unsure	No	Unsure	Low	Methods poorly reported.	Low	Very limited reporting of useful findings.
GarciaEscobar 2020(98)	Yes partially	Yes partially	Unsure	Yes fully	Yes fully	Yes partially	High	No data analysis	Medium	Very limited depth of exploration

Title	Were steps taken to minimise bias and error/increase rigour in sampling?	Were steps taken to minimise bias and error/increase rigour in data collection?	Were steps taken to minimise bias and error/increase rigour in data analysis?	Were the findings of the study grounded in/supported by data?	Was there good breadth and depth achieved in the findings?	Were the perspectives of stakeholders privileged?	Reliability of findings		Usefulness of findings	
								reported though data collection and presentation appear appropriate.	m	of the themes emerging from data collection. Many quotes from participants but little interpretation.
Garces-Foley 2017(97)	Yes partially	No	Yes partially	Yes partially	Yes partially	Yes partially	Low	Limited qualitative data collection but analysis shows signs of rigour	Medium	Limited breadth and depth but key quotes used, albeit a narrow range of stakeholders
Gardner 2005(99)	No	No	Unsure	No	No	No	Low	Summary quantitative data, limited qualitative data from open-ended responses	Low	Summary quantitative data, limited analysis of qualitative data from open-ended responses
Genereux 2020(101)	Unsure	Yes fully	Unsure	Yes fully	No	Yes partially	Medium	Recruitment for interviews is unclear and no reported analysis of qualitative data.	Low	Only some participants had the opportunity to take part in interviews and there was limited depth in exploration of findings.
Genovés 2009(102)	No	No	No	No	No	No	Low	Summary quantitative data	Low	Summary quantitative data
Gibbs 2016(103)	Unsure	Yes partially	Yes partially	Yes partially	Yes fully	Yes partially	High	Sampling methods unclear and analysis methods not reported.	Medium	Broad range of themes explored in good depth with participants able to fully convey their views via qualitative data collection methods.
Gomez Gonzalez 2014(104)	No	Unsure	Yes partially	Yes fully	No	Yes partially	Medium	Limited detail of data collection though analysis and presentation of the results were appropriate.	Low	Limited depth of interpretation of the findings and not all program participants had the opportunity to fully express their views.
Grimm 2011(105)	No	No	Unsure	No	No	No	Low	Summary quantitative data, limited qualitative data from open-ended responses	Low	Summary quantitative data, limited analysis of qualitative data from open-ended responses
Guillot-Wright 2018(106)	Unsure	Yes partially	Yes partially	Yes fully	Yes partially	Yes fully	High	Data collection, analysis and reporting were appropriate and thorough. The main	High	Data collection methods meant that a broad range of views were gathered, the majority of which have been explored in detail.

Title	Were steps taken to minimise bias and error/increase rigour in sampling?	Were steps taken to minimise bias and error/increase rigour in data collection?	Were steps taken to minimise bias and error/increase rigour in data analysis?	Were the findings of the study grounded in/supported by data?	Was there good breadth and depth achieved in the findings?	Were the perspectives of stakeholders privileged?	Reliability of findings		Usefulness of findings	
								themes were largely supported by data.		
Hale 2012(107)	Unsure	Unsure	Unsure	No	No	Yes fully	Low	Sampling and data collection methods unclear. No analysis presented and much of findings unsupported by data.	Medium	Lack of depth in findings and largely unsupported by data.
Hall 2016(108)	No	No	No	No	No	No	Low	Summary quantitative data	Low	Summary quantitative data
Harrington 2019(109)	Unsure	Yes fully	Yes fully	Yes partially	Yes partially	Yes partially	High	Data collection, analysis and findings were all appropriate, though not all findings were explicitly supported by evidence.	Medium	Broad range of themes investigated and participants generally had the opportunity to fully express their thoughts.
Henderson 2002(110)	Yes partially	Unsure	No	No	No	No	Low	Generally poorly reported with no analysis reported and many findings unsupported.	Low	The evidence that is reported is limited, offering little depth or analysis.
Henshaw 2016(111)	No	No	Yes partially	Yes partially	Yes partially	No	Low	Limited methods detail reported	Low	Limited depth, few quotes used
Hertel 2020(112)	Yes partially	No	Yes partially	Yes	No	No	High	Limited sampling and small sample size	Low	Inappropriate sampling to address key population (i.e. teachers for student views)
Jaime 2016(113)	Yes partially	Yes fully	Yes partially	Yes fully	Yes partially	Yes fully	High	Data collection, analysis and presentation in findings were all suitable.	Medium	Findings were based on evidence though the findings related to perceptions of the intervention were slightly narrow.
Jalušič 2019(114)	No	No	Unsure	No	No	No	Low	Limited methods detail reported	Low	Poor grounding in data, in vivo text not used
Jaycox 2006(188)	No	No	Unsure	No	No	No	Low	Limited methods detail reported	Low	Poor grounding in data, in vivo text not used
Jones 2010(116)	Unsure	Yes fully	Yes fully	Yes fully	Yes partially	Unsure	High	Data collection, analysis and findings were all appropriate and	Medium	Could go into greater depth exploring some of the themes presented. Unclear what scope

Title	Were steps taken to minimise bias and error/increase rigour in sampling?	Were steps taken to minimise bias and error/increase rigour in data collection?	Were steps taken to minimise bias and error/increase rigour in data analysis?	Were the findings of the study grounded in/supported by data?	Was there good breadth and depth achieved in the findings?	Were the perspectives of stakeholders privileged?	Reliability of findings		Usefulness of findings	
								supported by evidence.		there was to go beyond the specific questions in the focus group.
Bosch Jorba 2012(117)	Yes partially	Yes fully	Yes fully	Yes fully	No	Yes fully	High	Sampling, data collection, analysis and presentation all appear appropriate.	Medium	Limited depth of exploration of the quotes presented in relation to process evaluation.
Jordan 2018(118)	Unsure	Yes partially	Yes partially	Yes fully	No	Yes partially	High	Collection and analysis of data, and reporting of findings, all appear suitable.	Low	Lack of data on process evaluation.
Kearney 2016(120)	Yes fully	Yes partially	Yes partially	Yes partially	Yes fully	Yes partially	High	Although data collection not entirely clear (in terms of quantitative data), it is broadly appropriate.	Medium	Broad range of themes presented and good level of exploration and analysis of findings.
Keddie 2020(121)	No	Yes fully	Unsure	No	No	Yes partially	Low	Generally unclear what the findings are based on as there is limited reporting of data from the study.	Low	Lack of depth and lack of specific data from the study.
Kelly de Albuquerque 2020(122)	No	Yes partially	Unsure	Yes partially	Yes partially	No	Low	Limited methods detail reported	Low	Unclear presentation of findings limits usefulness
Kempes 2010(123)	No	No	No	No	No	No	Low	Summary quantitative data	Low	Summary quantitative data
Kervin 2010(125)	No	No	Unsure	No	No	No	Low	Limited methods detail reported	Low	Poor grounding in data, limited breadth
Knowles 1997(126)	Unsure	Yes fully	Yes fully	Yes fully	Yes partially	Yes partially	High	Methods generally well explained and data collection appears comprehensive and suitable.	Medium	Significant detail reported, very specific to experiences of gay and lesbian participants.
Lapointe 2018(127)	No	Yes partially	Yes fully	Yes fully	Yes fully	Yes fully	High	Methods well reported and comprehensive data collection methods.	High	Broad range of thorough data collection methods mean there are substantial amounts of data which are well explored.
Lee 2018(11)	Unsure	Yes partially	Yes fully	Yes fully	No	Yes partially	High	Sampling not reported	Low	Interviews provide some insight

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								but data collection, analysis and presentation all broadly appropriate.		to the acceptability of the intervention but gives little interpretation or exploration of the underlying themes.
Lerner 1999(128)	Yes partially	Unsure	Yes partially	Yes partially	No	Yes partially	High	No apparent steps taken in relation to data collection.	Low	Lack of depth in findings with many overarching/broad statements and little exploration within themes.
Levesque 2017(129)	No	No	Unsure	No	No	No	Low	Summary quantitative data, limited qualitative data from open-ended responses	Low	Summary quantitative data, limited analysis of qualitative data from open-ended responses
Louden 2016(130)	Yes	No	Unsure	No	No	No	Low	Limited methods detail reported	Low	Poor grounding in data, limited breadth
Lynch 2014(131)	No	No	Unsure	No	No	No	Low	Summary quantitative data, limited qualitative data from open-ended responses	Low	Summary quantitative data, limited analysis of qualitative data from open-ended responses
Macgowan 1997(46)	No	No	No	No	No	No	Low	Summary quantitative data	Low	Summary quantitative data
Madsen 1994(132)	No	Yes partially	Yes partially	Yes fully	Yes fully	Yes fully	High	Data collection, analysis and presentation in findings are all appropriate.	High	Findings are based on evidence from the study and there is good depth of analysis of the emerging themes. Sometimes difficult to establish whether responses are related to the implementation of this intervention in particular or just general statements about these kinds of discussions in a school environment.
Makleff 2019(133)	Yes fully	Yes partially	Yes partially	Yes fully	Yes fully	Yes fully	High	Collection and analysis of data was broadly appropriate and presentation of the findings was clearly based on evidence.	High	Good detail of the implementation of the intervention and group dynamics during sessions.
Maphosa 2018(134)	Yes partially	Yes fully	Yes fully	Yes fully	No	Yes fully	High	Methods largely clear	Medium	Findings reported in a lot of

Title	Were steps taken to minimise bias and error/increase rigour in sampling?	Were steps taken to minimise bias and error/increase rigour in data collection?	Were steps taken to minimise bias and error/increase rigour in data analysis?	Were the findings of the study grounded in/supported by data?	Was there good breadth and depth achieved in the findings?	Were the perspectives of stakeholders privileged?	Reliability of findings		Usefulness of findings	
								and appropriate. Findings clearly based on the findings from the study	m	detail but limited exploration of the results.
Mathews 2016(51)	Yes partially	Yes partially	Yes partially	Yes fully	No	Yes partially	High	Methods generally acceptable and findings, although brief, were grounded in data.	Low	Process evaluation findings very brief and unclear how participants were chosen to take part in qualitative data collection.
Matos 2006(135)	No	No	Yes partially	No	No	No	Low	Summary quantitative data, limited qualitative data from open-ended responses	Low	Summary quantitative data, limited qualitative data from open-ended responses
Maxwell 2010(136)	Unsure	Unsure	Yes fully	Yes partially	Yes fully	Yes fully	Medium	No steps taken to minimise bias/error in data collection although reporting of data collection is limited.	High	Findings presented clearly and clearly based on the data collected. Good detail in exploration of themes emerging across the schools.
McElwee 2020(137)	Unsure	Yes partially	Yes fully	Yes fully	Yes fully	Yes partially	High	Methods generally appropriate and findings clearly based upon data and statements collected during the study.	Medium	Findings are broad due to the various data collection methods but methods also gave plenty of scope to go into detail through qualitative collection methods.
McGinn 2017(138)	Yes partially	Yes fully	Unsure	Yes partially	No	Yes partially	High	Methods of data collection and analysis are appropriate. Findings are not always supported by evidence from across the study, instead relying on individuals.	Low	Limited detail around the relevant themes emerging from data collection. Not all students had the same chance to express their views of the intervention.
Meiksin 2020(189)	Yes fully	Yes fully	Yes fully	Yes partially	No	Yes partially	High	Data collection and analysis both appropriate. Findings generally presented comprehensively with	Low	Limited exploration of certain themes/sub-themes, though a broad range of themes identified.

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								supporting evidence though evidence is sparse in relation to certain themes.		
Merrell 2004(27)	No	No	Unsure	Yes	Yes partially	Yes partially	Low	Limited methods detail reported	Medium	Good use of quotes but only limited depth
Merrill 2018(139)	Unsure	Yes fully	Yes fully	Yes partially	Yes partially	Yes partially	High	Several collection methods utilised and analysed appropriately. Overall, the findings are well supported by results of the data collection.	Medium	There is good detail on the areas of interest from the interviews/focus groups though views going beyond these specific themes are explored in limited detail.
Mgalla 1998(140)	Yes partially	Yes partially	Unsure	Yes fully	No	No	High	Data collection appears suitable, although it is unclear what scope there was to give detail in the open-ended questions. No analysis reported.	Low	Largely quantitative data presented in relation to process evaluation despite there being open-ended questions included in the study.
Miller 2012(40)	Unsure	Yes fully	Yes partially	Yes partially	Yes partially	Yes partially	High	Data collection and analysis were appropriate. Findings were largely based on evidence though some themes more than others.	Medium	Certain themes are explored in much more detail than others. There is less data from the athlete focus groups and it is unclear whether they had sufficient opportunity to convey their views.
Miller 2015(18)	No	No	Yes partially	Yes partially	No	Yes partially	Medium	Limited methods detail reported	Medium	Relevant qualitative findings reported in some depth
Mills 1998(142)	Unsure	Unsure	Unsure	Yes fully	Yes partially	Yes partially	Low	Methods poorly reported.	Medium	Generally specific to integration of the program into the curriculum though there is some detail around how the program was received.
Muck 2018(143)	No	No	No	No	No	No	Low	Summary quantitative data	Low	Summary quantitative data
Murray 2019(145)	Yes fully	Yes partially	Unsure	Yes partially	No	Unsure	High	Data collection	Low	Limited depth of findings and

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								methods not completely clear in relation to open-ended/qualitative elements. No reported analysis of results.		unclear how qualitative data was collected.
Murta 2016(146)	No	No	Yes partially	Yes partially	No	No	Medium	Summary quantitative data, limited qualitative data from open-ended responses	Low	Summary quantitative data, limited qualitative data from open-ended responses
Namy 2015(147)	Yes fully	Yes partially	Yes partially	Yes fully	No	Yes fully	High	Data collection, analysis and findings all broadly appropriate. Reporting of methods around questionnaire not completely clear.	Medium	Lack of breadth in findings related to process evaluation.
Nicholson 2018(148)	Unsure	Yes partially	Yes partially	Yes fully	No	Yes partially	High	Data collection, analysis and findings all broadly appropriate. Limited reporting of the methods surrounding the questionnaire.	Low	Process evaluation is very limited. Unclear to what degree participants had scope to express their views.
Noonan 2009(149)	Yes	Yes	Yes	Yes partially	Yes partially	Yes partially	High	Extensive methods detail	Medium	Limited use of quotes with good breadth
Oliveira 2016(150)	Unsure	Yes fully	Yes fully	Yes partially	Yes partially	Yes fully	High	Broadly appropriate though some of the findings are unsupported by evidence from data collection.	High	Points raised in workshops are explored in depth.
Ollis 2011(151)	Unsure	Yes partially	Yes partially	Yes fully	Yes partially	Yes fully	High	Although sampling is not reported, data collection, analysis and presentation are all appropriate.	Medium	The way that the findings are presented offers little depth of exploration in some areas but instead, the views of participants are described/quoted in great detail.
Ollis 2017(152)	Unsure	Yes fully	Yes fully	Yes fully	Yes fully	Yes partially	High	Data collection, analysis	Medium	Themes are discussed in huge

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								and presentation are all appropriate.	m	detail and explored in depth. The methods used mean that quotes from interviews reveal extensive views on the intervention.
Ouellett 1998(153)	No	Yes fully	Yes fully	Yes partially	Yes fully	Yes fully	High	Data collection and analysis both appropriate. Findings generally presented comprehensively with supporting evidence though there is a lack of evidence in relation to certain themes.	High	Substantial exploration of the themes emerging in relation to existing knowledge. Participants gave very specific and detailed views.
Payne 2018(155)	Yes partially	Yes partially	Yes fully	Yes partially	Yes partially	Yes partially	High	Data collection and analysis appear appropriate. Presentation of findings is also broadly appropriate though the authors do go beyond the actual results in exploring certain themes, making assumption of underlying themes.	Medium	Themes are presented and discussed in great depth and the views of participants are presented to support most points made.
Perez-Marco 2020(156)	No	Yes partially	Yes fully	Yes fully	Yes fully	Yes fully	High	Data collection, analysis and presentation are all appropriate and themes are clearly based on views which were common across the cohort.	High	Deep exploration of the themes emerging from scripts. Provides an example of the types of violence students would include in the intervention.
Racionero-Plaza 2020(158)	Yes fully	Unsure	Yes partially	Yes fully	Yes fully	Yes fully	High	Though very brief in relation to process evaluation, data collection was appropriate though	High	Very little reporting of process evaluation measures in the findings. Participants also restricted to a five-point scale to report their views on the

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								analysis and presentation of the findings was very limited in relation to process evaluation.		interventions.
Raible 2017(159)	Yes partially	Yes partially	Yes partially	Yes fully	Yes partially	Yes partially	High	Collection, analysis and reporting of data are all appropriate and well described.	Medium	The range of responses, particularly from nurses, gives a comprehensive view of the strengths and limitations of the intervention and the practicalities of its implementation
Roberts 2009(32)	No	No	Unsure	No	No	No	Low	Summary quantitative data, limited qualitative data from open-ended responses	Low	Summary quantitative data, limited analysis of qualitative data from open-ended responses
Rogers 2018(160)	Yes partially	No	Yes partially	Yes	Yes partially	Yes	High	Multiple groups of stakeholders informed the evaluation	High	Good use of quotes and good breadth, inclusion of multiple stakeholder perspectives
Rowe 2015(22)	No	No	No	No	No	No	Low	Summary quantitative data	Low	Summary quantitative data
Sanchez-Jimenez 2018(161)	No	No	No	No	No	No	Low	Summary quantitative data	Low	Summary quantitative data
Sanders-McDonagh 2015(162)	Yes partially	Yes partially	Yes partially	Yes fully	Yes fully	Yes partially	High	Data collection, analysis and presentation are all appropriate.	Medium	Broad range of themes presented in detail. No further themes were emerging after two years, indicating that the data is fully saturated.
Sarr 2019(163)	Yes partially	Yes partially	Yes fully	Yes partially	No	Unsure	High	Data collection, analysis and reporting all broadly appropriate. Range of data collection methods used increase reliability of the findings.	Low	Limited depth in exploration of certain themes and unclear what scope there was for participants to express their views fully.
Schwandt 2016(164)	Unsure	Unsure	Unsure	Unsure	No	Unsure	Low	Methods related to PE data collection poorly reported.	Low	Very brief mention of process evaluation in findings.

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Scull 2018(165)	No	No	No	No	No	No	Low	Summary quantitative data	Low	Summary quantitative data
Scull 2021(34)	No	No	Yes partially	No	No	No	Low	Summary quantitative data, limited qualitative data from open-ended responses	Low	Summary quantitative data, limited qualitative data from open-ended responses
Shevlin 2020(166)	Yes partially	Yes fully	Yes fully	Yes partially	Yes fully	Yes partially	High	Data collection, analysis and presentation all broadly appropriate. Certain elements of the findings are supported by the views of only one/a few participants.	Medium	Broad range of themes linked to existing evidence. Helps understanding of attitudes on both sides of the debate around LGBTQ+ education in schools.
Silverman 2000(167)	No	No	No	No	No	No	Low	Summary quantitative data	Low	Summary quantitative data
Singh 2013(168)	Unsure	Yes fully	Unsure	Yes partially	No	Yes partially	Medium	Data collection and presentation appropriate but analysis and selection of participants were both poorly reported.	Low	Lack of depth of analysis, predominantly just describes what happened in each group.
Sorbring 2015(169)	Unsure	Yes fully	Yes fully	Yes fully	Yes partially	Yes fully	High	Data collection, analysis and presentation appropriate.	High	Although themes/subthemes are discussed fairly briefly, there is a good level of detail and discussion of views in relation to common themes.
Struthers 2019(172)	Yes partially	Yes partially	Yes partially	Yes fully	Yes fully	Yes fully	High	Data collection, analysis and presentation all appear appropriate for both surveys and interviews. Limited information on the methodology around focus groups or observation log.	High	Process evaluation themes explored in detail, supported by quantitative data and further depth provided from interviews/focus groups.
Taylor 2011(49)	No	Yes partially	Unsure	Unsure	Yes partially	Yes fully	Low	Data analysis not reported and it is not	High	Themes are discussed in detail with contrasting and similar

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								completely clear what some of the findings are based on.		views compared between participants and between groups.
Tello 2013(171)	No	No	Yes partially	No	No	No	Low	Summary quantitative data, limited qualitative data from open-ended responses	Low	Summary quantitative data, limited qualitative data from open-ended responses
Turner 2006(173)	No	No	Unsure	Yes	No	No	Low	Limited methods detail reported	Low	Good use of quotes, but limited breadth or depth
Tutty 2011(174)	Unsure	Yes partially	Yes partially	Yes fully	No	Yes fully	High	Collection, analysis and reporting of data are all appropriate and well described.	Medium	While there is extensive reporting of quotes from the focus groups there is limited analysis or summary of the emerging themes.
UNICEF 2016(175)	Unclear	Unclear	Yes partially	No	No	No	Low	Limited methods detail reported	Low	Poor grounding in data, limited breadth
Walton 2007(177)	No	Unsure	Unsure	Yes fully	Yes partially	Yes partially	Low	Sampling, collection and analysis of data all poorly reported. In particular, data collection appears inconsistent.	Medium	The data presented does give an overview of perceptions of the intervention from different perspectives.
Watson 2012(178)	No	Yes fully	Unsure	Yes partially	No	Yes fully	Medium	No steps taken in relation to sampling or analysis though data collection and presentation are largely appropriate.	Medium	Limited exploration of the actual data from the study.
Watts 2016(178)	No	Yes fully	Yes fully	Yes fully	No	Yes partially	High	Collection, analysis and reporting of data are all appropriate and well described.	Low	Themes are comprehensively reported and supported by quotes but there is limited exploration.
Weingarten 2018(180)	No	No	Unclear	No	No	No	Low	Summary quantitative data, limited qualitative data from open-ended responses	Low	Summary quantitative data, limited qualitative data from open-ended responses
Wernick 2013(181)	No	No	Yes	No	Yes partially	No	Low	Limited methods detail	Low	Poor grounding in data, limited

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								reported		breadth
Williams 2017(182)	No	Yes fully	Yes fully	Yes partially	Yes partially	Yes partially	High	Collection, analysis and reporting of data are all appropriate and well described.	Medium	Most themes throughout the findings are well supported by evidence from the study and participants had the opportunity to go into depth in their answers to the guiding questions.
Wilson 2005(183)	Yes partially	Yes partially	Yes partially	Yes partially	Yes partially	Yes partially	High	Collection of data is appropriate. However, the analysis and presentation of quantitative data was poor in comparison to qualitative data.	Medium	The quantitative data from surveys is extensively reported though not explored in detail. Interview data is also presented and explored in more detail.
Winegust 2015(184)	No	No	Unsure	No	No	No	Low	Limited methods detail reported	Low	Poor grounding in data, limited breadth
Yoder 2020(185)	Yes partially	Yes fully	Yes fully	Yes partially	Yes fully	Yes fully	High	Sampling, collection, analysis and presentation all appear appropriate.	High	Wide range of themes arose and were explored in detail.

Extra information for RQ3 [study characteristics]

Study design characteristics

Study design characteristics for interventions evaluated for effectiveness are reported in Table 13.

Table 13: Study design characteristics for interventions evaluated for effectiveness

Name of intervention	Author, year	Continent	Country	Enrolment/data collection start	finish	Setting	Study design	Number of clusters	Number of arms	Comparison
Acquaintance rape education program	Fay 2006(14)	North America	USA	NR	NR	First year (15-16 years)	cRCT	6	2	Acquaintance rape education program vs no intervention
Adult led intervention	Sabella 1995(41)	North America	USA	1995	1995	Grade 7	cRCT	NA	4	Peer led vs Adult led vs Self led vs control
Battered women video	Walther 1986(176)	North America	USA	NR	NR	High school, unclear grade and age of students	cRCT	NR	2	Battered women video vs active control
Benzies & Batchies	de Lijster 2016(33)	Europe	The Netherlands	NR	NR	Secondary schools in urban areas	cRCT	28	2	Benzies & Batchies vs. wait list
Bringing in the Bystander— High School Curriculum [BITB-HSC]	Edwards 2019(87)	North America	USA	NR	NR	9th - 12th grade (age 13 - 19)	cRCT	25	2	Bringing in the Bystander— High School Curriculum [BITB-HSC] vs. no intervention
Bystander intervention curriculum	Lee 2018(11)	Asia	Taiwan	2015	2015	Senior high school	RCT	NA	2	Bystander intervention curriculum vs active control
CAMPAIGN	Achyut 2011(20)	Asia	India	2008	2010	Grades 6 and 7 (11-13 years)	cRCT	45	3	GEA + CAMPAIGN vs. CAMPAIGN vs no intervention

Name of intervention	Author, year	Continent	Country	Enrolment/data collection start	finish	Setting	Study design	Number of clusters	Number of arms	Comparison
Coaching Boys into Men	Miller 2012(40)	North America	USA	Oct-09	Oct-09	High school students	cRCT	16	2	Coaching Boys into Men vs. no intervention
Coaching Boys into Men	Miller 2020(141)	North America	USA	2015	2017	Middle schools, ages 11 - 14, grades 6- 8	cRCT	38	2	Coaching Boys into Men vs. no intervention
DAT-E Adolescence	Sanchez-Jimenez 2018(161)	Europe	Spain	Jul-05	Jan-16	State high schools in the same district	cRCT	7	2	DAT-E Adolescence vs. waitlist
Dating Matters	Niolon 2019(44)	North America	USA	2012	2016	Middle school, grade 6 at outset	cRCT	46	2	Dating Matters vs. Safe Dates
Dating violence prevention program	Avery-Leaf 1997(58)	North America	USA	1994	1994	students taking a health class in a large high school (grades 9 -12)	cRCT	NR	2	Dating violence prevention program vs no intervention
Dating Violence Prevention Program	Macgowan 1997(46)	North America	USA	1994	1994	grades 6-8, regular and advanced classes	cRCT	NR	2	Dating Violence Prevention Program vs. wait list
DRV curriculum	Gage 2016(37)	North America	Haiti	2013	2013	High school grades 10-12	cRCT	8	2	DRV curriculum vs. active control
DRV intervention	dos Santos 2019(24)	South America	Brazil	NR	NR	Aged 14 - 18	cRCT	4	2	DRV intervention vs. no intervention
DRV pilot intervention	Filho 2017b(38)	South America	Brazil	NR	NR	First year of high school (mean age 15.2 (0.4)	RCT	NA	2	DRV pilot intervention vs. no intervention
DRV prevention	Filho 2017a(38)	South America	Brazil	NR	NR	High school, 1st - 3rd year students. Unclear what this means; mean age is <16, but methods specify that there were students aged 18 in the sample, and upper secondary school in Brazil is 15-18.	RCT	NA	2	DRV prevention vs wait list
Educación Comunitaria	Bando 2019(16)	North America	El Salvador	Aug-14	Oct-15	Grades 7 and 8	cRCT	33	2	Educación Comunitaria

Name of intervention	Author, year	Continent	Country	Enrolment/data collection start	finish	Setting	Study design	Number of clusters	Number of arms	Comparison
para la Prevención de la Violencia de Género (ECPVG)										para la Prevención de la Violencia de Género (ECPVG) vs. usual practice
Educational CD-ROM	Yom 2005(186)	Asia	South Korea	2003	2003	First year middle school, age unclear	RCT	NA	2	Educational CD-ROM vs control
Ending violence	Jaycox 2006(115)	North America	USA	2001	2004	Grade 9	cRCT	40	2	Ending violence vs usual practice (health classes)
Expect respect	Roberts 2009(32)	North America	USA	NR	NR; complete by Q3 2008	Vast majority secondary, though a few 6th form age students included	cRCT	24	2	Expect respect vs. waitlist
Expect respect	Rosenbluth 2004(52)	North America	USA	1997	2000	Elementary schools 5th grade, aged 10-11 years	cRCT	12	2	Expect respect vs. no intervention
Fourth R: Skills for Youth Relationships	Wolfe 2009(1)	North America	USA	Jun-03	Jun-03	Grade 9	cRCT	20	2	Fourth R: Skills for Youth Relationships vs usual practice
GEA + CAMPAIGN	Achyut 2011(20)	Asia	India	2008	2010	Grades 6 and 7 (11-13 years)	cRCT	45	3	GEA + CAMPAIGN vs. CAMPAIGN vs no intervention
GEMS	ICRW 2017_India(13)	Asia	India	2014	2016	Semi-urban and rural schools	cRCT	80	2	GEMS vs. no intervention
GEMS	ICRW 2017_Vietnam(13)	Asia	Vietnam	2012	2015	Ten urban schools	cRCT	20	2	GEMS vs. no intervention
Green Dot	Coker 2017(12)	North America	USA	2010	2014	Grades 9–12	cRCT	26	2	Green Dot vs no intervention
Health belief model	Garmaroudi 2016(100)	Asia	Iran	NR	NR	2nd year secondary girls schools	cRCT	6	2	Health belief model

Name of intervention	Author, year	Continent	Country	Enrolment/data collection start	finish	Setting	Study design	Number of clusters	Number of arms	Comparison
educational program										educational program vs. control
Let Us Protect Our Future	Jemmott 2018(21)	Africa	South Africa	Oct-04	Dec-05	Sixth grade (age range 9-18)	cRCT	18	2	HIV/STD risk-reduction intervention vs. active control
IMPower	Decker 2018(28)	Africa	Malawi	Feb-15	Jun-15	Called 'primary', but mean age is 15. There is data for secondary school, but average age is 19, so excluded	cRCT	151	2	IMPower vs. no intervention
IMPower/50:50	Baiocchi 2017(31)	Africa	Kenya	Oct-13	Oct-14	Described as primary, but participants were aged 10 to 16.	cRCT	32	2	IMPower/50:50 vs. usual practice
Interaction curriculum	Taylor 2010(205)	North America	USA	2006	2007	Grades 6 and 7	cRCT	123	3	Interaction curriculum vs law and justice curriculum vs control
ITP intervention	Fernandez-Gonzalez 2020(30)	Europe	Spain	NR	NR	High schools in the same district	RCT	NA	2	ITP intervention vs. active control
It's your game...keep it real	Peskin 2014(29)	North America	USA	Q2 2004	Q2 2004	Middle schools 7th and 8th grade; mean age 13.0 (SD 0.54)	cRCT	10	2	It's your game...keep it real vs. usual practice
JOVEN	Gonzalez-Guarda 2015(45)	North America	USA	2012	2013	9th grade	RCT	NA	2	JOVEN vs waitlist
Katie Brown Educational Program	Joppa 2016(25)	North America	USA	2013	2013	10th grade (age 14 - 19)	cRCT	24	2	Katie Brown Educational Program vs. waitlist
Law and justice curriculum	Taylor 2010(205)	North America	USA	2006	2007	Grades 6 and 7	cRCT	123	3	Interaction curriculum vs law and justice curriculum vs control

Name of intervention	Author, year	Continent	Country	Enrolment/data collection start	finish	Setting	Study design	Number of clusters	Number of arms	Comparison
Literary instruction	Malo-Juvera 2014(206)	North America	USA	NR	NR	Grade 8	cRCT	NA	2	Literary instruction vs waitlist
Me and You	Peskin 2019(157)	North America	USA	2014	2014	Middle schools, 6th grade; age range 11.17 - 14.55	cRCT	10	2	Me and You vs. usual practice
Media aware	Scull 2018(165)	North America	USA	NR	NR	US middle schools, 7th and 8th grade	cRCT	9	2	Media aware vs. usual practice
Media aware	Scull 2021(34)	North America	USA	NR	NR	Grade 9	cRCT	17	2	Media aware vs. waitlist
My voice, my choice	Rowe 2015(22)	North America	USA	NR	NR	High school all grades (9 - 12)	RCT	NA	2	My voice, my choice vs. no intervention
Peer led intervention	Sabella 1995(41)	North America	USA	1995	1995	Grade 7	cRCT	NA	4	Peer led vs Adult led vs Self led vs control
PR:EPARE game	Arnab 2012(56)	Europe	England	NR	NR	Three schools representing a range of sociodemographic backgrounds and with pupils from non-white as well as white ethnic backgrounds. Year 9 classes (x17); mean age 13.5	cRCT	17	2	PR:EPARE game vs waitlist
Practitioner Program	Muck 2018(143)	Europe	Germany	May-14	Jun-15	Ages 12 - 16	cRCT	27	3	Scientist-Practitioner Program vs. Practitioner Program vs. control
Precede-Proceed Model DRV intervention	Ekhtiari 2013(207)	Asia	Iran	2011	2011	12th grade senior third grade high school girls	cRCT	10	2	Precede-Proceed Model DRV intervention vs. no intervention
PREPARE	Mathews 2016(51)	Africa	South Africa	NR	NR	Grade 8, average age 8yrs	cRCT	42	2	PREPARE vs. no intervention

Name of intervention	Author, year	Continent	Country	Enrolment/data collection start	finish	Setting	Study design	Number of clusters	Number of arms	Comparison
PREVIO	Munoz-Rivas 2019(144)	Europe	Spain	NR	NR	Aged 14-17	cRCT	45	2	PREVIO vs no intervention
Project Respect	Meiksin 2020(39)	Europe	England	Jun-17	Jul-17	Years 8-10	cRCT	6	2	Project Respect vs. usual practice
Prosocial video game	Boduszek 2019(53)	North America	Barbados	NR	NR	Also includes students from young offender schools (Government Industrial Schools)	RCT	NA	2	Prosocial video game vs. no intervention
Rape education program	Kershner 1995(124)	North America	USA	NR	NR	Junior and high schools, grades 7 - 12	cRCT	0	2	Rape education program vs. waitlist
Safe Dates	Foshee 1998(23)	North America	USA	1994	1995	8th and 9th grade	RCT	NA	2	Safe Dates vs. No intervention (+ community intervention)
Safe Dates	Niolon 2019(44)	North America	USA	2012	2016	Middle school, grade 6 at outset	cRCT	46	2	Dating Matters vs. Safe Dates
SAISIR	Chamberland 2014(71)	Europe	France	NR	NR	14-16yr olds	cRCT	9	2	SAISIR vs waitlist
School Health Center Healthy Adolescent Relationships Program (SHARP)	Miller 2015(3)	North America	USA	Sep-12	Dec-12	High school 14-19yrs	cRCT	10	2	School Health Center Healthy Adolescent Relationships Program (SHARP) vs. usual practice
Scientist-Practitioner Program	Muck 2018(143)	Europe	Germany	May-14	Jun-15	Ages 12 - 16	cRCT	27	3	Scientist-Practitioner Program vs. Practitioner Program vs. control
Second Step	Espelage 2013(6)	North America	USA	2010	2011	Middle school 6th grade	cRCT	36	2	Second Step vs. Waitlist/Stories of us

Name of intervention	Author, year	Continent	Country	Enrolment/data collection start	finish	Setting	Study design	Number of clusters	Number of arms	Comparison
Secondary prevention project	Silverman 2000(167)	North America	USA	NR	NR	Grades 6 and 7	RCT	NA	2	Secondary prevention project
Self led intervention	Sabella 1995(41)	North America	USA	1995	1995	Grade 7	cRCT	NA	4	Peer led vs Adult led vs Self led vs control
Sexual coercion prevention program	Pacifici 2001(154)	North America	USA	NR	NR	Mostly 10th graders (mean age 15.8, SD 0.6)	cRCT	23	2	Sexual coercion prevention program vs wait list
Sexual harassment intervention	Durand 1997(42)	North America	USA	NR	NR	Aged 12-15	cRCT	6	2	Sexual harassment intervention vs. usual practice
Shifting boundaries: 6th and 7th grade	Taylor 2017(208)	North America	USA	2011	2014	Comparison of mix of grades 6-8	cRCT	23	3	Shifting boundaries: 6th grade only vs 6th and 7th grade vs 6th, 7th and 8th grade
Shifting boundaries: 6th grade only	Taylor 2017(208)	North America	USA	2011	2014	Comparison of mix of grades 6-8	cRCT	23	3	Shifting boundaries: 6th grade only vs 6th and 7th grade vs 6th, 7th and 8th grade
Shifting boundaries: 6th, 7th and 8th grade	Taylor 2017(208)	North America	USA	2011	2014	Comparison of mix of grades 6-8	cRCT	23	3	Shifting boundaries: 6th grade only vs 6th and 7th grade vs 6th, 7th and 8th grade
Shifting	Taylor 2011(49)	North	USA	2009	2010	Grades 6 and 7	cRCT	117	4	Shifting

Name of intervention	Author, year	Continent	Country	Enrolment/data collection start	finish	Setting	Study design	Number of clusters	Number of arms	Comparison
boundaries: Building + classroom		America								boundaries: Building + classroom vs building only vs classroom only vs control group
Shifting boundaries: Building only	Taylor 2011(49)	North America	USA	2009	2010	Grades 6 and 7	cRCT	117	4	Shifting boundaries: Building + classroom vs building only vs classroom only vs control group
Shifting boundaries: Classroom only	Taylor 2011(49)	North America	USA	2009	2010	Grades 6 and 7	cRCT	117	4	Shifting boundaries: Building + classroom vs building only vs classroom only vs control group
Skhokho	Jewkes 2019(17)	Africa	South Africa	NR	2014	Grade 8, however there is a broad age range to grade 8 in these schools (12 - 19)	cRCT	24	3	Skhokho vs Skhokho + caregivers vs no intervention
Skhokho + caregivers	Jewkes 2019(17)	Africa	South Africa	NR	2014	Grade 8, however there is a broad age range to grade 8 in these schools (12 - 19)	cRCT	24	3	Skhokho vs Skhokho + caregivers vs no intervention
Stay Strong Bronx (adaptation of The Fourth R)	Cissner 2014(2)	North America	USA	2011	2012	7th grade	cRCT	NR, but approx 90	2	Stay Strong Bronx (adaptation of The Fourth R) vs. no intervention

Name of intervention	Author, year	Continent	Country	Enrolment/data collection start	finish	Setting	Study design	Number of clusters	Number of arms	Comparison
TakeCARE	Jouriles 2019(9)	North America	USA	2014	2014	449 (34.7%) 9th graders, 566 (43.7%) 10th graders, 248 (19.2%) 11th graders, and 6 (0.5%) 12th graders	cRCT	66	2	TakeCARE vs active control
Teen choices	Levesque 2016(10)	North America	USA	2009	2009	9th, 10th, and/or 11th grade	cRCT	20	2	Teen choices vs active control ('health in motion')
Teen VIP	Miller 1998(36)	North America	USA	NA	NR	Middle schools (age 10 -14)	RCT	NA	2	Teen VIP vs. active control
The 5 W's approach to Bullying	Merrell 2004(27)	North America	USA	2002	2003	9th grade (beginning age of 14.5-15 years old)	RCT	NA	2	The 5 W's approach to Bullying vs. active control/waitlist
The Good School Toolkit	Devries 2017(82)	Africa	Uganda	2012	2014	Primary school grade 5, 6 and 7 students (aged about 11-14 years)	cRCT	42	2	The Good School Toolkit vs. Waitlist
Twilight book	Lynch 2014(131)	Europe	England	NR	NR	A-Level psychology classes from secondary schools and colleges	cRCT	9	2	Twilight book vs waitlist
Web-based DV prevention program	Jung 2013(119)	Asia	South Korea	Jul-12	Aug-12	Second grade middle school (no age reported, but poss approx 14 yrs)	RCT	NA	2	Web-based DV prevention program vs no intervention
You-Me-Us	Coyle 2019(35)	North America	USA	2010	2012	7th grade	cRCT	9	2	You-Me-Us vs. control

Sample characteristics of included studies

Table 14: Sample characteristics of studies evaluating effectiveness outcomes

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
Achyut 2011(20)	Inclusion: Brihanmumbai Municipal Corporation (BMC) schools. Exclusion: None stated	Inclusion: Grade 6 and 7. Exclusion: None further	11396	Girls 11.4 (0.99)-11.5 (0.84); Boys 11.5 (0.93)-11.6 (0.91)	11 - 14	54.3	45.7	NR	NR	NR	67.7% - 82.1% reported having a TV at home; 34.1% - 36.8% report having a DVD/CD player; 26.1% - 43.6% have their own mobile phone.
ICRW 2017_India(13)	Inclusion: Upper primary schools with at least 50 students in classes 6 and 7. Exclusion: None stated	Inclusion: Students in classes 6 and 7 who were able to provide parental consent. Exclusion: None further	4000	NR	10 - 15	55.3	44.7	NR	NR	NR	Approx 20% and 40% of students' fathers and mothers, respectively, had no schooling. Vast majority of parents' were in farming or in non-white collar employment.
ICRW 2017_Vietnam(13)	Inclusion: Schools in the city that had not previously participated in any previous gender or violence-related interventions for the project. Exclusion: Previous participation in the project	Inclusion: Students in classes 6 and 7 who were able to provide parental consent. Exclusion: None further	816	NR	12 - 14	50	50	NR	NR	NR	Approx a third of students considered themselves to be poorer than others.

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
Arnab 2012(56)	Inclusion: Year 9 classes from three schools. Exclusion: NR	Inclusion: Year 9 students. Exclusion: None further	505	13.5 (0.5)	13 - 15	48.9	50.1	0.1% undisclosed	NR	NR	NR
Avery-Leaf 1997(58)	Inclusion: Health classes in a participating high school. Exclusion: NR	Inclusion: High school students taking a health class in the participating high school. Exclusion: NR	193	16.5	NR - NR	45.1	54.9	NR	NR	White 79.8%; Hispanic 11.1%; Black 3.8%; Asian 1.4%	NR; school described as serving children from primarily lower middle class households
Baiocchi 2017(31)	Inclusion: The schools were selected by the implementing partner, Ujamaa-Africa, for the schools' location in the informal settlements and their school administrators' willingness to participate in a yearlong CRT of the classroom-based intervention. Schools were also selected so as to be naïve to the intervention, having never received the trainings before. Exclusion: NR	Inclusion: Adolescent girls and boys, attending 30 primary schools in the informal settlements of Nairobi, Kenya, who agreed to undergo the trainings (Fig. 1). At baseline, the participants were in classes 5, 6, and 7 and were in 6, 7, and 8 at follow-up.. Exclusion: NR	6476	12.4 (NR)	10 - 16	100	0	NR	NR	NR	NR
Bando 2019(16)	Inclusion: All secondary schools in 8 municipalities meeting inclusion criteria. . Exclusion: Schools participating in a program to improve education quality.	Inclusion: Seventh and 8th grade students who have been in an intimate partnership. Exclusion: NR	2191	Girls 14.5; boys 15.0	NR -	42.6	57.4	NR	NR	NR	NR
Boduszek 2019(53)	Inclusion: NA. Exclusion: NA	Inclusion: Students in selected schools whose parents/guardians consented to participate. Exclusion: None further	172	12.27, 2.26	9 - 17	48.3	51.7	NR	NR	NR	NR
Chambe	Inclusion: All French high	Inclusion: NR; implicitly grade 9	768	14.72	NR -	47	53	NR	NR;	NR	NR

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
erland 2014(71)	schools in the Gaspésie region having more than one Grade 9 class, and running the SAISIR program on a regular basis. Exclusion: None further	classes and participating in the SAISIR program. Exclusion: None		(SE0.82)					3.6% of participants had previously dated someone of the same sex		
Cissner 2014(2)	Inclusion: Class sections in 10 schools in the Bronx area. Schools initially selected for logistical concerns and 'ease of implementation', but over time staff began to be informed by certain characteristics that they felt would increase ease of implementing the program - principal buy-in, belief in SEL amongst staff and better performing schools without the structural/management issues of the poorer performing schools.. Exclusion: NR	Inclusion: 7th grade students in participating schools who gave own/parental consent. Exclusion: NR	1577	12	11 - 14	55.2	44.8	NR	Heterosexual 80%; interested in same sex 0-1%; interested in both sexes 5%; not interested	Black 30%; Hispanic 73%; White 3%; American indian 2%; Asia/Hawaiian/Pacific Islander 0-1%; Other 8%	NR, though all schools in district stated to be in poorer than average SES

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
									indating/sex 15%		
Coker 2017(12)	Inclusion: Two schools in each district that had a participating rape crisis centre. Schools were selected by crisis centres using unclear criteria, though they were stated to select demographically-similar schools. Exclusion: NR	Inclusion: All present students grades 9-12. Exclusion: Students who did not provide demographics or violence information. Mischievous students (as identified by conflicting responses between surveys)	89707	NR	Grade 9 - Grade 12	54.1 - 54.6	45.4 - 45.9	NR	NR	White 82.5 - 87.2%; NR 12.8 - 17.5%	NR
Coyle 2019(35)	Inclusion: Eligible schools were located in urban areas; had administrative approval for all project activities (as indicated by completion of a school authorisation letter and a Federal wide Assurance); met the funder's population requirements of at least 25% African American youth; and agreed to participate. Exclusion: None further	Inclusion: 7th grade students with parental permission. Exclusion: NR	928	12.4 (NR)	12 - 13	50.6	49.2	0.2% undisclosed	NR	Black or African American 31.7%; Hispanic or Latino/Latina 32.3%; White or Caucasian 5.0%; Multiple races 14.9%; Other (American Indian, Asian, Pacific Islander) 26.0%; NR 0.8%	NR
de Lijster 2016(33)	Inclusion: Secondary schools in urban areas which are part of the mainstream Dutch school system that assigns students to schools based on educational level. . Exclusion: NR	Inclusion: Male and female urban adolescents aged 12–16 years from various ethnic backgrounds. Exclusion: NR	815	Int 14.62 (0.82); control 14.14 (0.70)	NR -	51	49	NR	NR	Native 40.1%; 51.7%; missing 8.2%	NR; mixed
Decker	Inclusion: Schools from across	Inclusion: Girls in participating	5199	15.28	Class	100	0	NR	NR	NR	NR; districts stated

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
2018(28)	heterogeneous districts in Malawi. Exclusion: NR	schools who were randomly selected. Exclusion: NR		(2.06)	5 - Class 8						to be heterogeneous
Devries 2017(82)	Inclusion: Secondary schools in urban areas which are part of the mainstream Dutch school system that assigns students to schools based on educational level. . Exclusion: NR	Inclusion: Random sample of children from grades 5, 6 and 7. Students needed to be able to speak Luganda or English and be considered to understand the consent process. All staff were invited to participate.. Exclusion: NR	3820	13.0 (1.5)	NR -	52.3	47.7	NR	NR	NR	51.3% had eaten fewer than three meals on the previous day
dos Santos 2019(24)	Inclusion: Classes that had recently completed a 'first step to work' program. Exclusion: One class out of five that completed the program was excluded to create balanced arms	Inclusion: Students aged 14 - 18. Exclusion: NR	47	NR	16 - 18	57.6	43.4	NR	NR	White 17.1%; Black 17.1%; "Yellow" 5.7%; "Brown" 54.3%	22.9% were classified as class C1 on the Brazilian Economic Classification Criteria
Durand 1997(42)	Inclusion: Schools were selected if they did not have a formal program to tackle peer to peer sexual harassment, and on the size of the school. . Exclusion: NR	Inclusion: Grade 7 students, ranging in age from 12-15 years and were required by the educational board to participate in a health class. Exclusion: NR	330	NR	12 - 15	NR	NR	NR	NR	NR	NR
Edwards 2019(87)	Inclusion: High schools in northern New England. Exclusion: NR	Inclusion: Students in 9th - 12 th grades in participating schools. Exclusion: NR	2403	15.8 (1.2)	13 - 19	50.9	49.1	NR	Heterosexual 84.5%	White 85.1%	19.1% received free or reduced lunch
Ekhtiari 2013(207)	Inclusion: High schools in District 17 Tehran. Exclusion: NR	Inclusion: Female third grade students. Exclusion: NR	510	NR	NR -	100	0	NR	NR	NR	Father unemployed 4.1%; Father illiterate 6.5%; Mother illiterate 6.9%

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
Espelag e 2013(6)	Inclusion: Middle schools in Illinois and Kansas. Exclusion: NR	Inclusion: Sixth grade students. Exclusion: NR	3616	11.24 (0.46)	NR -	48.1	51.9	NR	NR	African-American 26.4%; Hispanic 34.2%; White 24.7%; Biracial/other 14.7%	Eligible for free or reduced priced lunch: 72.2% - 75.6%
Fay 2006(14)	Inclusion: First year classes in the only high school in a high risk district: 21% of the population had family incomes below the poverty rate and the town's incidence of reported rape as 62% higher than national averages. Exclusion: NR	Inclusion: First year students who opted to take the introductory 'Freshman 101' course. Exclusion: NR	154	NR	15 - 16	55.2	43.5	NR	NR	African American 48%; others NR	21% had family incomes below the poverty rate
Fernandez-Gonzalez 2020(30)	Inclusion: NA. Exclusion: NA	Inclusion: Students in participating schools who spoke fluent Spanish or Basque, had begun dating, and consented.. Exclusion: Students who had not begun dating	123	15.2 (0.99)	13.06 - 17.77	53.7	46.3	NR	NR	NR	SES: low 11.1%; low-medium 23.2%; medium 12.1%; high-medium 32.3%; high 21.2%
Filho 2017a(38)	Inclusion: NA. Exclusion: NA	Inclusion: High school students in participating years (1st - 3rd). IT was a public school located in a 'socially vulnerable neighbourhood' in the city.. Exclusion: NR	94	15.9 (0.6)	NR - NR	55.3	44.7	NR	NR	NR	37.2% of students were in social class C or D
Filho 2017b(38)	Inclusion: NA. Exclusion: NA	Inclusion: High school students in the first year of high school. It was a public school located in a 'socially vulnerable neighbourhood' in the city.. Exclusion: NR	34	15.2 (0.4)	NR - NR	52.9	47.1	NR	NR	NR	NR
Foshee 1998(23)	Inclusion: NA. Exclusion: NA	Inclusion: 8th and 9th grade students. Exclusion: NR	2344	13.8 (NR)	11 - 17	51.1	48.9	NR	NR	African American 19.1%; White 77.1%	NR

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
Gage 2016(37)	Inclusion: High schools; none further reported. Exclusion: NR	Inclusion: Students in grade 10-12 who could provide a consent form. Exclusion: NR	343	18.4 (1.0)	NR -	54.5	45.4	NR	NR	NR	40.2% of students' fathers had less than secondary education; 54.6% of students' mothers had less than secondary education; 10.0% of students attended a private school
Garmaroudi 2016(100)	Inclusion: Government (x4) and non-government (x2) girls' secondary schools in one city district. Exclusion: NR	Inclusion: Second year secondary school girls in participating schools who consented to participate. Exclusion: NR	242	NR	NR - NR	100	0	NR	NR	NR	50% of students were birth rank 1
Gonzalez-Guarda 2015(45)	Inclusion: NA. Exclusion: NA	Inclusion: Hispanic adolescent ninth-grade students aged between 13 and 16, and have a parent or legal guardian consent and participate. Neither parent/legal guardian nor school personnel were required to be Hispanic in order to participate. However, school personnel were required to have some level of contact with Hispanic ninth-grade students to be eligible.. Exclusion: None further	82	14.34 (0.65)	13 - 16	56	44	NR	NR	Hispanic 100%	NR
Jaycox 2006(115)	Inclusion: Tracks' (student groupings on the same schedule) within large urban high schools with at least 80% Latino/a students. Exclusion: None further	Inclusion: Grade 9. Exclusion: None further	2617	14.41, 1.02	NR -	51.7	48.3	NR	NR	Latino/Hispanic 92.3%; other NR	NR. Urban schools, majority hispanic in the USA, 25% of students were not born in the USA.
Jemmot	Inclusion: Randomly selected	Inclusion: Sixth-grade students	1118	12.4	9 - 18	53	47	NR	NR	NR	NR

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
t 2018(21)	pairs of primary schools in two districts in South Africa: an urban and a rural settlement. Schools taught sixth grade, served the general population. Exclusion: Schools for children with learning disabilities	who had written parent or guardian consent. Exclusion: None further		(1.2)							
Jewkes 2019(17)	Inclusion: State secondary schools that taught in English that were within 50km of the SAMRC office in Pretoria, and approximately 3 km from the nearest school (to minimise contamination of study arms) and were willing to participate (established through a process of school mobilisation). . Exclusion: Former model C schools (high fee-paying, elite State schools) and schools teaching in Afrikaans	Inclusion: Grade 8, gave personal and caregiver consent. Exclusion: None further	3756	NR	12 - 19	56.5	43.5	NR	NR	Black African 91.5%; other 8.5%	30.7% of participants' male caregiver did not work; 31.1% participants did not live in brick houses
Joppa 2016(25)	Inclusion: Classrooms within a large, urban, public high school in a small city in Massachusetts, where the KBEP curriculum was already planned to be implemented as part of the 10th-grade health class curriculum.. Exclusion: NR	Inclusion: English-speaking students opting to take a 10th grade health class. Relevant analyses were limited to participants who had previously dated. Exclusion: No parental/own consent	598	15.85 (0.85)	14 - 19	54	46	NR	NR	Hispanic/Latino 20%. Racial representation, including both Hispanic and non-Hispanic ethnicity, was: 73% white, 12% African-American or black, 6% Asian, 3% Native American, 1% Native Hawaiian/Pacific	NR

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
										Islander, and 12% other racial identity	
Jouriles 2019(9)	Inclusion: NA. Exclusion: NA	Inclusion: Students enrolled in year-long social studies courses. Exclusion: No participant consent	1295	15.27 (0.88)	13 - 19	52.5	47.5	NR	NR	Hispanic 72.3%; Black 18.0%; More than one race 1.4%; Asian 1.2%; Other 0.8%; White 0.5%; American Indian/Alaska Native 0.3%; Native Hawaiian or other Pacific Islander 0.08%	Free or reduced lunches 84.3%
Jung 2013(119)	Inclusion: NA. Exclusion: NA	Inclusion: Students in participating middle schools who had parental consent, and could use the web. It sounds as if only students with low awareness of dating violence were included, as defined by a score of 2 or less on the measuring tool for dating violence perception.. Exclusion: None further	83	NR	NR -	56.6	43.4	NR	NR	NR	Difficult to judge. 39.8% and 43.4% of fathers and mothers were college graduates; 31.3% of children's fathers had white collar jobs, 28.9% of mothers did not work.
Kershner 1996(124)	Inclusion: Health education or science classes in 3 high schools. Exclusion: NR	Inclusion: Students enrolled in participating classes that returned consent forms. Exclusion: NR	226	NR	grade 7 - grade 12	61.8	38.2	NR	NR	NR	NR
Lee 2018(11)	Inclusion: NA. Exclusion: NA	Inclusion: Random selection of senior students in a selected high school . Exclusion: NR	75	NR	high school (NR; all control	66.7	33.3	NR	NR	NR	NR

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
					students were sophomores, while the intervention arm comprised high school, sophomore, and senior students) - senior						
Levesque 2016(10)	Inclusion: Rhode Island high schools. Exclusion: NR	Inclusion: Intact grade 9-11 classes. Exclusion: Students with no DRV history were excluded from final analyses	3901	NR	NR; 99.5% ≤18 years - 99.5	51.7	48.3	NR	Straight 92.1% - 92.9%; not	Hispanic/Latino 10.4%; Not hispanic or Latino 89.6%	Subsidised lunch 22.2% - 23.4%

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
					% ≤18 years				straight/unsure 7.1% - 7.9%		
Lynch 2014(131)	Inclusion: Offering A-level psychology, school located within 2 counties in the south of England, consent. Exclusion: None further	Inclusion: Aged 16-19, female, in an A-Level psychology class, consent. Exclusion: None further	164	Int: 16.7, 0.6; Control 16.8, 0.7	NR - NR	100	0	NR	NR	White: 89.6%; BME 9.8%	NR
Macgowan 1997(46)	Inclusion: Intact classes in grades 6-8. Both regular and advanced classes included, and stratified at randomisation. Exclusion: None further	Inclusion: Only students that attended most (at least four of the five sessions) of the program were included. Another criterion was that students must have completed most (at least 19 of 22 items) of both the pretest and posttest measures to be involved in the study. Exclusion: Learning disabilities (n=62); unclear if these students received the intervention or not. Also only students that attended most (at least four of the five sessions) of the program were retained. Another criterion was that students must have completed most (at least 19 of 22 items) of both the pretest and posttest measures to be involved in the study	740	12.6, 1.1	11 - 16	56.1	43.9	NR	NR	Black, non-Hispanic (72.3%); Hispanic (18%); White, non-Hispanic (8.3%); Asian American/Native American (1.3%).	NR

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age (SE)	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
Malo-Juvera 2014(206)	Inclusion: NA. Exclusion: NA	Inclusion: Eighth grade students registered for language arts, advanced language arts, or inclusion language arts, at a Title I middle school in a large South Florida school district.. Exclusion: None further	139	14.3 (SE 0.8)	13 - 17	46.8	53.2	NR	NR	52.5% Latino, 34.5% African American, 5.8% European American, 2.9% Caribbean, 1.4% Native American, 1.4% other.	Free/reduced lunches 85%
Mathews 2016(51)	Inclusion: Randomly selected pairs of public schools in the district. Schools paired on test scores, which were also shown to correlate with SES. Exclusion: Schools with fewer than 75 grade 8 students	Inclusion: Grade 8 students in participating high schools. Exclusion: NR	3451	13.7 (0.99 - 1.07)	NR -	61.1	38.9	NR	NR	NR	Mean 5.99 (SD 1.65-1.68) [measure NR]
Meiksin 2020(39)	Inclusion: Schools balanced in deprivation, and school-level value-added academic attainment. Exclusion: None further	Inclusion: All students in years 8 and 9 during baseline surveys, in years 9 and 10 during the school year when the intervention was piloted and the process evaluation occurred, and in years 10 and 11 during follow-up surveys. Exclusion: Students with severe cognitive limitations that would prevent them from understanding what they were being asked to do and assenting to participate, and students who would be unable to participate in the survey in English without the support of a language interpreter.	1728	13.4, 0.6	13 - 15	41	40.1	Non-binary 8.1%; gender unsure 4.8%; undisclosed 5.7%	Heterosexual 84.2%; gay 2.7%; bisexual 5.1%; other 2.1%; unsure 3.4%; prefer not to say 2.2%;	White British 46.8%; White oither 12.1%; Asian/Asian British 5.6%; Black British 10.5%; mixed ethnicity 7.9%; other 5.5%; missing 11.8%	Family affluence scale mean (SD): 6.1 (1.6)

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
									missing 0.4%		
Merrell 2004(27)	Inclusion: NA. Exclusion: NA	Inclusion: New 9th grade students who were taking English I Regents class and Math I class, with an 80% or higher on the attendance record at the end of November 2002. participants who were not known to the author were chosen, and the sample was chosen to be consistent with the ethnic, gender, and SES status of the school.. Exclusion: NR	60	14.5 - 15 (NR)	NR -	60	40	NR	NR	African American 61.7%; Latino 25%; Caucasian 11.7%; American Indian 1.7%	NR
Miller 1998(36)	Inclusion: Classes in two participating middle schools. The schools were chosen because they were the only schools ready to begin counselling sessions by early Feb 1997, and so could finished the 16 week intervention by the end of the school year. Exclusion: NR	Inclusion: Students who had a history of being exposed to domestic violence or who had been involved in an abusive relationship and who expressed interest in receiving help. Exclusion: Participants were excluded if they failed to complete at least 50% (5 weeks) of the program, did not complete either pre- or post-testing, or had invalid test scores.	91	12.8 (1.0)	10 - 14	71	29	NR	NR	Black or Haitian 53%; Hispanic 37%; White 10%	NR
Miller 2012(40)	Inclusion: High schools within districts in the county that agreed to participate. Exclusion: NR	Inclusion: Male student athletes who consented to participate. Exclusion: None further	2006	NR	grade 9 - grade 12	0	100	NR	NR	White 34.2%, non-Hispanic Black 22.1%; Hispanic 19.6%; Asian 9.7%; Native American/Pacific islander 4.7%; Other 9.7%	Parental education was college or graduate level: 42.4%

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
Miller 2015(3)	Inclusion: Student health centres (SHCs) in the California School-Based Health Alliance, in proximity to the California Adolescents Health Collaborative. Each clinic was provided by a different provider, except for 2 clinics that shared a provider and were treated as the same cluster. Exclusion: NR	Inclusion: English and Spanish speaking students aged 14 - 19yrs who accessed the clinic for any reason and who expected to be available for follow-up. Exclusion: None further	1012	NR	14 - 19	76.3	23.7	NR	NR	Asian 15.4%; African American 27.1%; Hispanic or Latino/Latina 36.4%; Native American or Pacific Islander 5.1%; White 5.1%; Multiracial or other 10.8%	NR; Schools varied in students eligible for free lunch (37%–79%).
Miller 2020(141)	Inclusion: 1 or more middle schools sharing common sports teams in the participating area. Athletic programs included both male-only and co-educational programs. . Exclusion: Clusters with insufficient level of parental consent	Inclusion: Male student athletes who consented to participate. Exclusion: None further	973	NR	11 - 14	0	100	NR	NR	White 54.5%, Black 29.0%, Hispanic/Latino 1.4%, Asian 2.1%, Multiracial 5.8%; Other 4.1%	24.4% to 92.3% of students receiving free and reduced lunch (median = 71.7%)
Muck 2018(143)	Inclusion: Classes in five secondary schools. . Exclusion: NR	Inclusion: 8th and 9th grade students (aged 12 - 16yrs). Exclusion: Those who said they filled in the questionnaire "just for fun" on at least once occasion. Participants who didn't complete follow-up at either T2 or T3 were excluded	453	14.18 (0.71)	12 - 16	55	45	NR	NR	NR	NR; schools described as a higher than typical level of education
Munoz-Rivas 2019(144)	Inclusion: 45 classes across 7 public educational centres in Madrid. Exclusion: NR	Inclusion: Secondary school students (3rd or 4th year of ESO) who consented. Exclusion: NR	841	14.63 (0.69)	14 - 17	60.5	39.5	NR	NR	NR; 78.5% were of Spanish nationality, 15.8% Latin American, and 5.7% other nationality (reported to mainly	NR

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
										be Eastern Europe and North Africa)	
Niolon 2019(44)	Inclusion: Middle schools in high-risk urban communities; neighbourhoods were defined as high-risk if they had above average crime and above average economic disadvantage in comparison to the rest of the city or the state. To be included in analysis, schools had to have implemented the intervention/control for >2 full academic years. Exclusion: <2 years implementation of intervention/control	Inclusion: Students who started grade 6 at outset and had previously dated. Exclusion: Student who had not previously dated	2349	11.98 (0.60)	NR -	48	52	NR	NR	Black 55%; Hispanic 28%; Multi-racial 7%; Asian 6%; White 4%; Native American/Alaskan 1%; Native Hawaiian/other Pacific Islander 0.2%	NR; although schools selected as high-risk/low SES districts
Pacifici 2001(154)	Inclusion: Health education classes in two participating high schools. . Exclusion: NR	Inclusion: Students enrolled in health education classes who completed both the baseline and follow-up assessments. Exclusion: None further	461	15.8 (0.6)	NR -	51.8	48.2	NR	NR	Native American 0.7%; Asian 0.9%; African American 0.9%; Hispanic 2.6%; Pacific Islander 0.4%; Caucasian 86.0%; Other 0.4%; Mixed 6.8%	NR
Peskin 2014(29)	Inclusion: Middle schools in a large urban school district in Texas who were not already implementing the intervention. . Exclusion: NR	Inclusion: Students in middle school proficient in English. Subgroup analysis was conducted with those who reported ever having a boyfriend or girlfriend. A part of the intervention was completed with parents, though parents did not directly receive	1445	13.0 (0.54)	NR -	57.8	42.2	NR	NR	African American 44.3%; Hispanic 42.2"; Other 13.6%	More than 90% of all schools were eligible for free lunches

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
		any part of the intervention.. Exclusion: None further									
Peskin 2019(157)	Inclusion: Middle schools in a large urban school district in Texas who were not already implementing the intervention. . Exclusion: NR	Inclusion: All sixth graders who were enrolled in health or physical education, spoke English, and were not enrolled in special education were eligible. All school staff received a newsletter as part of the intervention. . Exclusion: None further	1760	12.2 (0.59)	11.17 - 14.55	52.5	47.5	NR	NR	African American 21.0%; Hispanic 71.1%; Other 7.9%	NR
Roberts 2009(32)	Inclusion: Health classes in 3 participating high schools. Exclusion: None	Inclusion: High school students. Exclusion: None	334	NR	14 - 16 (except for a small number of older students ~4%)	50.8	48.5	NR	NR	White or European american 79%; black or african american 11%; other 10%	NR
Rosenbluth 2004(52)	Inclusion: Elementary schools in 4 distinct geographic areas of Austin that served ethnically and economically distinct communities. Exclusion: NR	Inclusion: Fifth grade students in participating schools. Exclusion: NR	1763	NR	10 - 11	48.3	50.3	NR	NR	White 55%; Hispanic 27.6%; African American 15.4%	NR
Rowe 2015(22)	Inclusion: One all girls' high school in an urban area. Exclusion: NR	Inclusion: All students in the participating all-girls school who expressed an interest in participating in the study. Exclusion: NR	85	15.63 (SE .95)	14 - 18	100	0	NR	NR	Hispanic (66/83, 80%), with 17% (14/83) African American, 2% Non-Hispanic White (2/83), and 1%	NR

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
										Asian (1/83)	
Sabella 1995(41)	Inclusion: Classes in participating high schools. Exclusion: NA	Inclusion: NR. Exclusion: NR	182	NR	NR -	NR	NR	NR	NR	NR	NR
Sanchez - Jimenez 2018(161)	Inclusion: Schools from Seville and Cordoba were selected to ensure that researchers could implement the program. All the schools should present a medium economic, social and cultural level (ISC Index in Spain) in accordance with the ranking established by the autonomous region's Education Authority. This criterion was used in order to exclude schools with very high and low economic, social and cultural levels because medium schools were more representative of the regional situation. The second criterion was that the schools must be public or partially funded by the Regional Government. The government selected these centres using a simple randomization procedure (a list of random numbers was generated following a computer-based program. Exclusion: None further	Inclusion: None further. Exclusion: None further	1764	14.73 (1.34)	11 - 19	47.7	52.3	NR	Heterosexual 95.2%; gay or lesbian 1.4%; bisexual 1.7%; pansexual 0.1%; don't know 1.6%	NR. Birth location: Spain 96%; South America 2.7%; Europe 0.8%; Asia 0.2%; Africa 0.3%; missing 0.3%	NR
Sargent 2017(8)	Inclusion: Social studies classes within an economically	Inclusion: Students enrolled in year-long social studies courses.	1295	15.27 (0.88)	13 - 19	52.5	47.5	NR	NR	Hispanic 72.3%; Black 18.0%; More	Free or reduced lunches 84.3%

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
	disadvantaged Title I, urban public high school. Exclusion: NR	Exclusion: No consent to participate.)						than one race 1.4%; Asian 1.2%; Other 0.8%; White 0.5%; American Indian/Alaska Native 0.3%; Native Hawaiian or other Pacific Islander 0.08%	
Scull 2018(165)	Inclusion: Middle schools in participating district. Seventh and eighth grade health promotion classes were included, though randomisation done at school level. Exclusion: NR	Inclusion: Students taking a 7th or 8th grade health promotion class. Exclusion: None	1030	13.02 - 12.84 (NR)	NR -	48.1	51.9	NR	NR	Ethnicity: Hispanic/Latino 16.3% - 17.6%. Race: Black/African American 7.85% - 13.03%; White/caucasian 59.28% - 66.32%; American indian/Alaskan 1.30% - 3.31%; Asian/Pacific islander: 2.28% - 3.31%; Multiracial 7.44% - 12.70%; other 11.40% - 11.78%	Free/reduced lunch: 40.90% - 41.90%
Scull 2021(34)	Inclusion: Health teachers and their 9th grade health education classes in a large high school. Exclusion: None further	Inclusion: Students were eligible to participate if they had permission to receive SHE and were fluent in English.. Exclusion: None further	424	14.53 (0.57)	13 - 17	44.92	55.08	Non-binary or undisclosed: 0.079%	NR	American Indian 0.34%; Asian 15.65%; Black 8.16%; Pacific Islander/Native Hawaiian 1.02%; White 58.84%; More than one race	NR

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
										15.99%; missing 11.2%	
Silverman 2000(167)	Inclusion: NA. Exclusion: NA	Inclusion: High risk students identified from schools included in a previous study. High risk defined as: witnessing couple violence, child abuse, current substance use, belief in acceptability of couple violence and/or rape myths. Exclusion: None further	293	12.21 (0.72)	10 - >14	56.3	43.7	NR	NR	NR	NR
Taylor 2010(205)	Inclusion: Grade 6 and 7 classes (social science, social studies, health, and other) in participating schools. Schools were defined as three racially, ethnically, and economically diverse suburban school districts bordering Cleveland, Ohio. Exclusion: 23 classes were excluded because of protocol violations to randomisation	Inclusion: Grade 6 and 7. Exclusion: None	1639	NR	11 - 13	52	48	NR	NR	White 52%; African american 27%; Asian 3%, hispanic 3%; native american 2%, other 13%	NR
Taylor 2011(49)	Inclusion: 6th and 7th grade classes in 30 public middle schools. Exclusion: NR	Inclusion: Grade 6 and 8. Exclusion: Participants who did not record their sex as male/female, or inconsistently reported their sex across waves of surveys	2665	NR	10 - 15	53	47	NR	NR	Hispanic 34%; African American 31%; Asia 16%; White 13%; other 6%	NR
Taylor 2017(208)	Inclusion: Public middle schools in New York City. Exclusion: NR	Inclusion: Grade 6 - 8 students in participating schools. . Exclusion: NR	1764	NR	10 - 15	49.3	50.7	NR	NR	26% Hispanic, 37% African American, 16% Asian, 14% White and 7% "other"	NR
Walther	Inclusion: Intact classes in	Inclusion: Male students.	81	NR	NR -	0	100	NR	NR	NR	NR; all private

Lead author (date)	Cluster inclusion/exclusion criteria	Participant Inclusion/exclusion criteria	N (ITT)	Mean age	Age range	Females (%)	Males (%)	Other gender category	Student sexuality (%)	Student ethnicity (%)	Student SES (%)
1986(176)	urban, private parochial high schools. Exclusion: NR	Exclusion: Students who did not mention the chosen abuse situations in the final analysis (i.e. final analysis focussed on 2 situations that were commonly mentioned by students. Those students who did not mention these (n=7) were excluded from the final analysis).									school students
Wolfe 2009(1)	Inclusion: Schools in participating school district who did not participate in the pilot and who provided consent. Exclusion: NR	Inclusion: Students taking a grade 9 Health and Physical Education class in participating schools who provided consent. Exclusion: NR	1722	NR	14 - 15	52.8	47.2	NR	NR	NR	14.5% neither parent employed; 28% parent education is high schools or less
Yom 2005(186)	Inclusion: NA. Exclusion: NA	Inclusion: First year middle school students at a boys' school. Exclusion: Not completing both timepoints	79	NR	NR -	0	100	NR	NR	NR	21.6% of students' fathers had below middle school education; 29.8% of students' mothers had below middle school education

Description of interventions evaluated

A description of active and control interventions evaluated in outcome evaluation studies is provided in Table 15.

Table 15: Details of active and control interventions included in effectiveness studies (RQ3)

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
Active interventions								
Acquaintance rape education program	Fay 2006(14)	Adapted from the Parrot (1991) intervention for college students.	Unclear	External	In person and self-	3	76	2 hours over 2 consecutive days,

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		Covers sexual assault topics for both sexes, including in heterosexual and homosexual relationships. There were six final activities: (1) assertive behavior; (2) sexual pressure and mixed messages; (3) communication, gender expectations and dating and drinking; (4) rape myths, victim blaming and sexual violence in the media; and (5, 6) date rape definition and problem-solving, rape prevention and what to do if rape occurs.			study			plus homework
Adult led sexual harassment classes	Sabella 1995(41)	Sexual harassment topics delivered by teachers or student counselors, including group activities and discussion.	GBV	Teacher	In person	NA	NR; 37 (not ITT)	8 weeks
Battered Women: Violence Behind Closed Door video	Walther 1986(176)	A 24-minute video containing some of the myths surrounding wife beating, and current, documented information about wife abuse.	DRV	Teacher	In person	NR	NR	24-minute video
Benzies & Batchies	de Lijster 2016(33)	Four complementary elements: (a) an introductory lesson, (b) an educational peer rperformed play followed by a peer-led group discussion, (c) three classroom lessons, each 100–150 min, to teach skills and resilience regarding social and sexual behavior; and (d) a closing lesson. The main objective of the intervention was to reduce the risk of sexual harassment behavior among adolescents, both as victims and as perpetrators. Although such behavior was discussed mainly in a heterosexual context, homophobic behaviors were dealt with whenever the topic arose during the lessons.	GBV	Teacher and peer	In person	14	431	4 - 6 weeks
Bringing in the Bystander—High	Edwards 2019(87)	BITB teaches students how to safely and effectively intervene before,	Both	External	In person	NR; possibly	1081	7 x 45min sessions (mean

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
School Curriculum [BITB-HSC]		during, and after situations of relationship abuse and sexual assault to both prevent and stop these forms of abuse from happening, as well as supporting victims in the aftermath of these experiences. The BITB-HSC is a seven-session (each session 45 mins) curriculum intended to be delivered to a mixed sex audience and was mostly cofacilitated by one facilitator who identifies as male and one facilitator who identifies as female. <u>The first three sessions included content about stalking, sexual harassment, sexual assault, and dating violence, and the impact of these on communities. Sessions four and five included content about the role of bystanders, how to recognise interpersonal violence, and how people's behaviour influences the development of a healthy community. Sessions six and seven included teaching on how to intervene in violence safely and effectively. The intervention also included training for teachers and other school staff skills on how to intervene in adolescent interpersonal violence.</u> The first three sessions educate students about stalking, sexual harassment, sexual assault, and dating violence, and how these behaviors negatively impact communities, largely through a media literacy lens. Sessions four and five introduce a bystander framework, emphasise participants' roles in creating a healthy community, and teach participants how to recognise				12		44.17 days duration; range 21 - 109)

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		interpersonal violence. Sessions six and seven teach students to intervene safely and effectively. In addition to student programming, the BITB-HSC includes a 60-min School Personnel Workshop that trains teachers and other school staff skills to be positive bystanders in situations of adolescent interpersonal violence. In addition, school personnel reinforce the information and skills conveyed in the workshop						
Bystander intervention curriculum	Lee 2018(11)	The curriculum covers sexual harassment, including recognising incidents that require intervention, the role of the bystander, promote intervention, and learn effective bystander intervention techniques. The intervention was delivered over weekends.	DRV	External or teacher	In person	NA	41	Six 3-hour sessions
CAMPAIGN	Achyut 2011(20)	Campaign is intervention with teachers and school-level intervention only. This included a week long campaign in each academic year and specific orientation meetings with teachers.	Both	External	In person	15	3500 (approx)	2 years
Coaching Boys into Men	Miller 2012(40)	CBIM is intended to alter norms that foster DV perpetration by engaging athletic coaches as positive role models to deliver violence prevention messages to adolescent male athletes. The program consists of a 60-minute training for coaches led by a trained violence prevention advocate to introduce the Coaches Kit (available at http://coachescorner.org), which provides strategies for opening conversation about violence against women with athletes. Eleven "Training	DRV	Teacher	In person	8	1008	Weekly sessions for approx 12 weeks

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		Cards" guide coaches to lead brief (10 – 15 min) weekly discussions with athletes about respect and DV prevention throughout the sports season. The advocate is available to assist coaches with concerns that arise during program delivery, including disclosures.						
Coaching Boys into Men	Miller 2020(141)	A 15-minute coach-led discussion using program training cards perweek over 12weeks. Coaches talked to their athletes about (1) disrespectful and harmful vs respectful behaviors among peers (including homophobic teasing) and in relationships, (2)myths glorifying male sexual aggression and promoting more gender-equitable attitudes, and (3) positive bystander interventionwhen athletes witness peers' aggressivemale behaviors toward girls	GBV	Teacher	In person	25	963	12 weeks
DAT-E Adolescence	Sanchez-Jimenez 2018(161)	Seven 1-hour sessions involving online and classroom based activities and a peer component. The proposed activities include role-playing, watching videos, debates, decision-making games, displays and group dynamic exercises. Components described as: a) it addresses traditional and online forms of violence to help boys and girls become aware of the different expressions of violence that dating couples may experience; b) it takes into account that dating violence is mainly mutual or reciprocal; c) it involves intervention-oriented activities that examine the associated risk factors, emphasizing the important role that beliefs, attitudes and conflict resolution	DRV	External and peer	In person and digital	3	908	7 weeks (1 hour per week)

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		strategies play in the couple's relational dynamic; d) following the recommendations of previous meta-analyses, and the positive outcomes being achieved by these programs in preventing dating violence and bullying						
Dating Matters	Niolon 2019(44)	Classroom-delivered programs for sixth to eighth graders, training for parents of sixth to eighth graders, training for teachers/school personnel, a youth communications program, and activities at the local health department to assess and build DRV prevention capacity and track DRV-related policy and data. The student component teaches students about healthy relationships and assist youth in practicing healthy relationship skills. Each parenting program taught participants skills for positive parenting and communicating effectively with their children about healthy relationships. All teachers/staff were asked to complete a CDC-developed online educator training that provided information and resources regarding DRV and motivated participants to implement prevention measures in their schools. The youth communications program (i2i: What R U Looking 4) reinforced messaging about healthy relationships using near-peer brand ambassadors with community activities, printed materials, and digital resources. Finally, local health departments were assisted in assessing and building capacity for comprehensive DRV prevention and tracking local policy and indicator data	DRV	All 3	In person and digital	23	1326	2-3 years

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		related to DRV prevention; these activities were conducted at the community-level and may have impacted students in both DM and SC schools. Schools were required to do whole-school implementation, so that all students in DM schools were exposed to the grade-appropriate components						
Dating violence prevention program	Avery-Leaf 1997(58)	The intervention had the following objectives: (a) promote equity in dating relationships by demonstrating how gender inequality may foster violence; (b) challenge individual and societal attitudes toward violence as a means of conflict resolution; (c) identify constructive communication skills (focusing on negotiation and conflict resolution); and (d) support resources for victims of aggression. Also covered are help-seeking for those involved in aggressive relationships and alternatives to a violent dating relationship.	DRV	Teacher	In person	NR	102	5 sessions over 10 days
Dating Violence Prevention Program	Macgowan 1997(46)	Five, 1-hour sessions implemented over 5 days. The program was developed by Domestic Violence Intervention Services of Tulsa, Oklahoma (Kraizer & Larson, 1993), and was designed to help students recognize dating violence, understand its causes, and make decisions to avoid or end an abusive relationship. The first session included a discussion about violence in society and in relationships, and the role of self-esteem in interpersonal violence. The second session was focused on recognizing physical, sexual, and	DRV	Teacher	In person	NR	NR; 241 (not ITT)	5 days

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		emotional abuse. In session 3 the role of power and control in abusive relationships was discussed. The fourth lesson was focused on the characteristics of strong and weak relationships, and on how to build relationships based on mutuality, dignity, and self-worth. The last session involved developing communication and problem-solving skills, and identifying resources for getting help in abusive relationships. The material was presented by five teachers through teacher-student discussions and experiential exercises.						
DRV curriculum	Gage 2016(37)	Adapted from Safe Dates. Objectives were to (i) raise students' awareness of what constitutes healthy and abusive relationships and of causes and consequences of DV; (ii) equip students with the skills and resources to help themselves or friends in abusive relationships; and (iii) equip students with the skills to develop healthy relationships, including positive communication, anger management and conflict resolution. The curriculum consisted of ten 50-minute sessions taught over weekends to mixed-sex groups. Teachers delivered the curriculum, supervised by members of the research team, and supported by student peer supporters (not participating students; unclear who these students were).	DRV	All 3	In person	4	343	10x 50-minute sessions
DRV intervention	dos Santos 2019(24)	Three weekly 90min sessions on the healthy versus violent romantic relationships, the quality of friendship	DRV	External	In person and self-study	2	14	3x 90minute sessions plus homework (after 2

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		in the peer network, and the role of the bystander.						sessions)
DRV pilot intervention	Filho 2017b(38)	Twice weekly classes discussing themes relevant to DRV. The following themes were addressed during the intervention sessions in the order in which they were presented: definition and types of violence; positive and negative aspects of a relationship; gender roles; peaceful conflict resolution; sexuality and sexual violence; security plan in violent relationships; notification and seeking help in situations of violence. The classes on sexuality and sexual violence were conducted in same sex groups. Students were encouraged to submit doubts and questions anonymously into an urn, for discussion. Participants were encouraged to discuss the class theme actively, and students could submit their thoughts anonymously in envelopes that would be read aloud.	DRV	External	In person	NA	18	Eight 50-minute classes conducted over 4 weeks (i.e. twice weekly)
DRV prevention	Filho 2017a(38)	Ten 50-minute sessions conducted three times per week for 40 days. The sessions covered adolescence, anger management, impacts of violence, alcohol and drugs, gender, pregnancy, consent, pornography, sexuality, sexual violence, womens' rights, bystander intervention, and mental health. Students were encouraged to submit questions anonymously for discussion within the sessions, and roleplay and similar activities were used in the sessions. The sexuality session was delivered in same-sex classifies. Teachers were not present during the intervention, but received 2x 45	DRV	External	In person	NA	59	Ten 50-minute classes; three times a week over 40 days

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		minutes training sessions in advance to develop support and help teachers respond to queries. The intervention was based on the work carried out in North America by Avery-Leaf et al. (1997), Foshee et al. (2011), Miller et al. (2012), Teten et al. (2009) and Wolfe et al. (2001)						
ECPVG	Bando 2019(16)	Group sessions and an interactive campaign. The intervention aims to change attitudes, behaviors, social norms, and stereotypes linked to gender inequality. The ultimate aim is to promote respect for the right to a life free of violence for women as well as nondiscrimination on the grounds of gender. The sessions were integrated into the students' social studies curriculum, and students were taught in single-sex groups. The sessions covered gender, emotional education, peaceful coexistence, sex education, economic empowerment, community participation, human rights and techniques to deal with conflict. Students also received information on reproductive health. In addition, students designed and led a social marketing and communication campaign to promote social change in their schools. The activities associated with the campaign included workshops, puppet shows, skits, art projects, and activities related to self-care and emotional moderation, as well as the dissemination of key messages through promotional materials such as t-shirts and posters. All students in the school	GBV	Teacher	In person and self-study	17	NR	18 hours' teaching sessions plus self-directed time to produce the campaign materials

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		were exposed to the campaign component.						
Educational CD-ROM	Yom 2005(186)	1 hour CD-ROM containing an educational program intended to prevent sexual violence was viewed by students in class with a teacher. The CD-ROM contains four menu selections: understanding sexual harassment and violence; cases of sexual harassment and violence; prevention of sexual violence and coping with the situation; and general information about sex. The content includes information, videos, terminology, and quizzes with feedback. The CD-ROM was originally intended to be a self-study intervention, so that students could explore the different sections, and go back to sections. However, policy and financial issues prevented this.	Unclear	Teacher	In person and digital	NA	39	1 hour
Ending violence	Jaycox 2006(115)	Three classes taught by attorneys that outline the legal dimensions of domestic violence; the law, the legal rights of victims of domestic violence and legal responsibilities of perpetrators. The program also informs students about its legal services program, in which attorneys are available to teens at no cost to help them with dating violence issues. In addition to teaching content, the classes include discussion, exercises, games, and role play.	DRV	External	In person	20	1941	3 days (3 classes)
Expect respect	Roberts 2009(32)	5 sessions including teaching about the identification of abuse, definition of a healthy relationship, and a presentation from a past victim of teen dating abuse. Students all received a folder of	DRV	Teacher and peer	In person	12	167	5 sessions ranging 42 - 51mins in length

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		materials. The intervention included discussion, exercises, videos, and a presentation by someone who had been a victim of DRV on her experience.						
Expect respect	Rosenbluth 2004(52)	Weekly sessions adapted from Bullyproof: a teachers' guide on teasing and bullying for use with fourth and fifth grade students (Stein and Sjostrom, 1996). The Bullyproof curriculum was selected because it focused on increasing the ability and willingness of bystanders to intervene, and thus might reduce the social acceptance of bullying and sexual harassment. The Bullyproof lessons were intended to increase students' knowledge and understanding of bullying and sexual harassment, and build skills for responding both as a bystander or a target. Lessons included class discussion, role play and writing assignments. Training was provided to school staff to raise knowledge of the problem and how to intervene. Materials were provided to facilitate reporting of events. Schools were encouraged to develop a policy to ensure a consistent response to incidents of bullying and sexual harassment. Parents were invited to attend educational presentations at the school. School counsellors received training and resources about bullying, sexual harassment and sexual violence, and project counsellors provided counselling and advocacy for victims of sexual and domestic violence. were designed to help students to distinguish	DRV	External or teacher	In person	6	929	12x weekly sessions

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		<p>playful teasing and joking around from hurtful teasing and bullying, enhance students' knowledge about bullying and sexual harassment, and develop students' skills for responding as a target or bystander of bullying or harassment. Students were encouraged to become 'courageous bystanders' by speaking up or getting help from an adult when they witnessed someone being mistreated. The lessons included writing assignments, role-plays of how to intervene upon witnessing bullying, and class discussions. Staff training was directed towards administrators, counsellors, teachers, and all campus personnel (including bus drivers and cafeteria staff). Training was designed to raise awareness of bullying and sexual harassment and to prepare school personnel to respond effectively to witnessed or reported incidents. The training presentation included research on bullying and sexual harassment; strategies for building a consistent response at the individual, classroom, and school-wide levels; strategies to enhance mutual respect among students; practice in using lessons from the curriculum; and methods for integrating the lessons into other subject areas including social studies, language arts, and health. The project staff encouraged administrators to develop a campus policy to ensure consistent responses by all staff members to incidents and reports of</p>						

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		<p>bullying and sexual harassment. To facilitate this process, project staff developed a policy template that was provided to campus administrators. Project staff attempted to build support for the project and its objectives among parents through educational presentations and newsletters. Educational presentations were offered twice each year in the evening at each school, with parent attendance varying by site. The presentations provided information about the project, the vocabulary being used to discuss bullying and sexual harassment at school, strategies for helping children who are bullied, bully others, and witness bullying, tips for responding to and preventing bullying among siblings, and school and community resources for children and families experiencing bullying, sexual harassment, and dating, sexual, or domestic violence. Each semester, parent newsletters were sent home with students in participating schools. SafePlace counsellors were available to assist school counsellors by providing school-based counselling and advocacy for victims of sexual and domestic violence. A specialised session was also provided to school counsellors to help them to respond effectively to students who repeatedly are targets or perpetrators of bullying or harassment. At the beginning of the project, all school counsellors received a comprehensive resource manual containing reading and resource</p>						

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		materials for bullying, sexual harassment, and dating, sexual, and domestic violence						
Fourth R: Skills for Youth Relationship	Wolfe 2009(1)	Intervention was incorporated into typical curriculum and regular classes that were segregated by sex. The individual student-level intervention was a 21-lesson manualized curriculum delivered by teachers. The curriculum comprised 3 units containing seven 75-minute classes each: (1) personal safety and injury prevention, (2) healthy growth and sexuality, and (3) substance use and abuse. Rather than addressing these topics independently, an underlying theme of healthy, nonviolent relationship skills was woven throughout the units to increase generalisation across risk situations and behaviors. Detailed lesson plans, video resources, role-play exercises, rubrics, and handouts were provided for all lessons. School-level components included additional teacher training on dating violence and healthy relationships, information for parents, and student-led "safe school committees." Teachers received a 6-hour training workshop taught by an educator and a psychologist to review the materials and participate in skill-building exercises for engaging youths. Parents received information during grade 9 orientation and from 4 newsletters that describe the topics being taught. Lessons were segregated.	DRV	Teacher	In person	10	754	21 lessons (75-minutes)
GEA + CAMPAIGN	Achyut 2011(20)	GEA engaged young boys and girls of grades VI and VII in collective critical	Both	External	In person	15	6800 (approx)	25x 45-60 minute classes with

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		self-reflection through group education activities, enabling them to recognize and challenge inequitable gender norms and the use of violence in their everyday lives. A total of 25 group education activities of 45 min to 1 h facilitated by external staff were implemented on topics around gender, body, violence, emotion, communication, and conflict resolution. These activities used participatory methodologies such as role plays, games, debates, and discussions to engage students in meaningful and relevant interactions and reflection. Group reflection reciprocates and reinforces the processes of individual change among students. In addition, an interactive activity book named "My GEMS Diary" was developed for students with an aim to encourage them to reflect, introspect, and express their own experiences, including the incorporation of the classroom discussions into their own personal spaces and engaging parents and siblings in the discussions. Campaign is the additional involvement of teachers and school-level intervention. This included a week long campaign in each academic year and specific orientation meetings with teachers.						students (GEA) over the course of 2 years; note that not all students participated in the 2nd year. Campaign involved 1 week school-level campaign and meetings with teachers during intervention (frequency NR).
GEMS	ICRW 2017_India(13)	Gender Equity Movement in schools (GEMS) is a school-based program for young adolescents aged 12-14 years, studying in grades 6 to 8. The program undertakes activities to promote equitable attitudes and norms related	Both	Teacher	In person	40	2000	24 sessions over 2 years

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		to gender and violence among girls and boys; strengthen their understanding and skills to resolve conflicts without violence; and create a safe school culture that supports egalitarian and non-violent attitudes and behaviors. GEMS is a combination of the group education activities (GEA) and school-level campaigning previously evaluated in Achyut 2011. The intervention also involves outreach with parents and the community.						
GEMS	ICRW 2017_Vietnam(13)	Gender Equity Movement in schools (GEMS) is a school-based program for young adolescents aged 12-14 years, studying in grades 6 to 8. The program undertakes activities to promote equitable attitudes and norms related to gender and violence among girls and boys; strengthen their understanding and skills to resolve conflicts without violence; and create a safe school culture that supports egalitarian and non-violent attitudes and behaviors. GEMS is a combination of the group education activities (GEA) and school-level campaigning previously evaluated in Achyut 2011. The intervention also involves outreach with parents and the community.	Both	Teacher	In person	10	2000	2 years
Green Dot	Coker 2017(12)	Aims to engage potential bystanders to act to reduce sexual violence and related forms of interpersonal violence. Male and female students are trained to recognize situations and behaviors that can contribute to violence and determine actions they could safely take to reduce the likelihood or effect	Both	External and peer	In person	13	NR	Speech plus 5 hour training

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		of violence. These active bystander behaviors are called “green dots” to distinguish them from “red dots” or behaviors that may contribute to violence. Although originally developed for college students, for this trial, the developer adapted the program for high school aged populations. The majority of students (>50%) receive an introductory 'persuasive' speech on the role of bystander intervention and green vs red dot behaviours. Then teachers select 10-15% of students they consider to be 'leaders' in the school who receive training on bystander intervention. In the final report of the intervention (published 2021), a comparison is drawn between those who did and didn't naturally receive additional bystander intervention training subsequent to the trial (e.g. at college), according to which group they were initially randomised to. No additional training was provided as part of the trial						
Health belief model educational program	Garmaroudi 2016(100)	The curriculum covered the nature and impacts of domestic violence, anger symptoms, prevention and anger management. The curriculum was delivered in lectures, question/answer, group discussions and brainstorming	DRV	Unclear	In person	3	120	3 sessions of 45-minutes during a 1-month period
Let Us Protect Our Future	Jemmott 2018(21)	12 one-hour modules, with 2 modules delivered during each of 6 sessions on consecutive school days involving games, brainstorming, role-playing, group discussions, and comic workbooks with a series of characters and story lines. Although the	Unclear	External	In person	9	562	6 days (1 session per day)

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		intervention was primarily designed to reduce sexual risk behaviors, it included several features designed to address gender issues and rape myth beliefs relevant to perpetration and experience of forced sex. To increase participants' skills and self-efficacy to avoid risky situations, we created the "Long Walk Home" in which participants identified risky situations and/or men they might encounter on their way to or from school. They traced the safest paths on a map and brainstormed strategies to reduce their risk of sexual coercion						
IMPower	Decker 2018(28)	Weekly, 2-h sessions for 6 weeks for a total of 12 h of interactive, empowerment self-defense training. IMPower emphasizes early recognition of boundary testing, negotiation, diffusion and distraction tactics, and verbal assertiveness over physical self-defense, with the guidance that physical tactics should only be used if they are the last and best option. IMPower teaches boundary recognition and boundary setting (e.g., name harmful behaviors, warn about consequences), negotiation and diffusion tactics, verbal assertiveness (e.g., yell if threatened), and physical defense skills, with the self-efficacy to implement these skills. The physical skills comprise closed target skills, weapons and targets. After the six weeks, two-hour refresher courses are performed every 3–6 months.	GBV	External	In person	77	3812	6 weeks plus refresher every 2-3 months
IMPower/50:50	Baiocchi 2017(31)	Two interventions targeted girls and	GBV	External	In person	14	3147	Six 2-h sessions,

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		boys separately. Girls received IMPower, which aimed to empower the girls to avoid risky situations, advocate for themselves, and, if needed, defend themselves against an attack. Learning methods included role-plays, facilitated discussions, and verbal and physical skills practice. Survivors were sign-posted to the Sexual Assault Survivors Anonymous program, which holds free weekly meetings in all the informal settlements where Ujamaa operates. Boys received 50;50, which was designed for 10- to 13-year-old boys and focused on promoting gender equality and developing positive masculinity. Sessions included role-plays, facilitated discussions, and verbal and physical skills practice.						followed up with booster training sessions within 3 months
Interaction curriculum	Taylor 2010(205)	An interaction-based curriculum that addressed gender violence and sexual harassment (GV/H) by focusing on setting and communicating boundaries in relationships, the formation of healthy and mutual relationships/friendships, and the role of the bystander as intervener	GBV	External or teacher	In person	28	405	5 weeks (one 40minute session per week)
ITP intervention	Fernandez-Gonzalez 2020(30)	Writing assignment completed by students in 50-60 minutes. First, participants are asked to read scientific information that provides evidence that individuals have the potential to change. They read about neurological and behavioral studies showing that behaviors are controlled by “thoughts and feelings in brains,” and that pathways in the brain have the potential to be changed under the right	DRV	No facilitator	Self-study	NA	62	50 - 60mins

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		<p>circumstances. After reading this information, participants are asked to write three sentences to explain in their own words why scientific evidence shows that it is true that people have the potential to change. Second, participants read several normative quotes purportedly written by upperclassmen that previously read the same scientific information and endorsed its conclusions (i.e., “descriptive norms”; Cialdini, 2003). These testimonials are provided to give credibility to the incremental theory of personality. They were obtained from previous interventions in the United States and edited by the research team. The third and last part consists of a self-persuasive writing exercise (Aronson, 1999). In this final task, participants are asked to write their own version of such a narrative to share with future students (see Aronson, Fried, & Good, 2002). Specifically, adolescents have to describe a time when they felt withdrawn, rejected, or disappointed by another person at school. Then, they are asked to imagine that the same event he or she has described has happened to another student and write one to three paragraphs describing what he or she can say to help the other student to understand that people can change and that the things that are happening to him or her can also change.</p>						
It's your game...keep it real (IYG)	Peskin 2014(29)	Social cognitive theory based intervention using classroom-, home-	DRV	External	All 3	5	598	24x classes over 2 years

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		and computer-based activities in 7th and 8th grade (12 lessons in each). Computer-based activities are set within a virtual world environment and include interactive skills-training exercises, peer role model videos, quizzes, animations, fact sheets, and "real world" style adolescent serials. Select activities are tailored by gender and sexual experience. In addition to group-based classroom activities, the curriculum includes 6 parent-child homework activities and individualized journaling activities at each grade level to help students personalise information. Specific topics covered in the seventh-grade curriculum related to healthy relationships included identifying the characteristics of healthy and unhealthy friendships and dating relationships; skills-training related to evaluating relationships, peer pressure, and social support; setting personal limits and respecting others' limits; and recognizing peer norms. These topics were reviewed in the eighth-grade curriculum. Parent-child homework activities focused on increasing communication regarding healthy friendships and dating relationships, using effective refusal skills, dating partner expectations, and parental rules regarding dating relationships.						
JOVEN	Gonzalez-Guarda 2015(45)	Six large group sessions for Hispanic adolescents, two for their parents, and two for school personnel. Each session included psychoeducational and skill-building activities that were delivered	DRV	External	In person	NA	41	4 months

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		using videos, music, group discussion, and other modalities. the sessions cover Hispanic culture, healthy and unhealthy relationships, sex and drugs, legal rights and accessing services, life and bystander skills, and speaking up (students), domestic violence amongst Hispanic youth, effective parenting and communication (parents), and mentoring youth on relationships (school personnel).						
Katie Brown Educational Program	Joppa 2016(25)	5x 50-60 minute sessions using observational learning, discussion, role-play, and modeling of healthy relationship skills. Each session includes lecture, discussion, group and individual activities, handouts, and worksheets. The material covered in the KBEP curriculum includes identifying types of violence, rights in relationships, personal power and self-esteem, conflict resolution, communication skills, components of healthy relationships, taking responsibility for choices and actions, expectations of dating relationships, stereotypes/the media's portrayal of gender roles, the cycle of violence, and warning signs of DV.	DRV	External	In person	11	172	5 sessions over 10 days
Law and justice curriculum	Taylor 2010(205)	A law and justice curriculum that addressed GV/H by focusing on laws, definitions, information, and data about penalties for sexual assault and sexual harassment, as well as results from research about the consequences for perpetrators of gender violence	GBV	External or teacher	In person	29	423	5 weeks (one 40min session per week)
Literary instruction	Malo-Juvera 2014(206)	Reading of the book 'Speak', which describes a rape event and the	Unclear	Teacher	In person and self-	NA	82	5 weeks

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		consequences for the victim. Both silent, guided, and teacher reading, followed by exercises and writing assignments and discussions. The intervention was delivered over 12 classes (each lasting 1 hour and 45mins).			study			
Me and You	Peskin 2019(157)	Me and You is an adapted form of 'It's your game... keep it real' (IYG), adapted to a slightly younger audience. The intervention is based on socio-cognitive theory, socioemotional learning theories, and the socioecological model. IYG was adapted to explicitly address all unhealthy relationship behavior types (i.e., emotional, physical, sexual, cyber). To enhance relevance for the priority population, Me & You addressed surface- (e.g., music, settings, clothing) and deep- (e.g., respect for and inclusion of family, inclusion of ethnic-minority peer role models) structure cultural features. Both genders featured as potential perpetrators and victims, and gender-neutral names (when possible) to promote inclusivity. The student component comprises 13 lessons that each last 25 minutes delivered by trained facilitators: 5 classroom (including interactive role plays, group discussion, and other skill-building activities), 5 individual computer only, and 3 classroom-computer blended (delivered in class, with some group-based computer activities). Computer activities included animations, peer video role modeling of skilled	DRV	External or teacher	All 3	5	911	13x 25minute classes, plus 2-day teacher training, and 3 student-parent activities. Unclear total timeframe, potentially over Q2 2014 only

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		behaviors, interactive quizzes, and virtual role-play skills practice. Additional topics (not included in IYG) covered modeling and skills practice for managing emotions and constructive communication skills, DV types and consequences, unfavorable norms toward violence, active consent, power differentials, genderrole stereotypes, general online safety, cyber DV, and sexting, and resources to leave unhealthy relationships. The parent component comprises 3 parent-child take-home activities and 2 parent newsletters. Take-home activities included interactive discussions to promote parent-child communication about dating expectations, characteristics of healthy friendships and dating relationships, communication skills, and strategies for getting out of unhealthy relationships. The school component comprises a 2-day teacher training and 1 school newsletter (delivered during lesson 1). Along with instruction on fidelity and effective teaching, teachers were instructed on how to recognize DV, respond to students involved in DV, and refer students to appropriate resources. The intervention was completed in place of typical health classes.						
Media aware	Scull 2018(165)	Intervention teachers completed a web-based teacher training program designed to familiarize them with adolescent sexual health and the Media Aware program and were provided with program materials including the teacher	Both	Teacher	In person	5	683	10 lessons, unclear duration/length of time

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		manual, a multi-media CD with classroom presentation, and student workbooks. As part of an evaluation of Media Aware teacher training, teachers in the control arm were provided with online access to medically-accurate information about teen sexual health. All teachers were asked to complete questionnaires before and after the training period. The intervention is 10 lessons of sexual health topics, including awareness of media messages on relationships and sex, gender role stereotypes, self-acceptance of self-image, understanding of healthy and unhealthy relationships, encourage abstinence to alcohol and drugs, pregnancy and contraception, encourage abstinence of sex, discuss portrayals of teen pregnancy/parenthood in the media, STI prevention.						
Media aware	Scull 2021(34)	Media Aware is designed to provide high school students with sexual health knowledge, media literacy skills, and healthy decision-making skills regarding sexual activity and relationships. Media Aware consists of four highly interactive, self-paced modules, each designed to be completed within one traditional class period. The program uses text-based narration, streaming media examples, videos, animations, and interactivities to present course content. There are many opportunities for students to analyze media messages and receive automatic feedback on their responses.	DRV	Teacher	Digital	8	212	4 classes

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
My voice, my choice	Rowe 2015(22)	One 90-minute session in groups of 2 to 4 participants and facilitated by a female facilitator and a male actor. The intervention provides training in assertive resistance skills in sexually threatening scenarios. In the first 30-minutes of discussion where the facilitator demonstrated assertive and nonassertive resistance in role-play with the male actor. Over the next 60-minutes, the participants experience several scenarios using an immersive virtual environment, while wearing virtual reality headsets. A male actor voiced the role of the aggressor, and sat close to the participant. Participants practiced responding to scenarios that became increasingly aggressive. Participants were given feedback, and could repeat as needed.	GBV	External	In person and digital	NA	47	90-minutes
Peer led sexual harassment classes	Sabella 1995(41)	External peer facilitators from another high school. Topics focussed on sexual harassment, and included group activities and discussion. Peer helpers were trained in delivery and interaction skills, as well as on knowledge regarding current adolescent issues such as suicide, sexually transmitted diseases, sexual assault, eating disorders, stress management, drugs and alcohol, and career development.	GBV	Peer	In person	NA	NR; 35 (not ITT)	8 weeks
PR:EPARe game	Arnab 2012(56)	A Serious game using 2D and 3D graphics and audio-based interaction that aims to reduce sexual coercion. The game allows for group discussions, and teachers can select relevant scenarios in the game for discussion with the class. Pause, skip and rewind	Unclear	Teacher	In person and digital	9	298	1 hour

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		buttons, pace-setting timers, and a game show element is included.						
Practitioner Program	Muck 2018(143)	The PP is a combination of psychoeducational and active participation elements, and was implemented in a mixed-gender audience only. Content was delivered via input presentations, worksheets, and quizzes in 1x 90minute session, identical to the first session delivered in the Scientist-Practitioner Program. The curriculum is the same as the Scientist-Practitioner Program and included the following content: (a) general knowledge about SV: providing a definition and general information about SV; (2) knowledge about professional help: providing information about local and online professional help services; (3) victim blaming: discussing rape myths, in particular, victim-blaming attitudes, through various sample cases; and (4) personal space: raising the perception and appraisal for one's own and others' personal space through practical exercises.	Unclear	External	In person	8	130	90 mins
Precede-Proceed Model DRV intervention vs no intervention	Ekhtiari 2013(207)	To increase students' awareness about DV prevention, lectures were held for life skills education and verbal sessions about DV prevention twice a week until teaching the educational objectives. To change students' attitude, focus group discussions were held with the subjects about issues related to DV, including consequences of DV on women' health, benefits and barriers of DV prevention, and ways to prevent exposure to DV.	GBV	Unclear	All 3	5	255	NR

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		Educational pamphlets related to DV prevention were distributed among the students, creating the educational web-log about DV prevention. To promote the reinforcing factors, advocacy and training sessions were held with high school counsellors to effectively conduct DV prevention education for the students. Educational booklets were distributed among parents to involve them, especially mothers, in violence prevention education to their daughters and reinforce messages learned at the school. To promote the enabling factors, coordination was ensured with available and free counselling centres in the district and they were introduced to the subjects. Teachers and counsellors, as enabling factors to students, were provided with correct information to increase their awareness about DV prevention by introducing them to books and reliable websites related to DV prevention.						
PREPARE	Mathews 2016(51)	PREPARE comprises an educational component for students, with the introduction of a school health service, and a school safety programme. Not all components were feasible at all sites. The educational programme consisted of 21 sessions delivered once a week, immediately when school ended, in the school premises. The session duration ranged from 1 to 1.5 h, and comprised interactive and skills-based activities. The programme was built upon the Respect4U programme, an IPV and HIV prevention intervention. The schools	DRV	External	In person	20	1748	21 weeks (the education programme; unclear how long other components stayed in place)

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		health service involved a nurse being present on school premises once a week after school ended, was freely available, and involved sexual and reproductive (SRH) health education, identification of the need for SRH services and referral for such services, where they were provided free of charge. Some clinics were also able to send a health promoter to assist with health education. The school safety programme involved training for school principles, teachers, school safety officers, parent representatives and a local police officer. A randomly selected sample of participants were also invited to participate in a photo initiative, where they took photographs of safe and unsafe situations and places, and presented these to principles, teachers, parents, police officers, and community stakeholders.						
PREVIO	Munoz-Rivas 2019(144)	PREVIO is a psychoeducational intervention delivered over 8 sessions which focusses on: a) providing a knowledge structure for adolescents to allow them to understand the nature, scope and impact of intimate partner violence in current society, b) modify related beliefs and attitudes to intimate partner violence and c) favour the acquisition of positive relationship building skills.	DRV	External	In person	NR; 22 or 23	389	Weekly sessions lasting 50-60mins for 8 weeks
Project Respect	Meiksin 2020(39)	A manualised, multicomponent, school-based, universal prevention intervention, the implementation of which was led by the NSPCC. The intervention addresseds DRV	DRV	Teacher	In person	4	1246	1 year. Intervention takes place over six 1-hour sessions in year 9 and two 2-

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		<p>perpetrated by both girls and boys in heterosexual or same-sex relationships. It included training for school governors and staff to deliver the intervention and to review school policies on violence prevention and response. Trained staff subsequently trained other school staff to raise awareness of GBV and DRV in schools, and how to respond. Written information was sent to parents with advice on preventing and responding to DRV. Students were invited to use an app (Circle of 6) which is disguised as a game but allows students to access support if experiencing DRV. Students aged 13-15 years received a classroom curriculum, which included campaigns led by students. It comprises the following components: (1) training by the NSPCC; for SLT (when appropriate) to include governors and other key staff (pastoral support, PSHE curriculum deliverers) to enable them to plan and deliver the intervention in their schools; review school rules and policies to help prevent and respond to gender based harassment and DRV, and increase staff presence in 'hotspots' for these behaviours; (2) training by these trained school staff of all other school staff in safeguarding to prevent, recognise and respond to gender based harassment and DRV; (3) written information for parents on the intervention and advice on preventing and responding to DRV; (4) making available to students the Circle of 6 app, which helps individuals contact support if threatened by or</p>						hour booster sessions in year 10,

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		experiencing DRV, but disguised as a games app; and (5) classroom curriculum delivered by teachers to students aged 13–15 years, including student-led campaigns.						
Prosocial video game	Boduszek 2019(53)	Prosocial video game using role play to address topics related to domestic violence, including: gender inequality, female economic dependency, intergenerational violence, the impact on primary and secondary victims, the physical and emotional impact of domestic violence and escalatory patterns, help-seeking behaviour and empowerment-based interventions, the role of alcohol as a contributory factor, impact on children's behaviour, the role of professionals, positive male role models as agents of change, and perpetrator accountability. The game was designed to be sensitive to Caribbean context, including real life information, local dialects, voices and characterisations. The game involves domestic violence between the parents of a student. Participants engage with the game by asking the student (Jesse) why his behaviour and grades are suffering, and they can decide the outcome of the story.	DRV	Unclear	Digital	NA	86	5 days (1 game of 45 minutes per day for 5 days)
Rape education program	Kershner 1995(124)	The rape education prevention program utilized lecture, films, class discussion/ participation, and games to increase awareness about the crime of rape. The high school students received more in-depth definitions about what constitutes assaultive sex and also examined the psychology of the	DRV	External	In person	4	90	225 minutes over 1 week

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		offender.						
Safe Dates	Foshee 1998(23)	Comprised of (a) a theatre production performed by peers; (b) a 10x 45-minute session Safe Dates curriculum and (c) a poster contest. Community activities were also undertaken (described under 'Community activities' in this table) in both arms. A booster intervention was implemented in half of intervention participants after 3 years: The booster was an 11-page newsletter mailed to the adolescents' homes and a personal contact by a health educator by telephone approximately 4 weeks after the mailing. The newsletter included information and worksheets based on content from the Safe Dates school curriculum. Approximately 4 weeks after the mailing, a health educator made a personal contact with the adolescent by telephone. At that contact, the health educator answered the adolescent's questions related to the newsletter, provided additional information when needed, and determined if the adolescent read each informational component and completed the worksheets.	DRV	Teacher and peer	In person	NA	636	5 months (10x 45min lessons, plus community activities)
Safe Dates	Niolon 2019(44)	Delivered to 8th grade students only. Student components teach 8th grade students about healthy relationships and assist youth in practicing healthy relationship skills. The parent programs included an adapted version of Families for Safe Dates. The parenting program taught participants skills for positive parenting and communicating effectively with their children about	DRV	Unclear	Unclear	23	1568	1 year

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		healthy relationships. In addition, local health departments were assisted in assessing and building capacity for comprehensive DRV prevention and tracking local policy and indicator data related to DRV prevention; these activities were conducted at the community-level and may have impacted students in both DM and SC schools						
SAISIR	Chamberland 2014(71)	The purpose of the SAISIR program is to guide 14-to-16-year-olds as they go through the process of developing a mature, responsible attitude towards violence in dating relationships. Four structured 75-minute workshops are conducted within regular school groups, ~30 students per group. Intervention goals are to: (1) prompt individuals and groups to think about the problem of violence in teen dating relationships, including the extent and forms of abuse, the cycle that characterizes it, and its various manifestations; (2) inform students about the causes and consequences of dating violence as well as the myths and realities surrounding it; (3) raise awareness of the sex roles of boys and girls and of the adverse consequences of sexual violence on girls who are the victims of it; and (4) increase students' awareness of appropriate attitudes and actions towards girls who experience this violence and boys who perpetrate it, and inform them of the help available to both victims and aggressors. The workshops consist primarily of	DRV	External	In person	5	484	~6 weeks (1 session every 9-day school day cycle)

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		activities in which the workshop facilitator prompts discussion by means of pictures, questions, matching games, and role-playing.						
School Health Center Healthy Adolescent Relationships Program (SHARP)	Miller 2015(3)	A provider-delivered intervention implemented within routine SHC visits. The intervention is universal, inclusive of all genders, sexual orientation, and clinic visit types, addressing a range of abusive behaviors, including cyber dating abuse (the use of social media to abuse a partner). Clinicians and staff at intervention SHCs received a 3-hour training on the SHARP intervention about ARA impact on health and how to introduce the brochure, conduct ARA assessment, and make a warm referral to a victim service advocate (connecting a patient to an advocate via telephone or in person). Provider discussion of healthy and unhealthy relationships is integrated into each clinical encounter with the provision of the palm-size brochure to every patient regardless of reason for visit. Even in the absence of disclosure, patients are encouraged to take extra brochures for friends. SHC providers reported the time required to review the brochure with a student was typically less than a minute but could lead to longer discussions when ARA was disclosed. In addition, each of the intervention SHCs involved their youth advisory boards to organize school-wide outreach events to provide ARA information and encourage students to come to the SHC.	DRV	Teacher and peer	In person	4	509	NR
Scientist-	Muck 2018(143)	Two 90-min sessions delivering a	Unclear	External	In person	10	166	2x 90min classes

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
Practitioner Program		combination of psychoeducational and active participation elements, and implemented in a mixed-gender audience only. Content was delivered via input presentations, worksheets, and quizzes. A second 90-minute session segregated participants according to gender and dealt with the subject more actively through role-playing and group discussions. The curriculum is the same as the Practitioner Program and included the following content: (a) general knowledge about SV: providing a definition and general information about SV; (2) knowledge about professional help: providing information about local and online professional help services; (3) victim blaming: discussing rape myths, in particular, victim-blaming attitudes, through various sample cases; and (4) personal space: raising the perception and appraisal for one's own and others' personal space through practical exercises.						
Second Step	Espelage 2013(6)	Weekly classes across 3 school grades, led by teachers. The sixth-grade curriculum includes content related to bullying, problem-solving skills, emotion management, and empathy. In Grades 7 and 8, four lessons focus on empathy and communication, three lessons on bullying (e.g., responding, cyberbullying, and sexual harassment in seventh grade and stereotypes or prejudice, dating among friends, and dating partners in eighth grade), two or	GBV	Teacher	In person	18	1940	3 years (15x 50min lessons in grade 6, and 13x 50min lessons across grades 7 and 8)

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		three lessons on emotion regulation, two lessons on problem solving (goal setting in eighth grade), and two or three lessons on substance abuse prevention. Lessons are structured and supported through an accompanying DVD, which contains media-rich content including topic-focused interviews with students and video demonstrations of skills. Lessons are skills based, and students receive cueing and coaching on their performance						
Secondary Prevention project (modified version of the Massachusetts Teen Dating Violence Prevention and Intervention Program)	Silverman 2000(167)	A psycho-educational intervention delivered by a student assistance counsellor (SAC), which consisted of seven, 45- minute sessions focussing on the following topics: (1) introductions, (2) defining abuse, (3) defining respect, (4) stereotypes, (5) a videotape entitled "Twisted Love" showing women talking about abusive relationships, (6) prevention of TDV, and (7) graduation (resource list and certificates were distributed and discussed). This high-risk curriculum represents a modified version of the Massachusetts Teen Dating Violence Prevention and Intervention Program. SACs also delivered a Booster session to the intervention students, 3-months after the high-risk intervention was delivered. The Booster session consisted of problem-solving and discussion-related activities that served to reinforce and review	DRV	External	In person	NA	148	Unclear. 3-month booster session
Self led sexual harassment classes	Sabella 1995(41)	The same intervention, but without the group discussion and interaction. No further information provided	GBV	Unclear	Self-study	NA	NR; 40 (not ITT)	8 weeks

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
Sexual coercion prevention program	Pacifici 2001(154)	A multimedia curriculum combining 3x 80-min sessions to deliver a curriculum called 'Dating and Sexual Responsibility', and a final sessions in which students individually viewed an interactive video story called 'The Virtual Date'. Class activities integrated video, role play, and discussion. Video materials included dramatised stories, depictions of peer discussion groups, and a series of brief dating scenarios that were used to identify and analyse behaviour. The curriculum was participatory. Video comprised approximately 20-minutes of instructional time per class. The curriculum explains coercion and its effects, explores underlying beliefs and feelings that contribute to coercive behaviour, and building positive social skills within relationships in regard to sex. The video allowed participants to make choices and see different levels of coercion in the story. Afterwards, the student views a peer discuss their own choices.	Unclear	Teacher	In person	NR	239	4x 80-min sessions over 10 days
Sexual harassment intervention	Durand 1997(42)	A teacher-led sexual harassment curriculum based on the research of Susan Strauss (1992) in her book, "Sexual Harassment and Teens. The curriculum encompasses three basic units of study that include: defining sexual harassment, descriptions of what causes sexual harassment, and how sexual harassment can be prevented and stopped.	DRV	Teacher	In person	3	151	2 - 3 weeks
Shifting boundaries: 6th and 7th grade	Taylor 2017(208)	Combination of the classroom based intervention (SBC) and school building	Both	Teacher	In person	3	271	SBC 4 lessons for 6th grade, 6

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		intervention (SBS). SBC concentrated on the definitions and applications of “personal space” and “boundaries”—notions that are synonymous with laws—distinguishing permissible behaviors from those that are not. Covered the same material are for grade 7, but in a more incremental, basic approach, with extra attention to introductory material. For grade 7, students were provided lessons that emphasize the consequences for perpetrators of DV/H, state and federal laws for DV/H and sexual harassment, the setting and communicating of one’s boundaries in interpersonal relationships, and the role of bystanders as interveners. SBS included revised school protocols for identifying and responding to DRV and harrasment; intro of temporary school-based restraining orders; placement of posters in multiple locations around school, including hotspots, and hotspot mapping of schools, and the adjustment of school security around hotspots.						lessons for 7th grade
Shifting boundaries: 6th grade only	Taylor 2017(208)	Combination of the classroom based intervention (SBC) and school building intervention (SBS). SBC concentrated on the definitions and applications of “personal space” and “boundaries”—notions that are synonymous with laws—distinguishing permissible behaviors from those that are not. Covered the same material are for grade 7, but in a more incremental, basic approach, with extra attention to introductory material. SBS included	Both	Teacher	In person	11	631	SBC 4 lessons

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		revised school protocols for identifying and responding to DRV and harrasment; intro of temporary school-based restraining orders; placement of posters in multiple locations around school, including hotspots, and hotspot mapping of schools, and the adjustment of school security around hotspots.						
Shifting boundaries: 6th, 7th and 8th grade	Taylor 2017(208)	Combination of the classroom based intervention (SBC) and school building intervention (SBS). SBC concentrated on the definitions and applications of "personal space" and "boundaries"—notions that are synonymous with laws—distinguishing permissible behaviors from those that are not. Covered the same material as for grade 7, but in a more incremental, basic approach, with extra attention to introductory material. For grade 7, students were provided lessons that emphasize the consequences for perpetrators of DV/H, state and federal laws for DV/H and sexual harassment, the setting and communicating of one's boundaries in interpersonal relationships, and the role of bystanders as interveners. For grade 8, students received some similar material as the 6th and 7th grade students but also received additional lessons based on the TDV curriculum called Safe Dates: the 8th grade lessons included additional material on finding and articulating personal space, establishing boundaries in relationships, mapping safe and unsafe areas of the school, and from Safe Dates - recognizing caring	Both	Teacher	In person	9	862	SBC 4 lessons for 6th grade, 6 lessons for 7th grade, 7 lessons for 8th grade

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		relationships, identifying harmful behaviors in dating relationships, the consequences of harmful behaviors in dating relationships, and helping friends. SBS included revised school protocols for identifying and responding to DRV and harrasment; intro of temporary school-based restraining orders; placement of posters in multiple locations around school, including hotspots, and hotspot mapping of schools, and the adjustment of school security around hotspots.						
Shifting boundaries: Building + classroom	Taylor 2011(49)	Both classroom (Delivered through a six-session curriculum that emphasized the consequences for perpetrators of dating violence and sexual harassment, state laws and penalties for dating violence and sexual harassment, the construction of gender roles, and healthy relationships) and building (temporary school-based restraining orders, higher levels of faculty and security presence in areas identified through student mapping of safe/unsafe "hot spots," and the use of posters to increase awareness and reporting of dating violence and sexual harassment to school personnel) components	Both	External	In person	28	NR	6 - 10 weeks
Shifting boundaries: Building only	Taylor 2011(49)	The intervention included the use of temporary school-based restraining orders, higher levels of faculty and security presence in areas identified through student mapping of safe/unsafe "hot spots," and the use of posters to increase awareness and reporting of dating violence and sexual	Both	No facilitator	NA	30	NR	6 - 10 weeks

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		harassment to school personnel						
Shifting boundaries: Classroom only	Taylor 2011(49)	Delivered through a six-session curriculum that emphasized the consequences for perpetrators of dating violence and sexual harassment, state laws and penalties for dating violence and sexual harassment, the construction of gender roles, and healthy relationships.	Both	External	In person	23	NR	6 - 10 weeks
Skhokho	Jewkes 2019(17)	A workbook based on the national curriculum for compulsory school life orientation topics. Teachers were trained to deliver the intervention, and were also trained in positive discipline, classroom management, stress and coping, and putting policies and values into action. The workbook covered self-concept, sexuality, relationships, substance use, HIV/AIDS, GBV and human rights violations, cultural diversity, environment and careers. In addition, students could attend school clubs, which focussed on joys and problems of school, communication, conflict and negotiation with caregivers and friends, gender, dating and relationships, safety in relationships and coping with stress. School clubs were facilitated by external staff. The intervention proceeded as if real life, so attendance and delivery of the intervention was not monitored.	DRV	External or teacher	In person	8	1353	21 hours over unspecified time (classes and self-study)
Skhokho + caregivers	Jewkes 2019(17)	A workbook based on the national curriculum for compulsory school life orientation topics, school clubs, and a caregiver intervention. Teachers were trained to deliver the intervention, and were also trained in positive discipline,	DRV	External or teacher	In person	8	1370	NR: 4 day caregiver workshop + 21 hours workbook over unspecified time (classes and

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		classroom management, stress and coping, and putting policies and values into action. The workbook covered self-concept, sexuality, relationships, substance use, HIV/AIDS, GBV and human rights violations, cultural diversity, environment and careers. In addition, students could attend school clubs, which focussed on joys and problems of school, communication, conflict and negotiation with caregivers and friends, gender, dating and relationships, safety in relationships and coping with stress. School clubs were facilitated by external staff. The caregiver intervention was conducted at weekends; it was manualised, and used participatory learning approaches, including critical reflection, drama and skills building. Most of the workshop separated caregivers and peers, but at the end of the day there was a session to promote communication between caregivers and students. The caregiver intervention was delivered by external staff. The intervention proceeded as if real life, so attendance and delivery of the intervention was not monitored.						self-study)
Start Strong Bronx (adaptation of The Fourth R)	Cissner 2014 (2)	Start Strong Bronx is an adaptation of The Fourth R, which is a program designed to promote healthy behaviors related to dating, sexual behavior, bullying, and substance use. The intervention is based on social learning theory and theories of the stages of social development. It aims to improve and develop healthy relationships in youth's lives Based on social learning	Both	Teacher	In person	47	NR	26x 50-minute classes

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		<p>theory and stages of social development, it focuses on improving all healthy relationships in youth's lives, particularly peer and dating relationships. According to the program's developers, the aims of the Fourth R include <u>improving relationship skills, addressing elements common to risky behaviour, challenging pro-abuse messages from peers, reinforcing positive messages about safety behaviour, and developing relationships and skills.</u> - 1) helping youth strengthen relationship skills to assist in making safe, responsible choices; 2) addressing the common elements of multiple risk behaviors; 3) counteracting pro-abuse messages from peer culture; 4) emphasising positive messages around safety and harm reduction; and 5) providing opportunities to develop assets and strengths (youth connections). In this version, the program was adapted for shorter lessons (the original was based on 75-min lessons over 21 weeks), and was delivered in sex-segregated and sex-mixed classes (the original was segregated only). The wording in classes was also adapted for 7th grade students (original was for 9th grade), and with some tweaking in wording to make it more relevant to an 'urban' population.</p>						
TakeCARE	Jouriles 2019(9)	Bystander intervention involving showing students a video containing a series of vignettes involving dating violence. The voice over narration and text presents information on identifying	DRV	Teacher	In person	NA	85	1 class

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		abusive dating relationships, the definition of and issues around consent to sexual activity (e.g., intoxication, value of affirmative consent), and providing support to someone who discloses that non-consensual or distressing consensual sex has already occurred (e.g., accompanying a friend to a health clinic). In each vignette, the actors respond as helpful bystanders to (1) prevent a negative consequence from occurring, (2) de-escalate a situation, or (3) support a friend after a risky situation has already happened. After each vignette, the narrator offers additional examples of helpful bystander responses that could have been provided. Videos were shown in classes with a school counsellor present.						
TakeCARE	Sargent 2017(8)	Bystander intervention involving showing students a video containing a series of vignettes involving dating violence. The voice over narration and text presents information on identifying abusive dating relationships, the definition of and issues around consent to sexual activity (e.g., intoxication, value of affirmative consent), and providing support to someone who discloses that non-consensual or distressing consensual sex has already occurred (e.g., accompanying a friend to a health clinic). In each vignette, the actors respond as helpful bystanders to (1) prevent a negative consequence from occurring, (2) de-escalate a situation, or (3) support a friend after a	DRV	Teacher	In person	33	463	1 class

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		risky situation has already happened. After each vignette, the narrator offers additional examples of helpful bystander responses that could have been provided. Videos were shown in classes with a school counsellor present.						
Teen Choices	Levesque 2016(10)	Teen Choices is a three-session (each 25-30min) web-based multimedia (text, images, audio, video) intervention that integrates, in a stage-matched manner, key content (e.g., warning signs, statistics on dating violence) and activities (e.g., expectations regarding the balance of power in dating relationships). The intervention is tailored according to baseline risk: (a) high-risk victims, (b) high-risk daters, (c) low-risk daters, (d) high-risk nondaters, and (e) low-risk nondaters. For all but the high-risk victim track, the intervention contains assessment and feedback on five healthy relationship skills, including step-by-step guidance and videos demonstrating how to use two skills the participant had been using the least. Next came the TTM portion of the session, which included an assessment and feedback on stage of change for using healthy relationship skills and up to five TTM stage-matched principles and processes of change for using healthy relationship skills. The session ends with an assessment and feedback on level of alcohol use and its relationship to dating and peer violence; readiness to seek help if a victim or perpetrator of dating violence	DRV	External	Digital	10	2000	3 sessions over 2 months

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		<p>or peer violence; and readiness to offer help to others who are victims or perpetrators of dating or peer violence. For the high-risk victim track, the session was similarly structured but instead focused on keeping oneself safe in relationships. Feedback sessions gave feedback on how participants had changed on key dimensions since the last session. Participants could transition between tracks over time (e.g., a nondater who began dating would transition to a dater track). However, participants could not transition from a high-risk to a lower-risk track. In addition to the general information given in both arms of the trial, additional intervention components included the following: (a) a program website providing access to a personal homepage with a link to replay session feedback, 15 videos demonstrating healthy relationship skills, the Let's Talk About It web page, and 14 other activities (e.g., Warning Signs, Safety Planning); (b) a student guide describing the program and providing basic information on dating violence; (c) a school guide providing an overview of the clinical trial, a description of the Teen Choices program, frequently asked questions, computer requirements, and an implementation checklist; (d) school posters that included the web address for the Teen Choices website; and (e) a family guide providing basic information on dating violence and</p>						

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		steps parents can take if they learn that their teen is a victim of dating abuse.						
Teen VIP	Miller 1998(36)	Psycho-educational intervention conducted in 1-to-1 counselling sessions. Counsellors introduced and invited discussion on societal and interpersonal violence. Students were asked to explore their beliefs, and identify how these beliefs play a role in their actions and reactions. The group was introduced to techniques to help control their anger such as time-out and self-talk. Communication skills and problem-solving skills were taught. Members were educated about the facts, warning signs, and the role of drugs and alcohol in domestic and dating violence. There was a session devoted to sexuality that identifies risk factors for sexual abuse in a relationship as well as how to remain safe and secure. Members were given an opportunity to explore their feelings and personal experiences.	DRV	External	In person	NA	20	10 weeks
The 5 W's approach to Bullying	Merrell 2004(27)	Seven 40-min sessions with content structured around the 5 'Ws' of bullying: Who to report bullying to, Why report bullying, What to report. Where to report, and When to report bullying. The emphasis is on the role of the bystander. Objectives of the program included providing an opportunity for subjects to: 1. Model behavior for bullying intervention. 2. Practice skills of reporting. 3. Reassess attitude about bullying. Drama was used in the teaching, with sessions involving discussion, role-play, and	GBV	Teacher	In person	NA	30	7x 40-min sessions

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		reflective wrie-ups.						
The Good School Toolkit	Devries 2017(82)	The Toolkit consists of six steps designed to be implemented in sequence and draws on the Transtheoretical Model of behaviour change (Prochaska and Velicer 1997). The steps contain more than 60 different activities for staff, students and administration, focused around topics such as improving the school compound and creating a better learning environment, respect and understanding power relationships, improving teaching techniques, creating accountability, and learning non-violent methods of discipline. These are delivered by two staff and two student 'protagonists', who are chosen at the outset of the intervention to lead processes at each school. The protagonists receive ongoing support from Raising Voices staff.	GBV	Peer	In person	21	2097	18 months
Twilight book	Lynch 2014(131)	Bibliotherapy intervention using the book 'Twilight, True love and you' (Deacon, 2011), a book based on the popular Twilight films and books, written by a Clinical Psychologist as a resource to help prevent dating abuse in adolescent girls. It attempts to engage the reader through using the teen romantic fantasy series to highlight what a woman should look for in a partner and what may be a warning sign of dating abuse. Students were given the book to read, and were assessed on content later.	DRV	No facilitator	Self-study	4	88	8 weeks
Web-based DV prevention program	Jung 2013(119)	During the summer holidays, students attended a web-based DV teaching	DRV	External	In person and digital	NR	41	Eight sessions of 80mins

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		program involving both alone and team working with other students. The intervention aimed to increase knowledge DV, improve attitudes towards sexual ethics and gender equality, and learn to control anger in heterosexual conflict situations.						
You-Me-Us	Coyle 2019(35)	You-Me-Us a 12-session healthy relationships-based curriculum in 7th grade science classes taught by trained health educators, and a school-wide norms component that featured a small group of students (called a peer team) who developed activities to reinforce key program messages outside the classroom. The curriculum included content related to building healthy friendships and relationships, communicating effectively, influences on sexual expectations in relationships, personal boundaries, navigating situations that could challenge personal boundaries, ending unhealthy relationships, sexually transmitted infections (including HIV), and the use of condoms and other contraceptives. The peer-team was facilitated by an adult leader at the schools (e.g., counselor). The peers and adult coordinators were trained by research staf and asked to plan and implement four types of projects that were detailed in implementation protocols: creating a resource area, using small media (e.g., posters, buttons, announcements) to convey healthy relationship messages, conducting contests to convey healthy relationship	DRV	External and peer	In person	5	659	NR

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		messages, and conducting clicker polls to document positive norms and then sharing the resulting normative data. The idea was to have peer groups implement the activities throughout the school year (approximately once per month, for a total of eight); actual implementation was three to four activities per year per school.						
Control interventions								
Active control	Baiocchi 2017(31)	A life skills class, taught by the same trainers, covering a wide range of topics such as hygiene, food safety, and personal rights	GBV	External	In person	14	2539	1 class (1.5-2hours)
Active control	Fernandez-Gonzalez 2020(30)	Writing assignment related to scientific information and education about the different areas and functions of the human brain.	DRV	No facilitator	Self-study	NA	61	50-60mins
Active control	Gage 2016(37)	Students engaged in a DV poster activity. No details reported	DRV	Unclear	In person	4	259	NR
Active control	Jemmott 2018(21)	Health promotion intervention, including similar activities to the trialed intervention, targeting physical activity fruit/vegetable consumption, and behaviours linked to common chronic diseases	Unclear	External	In person	9	495	6 days (1 session per day)
Active control	Jouriles 2019(9)	Participants viewed Study Skills for People Who Hate to Study, a video by Human Relations Media. This video is designed for teens struggling to complete out-of-school assignments, and is approximately 20 min long. Students are taught organization skills, how to set achievable goals and priorities, and brain processes associated with planning, concentration, and focus.	DRV	Teacher	In person	NA	80	1 class
Active control	Lee 2018(11)	Gender equality education course	DRV	External or	In person	NA	34	Six 3-hour

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		based on the "Gender Equality Education Curriculum Ability Indicators" on body image, gender traits, gender roles and interactions, gender and emotions, sex conduct, and power (including prevention of sexual harassment and sexual assault). The intervention was delivered over weekends.		teacher				sessions
Active control	Levesque 2016(10)	Health in motion' program, which is a 3-session online, multimedia, TTM-based intervention which targets physical activity, screen time, and healthy eating for obesity prevention	DRV	External	Digital	10	1901	NR
Active control	Miller 1998(36)	One-to-one counselling sessions. Counsellors conducted sessions using a person-centred approach.	DRV	External	In person	NA	21	10 weeks
Active control	Sargent 2017(8)	School counsellors gave a presentation on a topic of their choice, not including relationship violence, sexual consent, or bystander behavior. Topics included adolescent wellbeing, bullying, and suicide prevention. Instructional methods included didactic presentation, videos, and worksheets. Schools were encouraged to show the trial intervention to control participants after the trial, but no numbers on uptake.	DRV	Teacher	In person	33	458	1 class
Active control	Walther 1986(176)	A 27-minute film titled, The Art of Age. The film portrays individuals who are successfully coping with old age, and does not contain any information on wife abuse	DRV	Teacher	In person	NR	NR	27-minute video
Active control	Yom 2005(186)	Students watched a video on a topic other than sexual violence	Unclear	NA	NA	NA	40	1 hour
Active control/waitlist	Merrell 2004(27)	Students received the same number of sessions with the same facilitator, but	GBV	Teacher	In person	NA	30	7x 40-min sessions

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		topics were related to academic performance and life in school generally						
Community activities	Foshee 1998(23)	Community activities: 20 workshops were offered to community service providers, including social service, emergency room, health department, mental health, crisis line, and health department staff, school counselors, sheriff's deputies, and officers from the nine police departments in the county. Approximately 63% of eligible service providers received the training. A weekly support group was offered to victims of partner violence. A poster competition was also conducted in schools, and all students were required to vote for the best 3 in their school.	DRV	No facilitator	Unclear	NA	930	NR
Control	Coyle 2019(35)	NR	DRV	NA	NA	4	539	NA
No intervention	Achyut 2011(20)	No intervention or change in support	Both	NA	NA	15	NR (1096 completed baseline measures, but based on other arms there will be more students. Poss similar to other arms)	2 years
No intervention	ICRW 2017_India(13)	No intervention	Both	NA	NA	40	2000	2 years
No intervention	ICRW 2017_Vietnam(13)	No intervention	Both	NA	NA	10	2000	2 years
No intervention	Avery-Leaf 1997(58)	NR; assume usual health class curriculum	DRV	NA	NA	NR	91	10 days

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
No intervention	Boduszek 2019(53)	NR	DRV	NA	NA	NA	86	5 days
No intervention	Cissner 2014(2)	Usual classes	Both	NA	NA	NR	NR	NA
No intervention	Coker 2017(12)	No other bystander intervention. Described as wait list, but I can't see evidence that any students in the control arm received the intervention. In the final report of the intervention (published 2021), a comparison is drawn between those who did and didn't naturally receive additional bystander intervention training subsequent to the trial (e.g. at college), according to which group they were initially randomised to. No additional training was provided as part of the trial	Both	NA	NA	13	NR	NA
No intervention	dos Santos 2019(24)	NA	DRV	NA	NA	2	14	NA
No intervention	Edwards 2019(87)	NR	Both	NA	NA	NR; possibly 13	1322	NA
No intervention	Ekhtiari 2013(207)	NR	GBV	NA	NA	5	255	NA
No intervention	Fay 2006(14)	Students had academic classes	Unclear	NA	NA	3	78	NA
No intervention	Filho 2017b(38)	NR	DRV	NA	NA	NA	16	NA
No intervention	Jewkes 2019(17)	No intervention	DRV	NA	NA	8	1033	NA
No intervention	Jung 2013(119)	NA	DRV	NA	NA	NA	NA	NA
No intervention	Mathews 2016(51)	No intervention	DRV	NA	NA	22	1703	NA
No intervention	Miller 2012(40)	Coaches completed their teaching as usual	DRV	NA	NA	8	992	NA
No intervention	Miller 2020(141)	No intervention	GBV	NA	NA	23	1007	NA
No intervention	Munoz-Rivas 2019(144)	No intervention, though at the end of data collection students received a 2-hour class summarising the main content of the intervention	DRV	NA	NA	NR; 22 or 23	452	NA
No intervention	Rosenbluth 2004(52)	No intervention, usual practice	DRV	NA	NA	6	834	NA
No intervention	Rowe 2015(22)	NA	GBV	NA	NA	NA	36	NA

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
No intervention	Sabella 1995(41)	NA	NA	NA	NA	NA	NR; 28 (not ITT)	8 weeks
No intervention	Taylor 2010(205)	Normal class schedule	GBV	NA	NA	66	811	NA
Usual practice	Bando 2019(16)	No details, but assume typical social studies classes were continued	GBV	NA	NA	16	NR	NA
Usual practice	Decker 2018(28)	Life skills class, covering puberty, menstruation, hygiene, sex education, STIs/HIV, and pregnancy prevention.	GBV	External	In person	74	4020	2 hour, with 2 refresher classes at 3-6 months and 10.5 months
Usual practice	Durand 1997(42)	Usual health classes	DRV	NA	NA	3	178	NA
Usual practice	Jaycox 2006(115)	Standard health curriculum	DRV	NA	NA	20	1859	3 days
Usual practice	Joppa 2016(25)	Standard health class curriculum, including material on physical health, social/emotional health, safety and prevention, and personal and community health, but not DV prevention.	DRV	Teacher	In person	11	261	5 sessions over 10 days
Usual practice	Meiksin 2020(39)	No intervention; schools to continue usual support	DRV	NA	NA	2	482	1 year
Usual practice	Miller 2015(3)	Typical appointments at thr SHC; including standard social history assessments without specific prompts to assess for ARA). In the event of a disclosure, clinicians and staff followed clinic protocol, including referring to advocacy services. The control SHC youth advisory boards conducted other health- and wellness-related outreach events at their schools.	DRV	NA	NA	3	553	NA
Usual practice	Peskin 2014(29)	No intervention, usual curriculum	DRV	NA	NA	5	847	NA
Usual practice	Peskin 2019(157)	No intervention, usual curriculum	DRV	NA	NA	5	849	NA
Usual practice	Scull 2018(165)	Health promotion classes not including sexual/relationship health or media literacy	Both	NA	NA	4	347	NA
Usual practice	Silverman 2000(167)	Background care only	DRV	NA	NA	NA	145	NA
Usual practice	Wolfe 2009(1)	Typical health curriculum, which may	DRV	NA	NA	10		21 lessons

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		include related DRV topics, but without specific training or structured curriculums on the topic. Lessons were segregated by sex						
Waitlist	Arnab 2012(56)	NR	Unclear	NA	NA	8	207	1 hour
Waitlist	Chamberland 2014(71)	NR	DRV	NA	NA	4	284	~6 weeks
Waitlist	de Lijster 2016(33)	Usual classes	GBV	NA	NA	11	384	NA
Waitlist	Devries 2017(82)	NR	GBV	NA	NA	21	2041	NA
Waitlist	Filho 2017a(38)	Students informed that they would receive the intervention after the end of data collection	DRV	NA	NA	NA	35	40 days
Waitlist	Garmaroudi 2016(100)	Stated that students received the teaching after the follow-up test. Unclear if students received the full intervention, or aspects	DRV	NA	NA	3	120	NA
Waitlist	Gonzalez-Guarda 2015(45)	Waitlist for JOVEN; note that no participants received JOVEN in the end.	DRV	NA	NA	NA	41	NA
Waitlist	Kershner 1996(124)	Waitlist	DRV	NA	NA	4	96	NA
Waitlist	Lynch 2014(131)	Students were assigned another task by their teachers, and given the book at the end of the study	DRV	NA	NA	4	49	8 weeks
Waitlist	Macgowan 1997(46)	None	DRV	NA	NA	NR	199	5 days
Waitlist	Malo-Juvera 2014(206)	Students completed a module on Shakespeare's Julius Caesar	Unclear	NA	NA	NA	57	5 weeks
Waitlist	Muck 2018(143)	Waitlist for the Practitioner-Program	Unclear	NA	NA	9	157	
Waitlist	Pacifici 2001(154)	Waitlist	Unclear	NA	NA	NR	219	NA
Waitlist	Roberts 2009(32)	Students told they would be receiving the intervention later	DRV	NA	NA	12	165	NA
Waitlist	Sanchez-Jimenez 2018(161)	None	DRV	NA	NA	4	856	7 weeks
Waitlist	Scul 2021(34)	No	DRV	NA	NA	9	212	NA
Waitlist/Stories of us	Espelage 2013(6)	All schools were put on a 3-year waitlist to receive second step. In the meantime, they were offered materials for Stories of us, which is a bullying	GBV	NA	NA	18	1676	NA

Name of intervention	Author, date	Intervention description	Intervention target	Facilitator	Location	Cluster	N	Duration
		programme. However, schools were not mandated to use Stories of us, and in practice only 1 school implemented the intervention, and only in year 1.						

Critical appraisal matrix for OEs

Quality appraisal ratings using the Cochrane risk of bias v.11 for studies evaluating effectiveness outcomes are reported in Table 16 (cluster RCTs) and Table 17 (parallel RCTs).

Table 16: Quality appraisal ratings for cluster RCTs reporting effectiveness outcomes

Author	Randomisation Judgement	Recruitment of participants	Deviations from Intended Interventions Judgement	Missing Outcome Data Judgement	Outcome Measurement Judgement	Selective Reporting Judgement	Overall risk of bias
Achyut 2011(20)	Some concerns	Low	Low	Low	Some concerns	Low	Some concerns
ICRW 2017_India(13)	Some concerns	Low	Low	Some concerns	Low	Low	Some concerns
ICRW 2017_Vietnam(13)	Some concerns	Low	Low	Low	Low	Low	Some concerns
Arnab 2012(56)	Some concerns	Some concerns	Low	High	Some concerns	Low	High
Avery-Leaf 1997(58)	Some concerns	Some concerns	Some concerns	High	Low	Some concerns	High
Baiocchi 2017(31)	Some concerns	Low	Some concerns	High	High	Low	High
Bando 2019(16)	Low	Low	Low	High	Some concerns	Some concerns	High
Chamberland 2014(71)	Some concerns	Low	Low	Some concerns	Low	Some concerns	Some concerns
Cissner 2014(2)	High	Some concerns	Low	Some concerns	Low	Some concerns	High
Coker 2017(12)	Some concerns	Low	Low	Low	Low	Some concerns	Some concerns
Coyle 2019(35)	Some concerns	Low	Low	Low	Low	Low	Some concerns
de Lijster 2016(33)	Some concerns	Low	Low	Some concerns	Some concerns	Low	Some concerns
Decker 2018(28)	Some concerns	Some concerns	Low	Low	Low	High	High
Devries 2017(82)	Some concerns	Low	Low	Low	Low	High	High
dos Santos 2019(24)	Some concerns	Low	High	High	Low	Some concerns	High
Durand 1997(42)	Some concerns	Some concerns	Low	High	Some concerns	Some concerns	High
Edwards 2019(87)	High	Some concerns	Low	High	Low	Some concerns	High
Ekhtiari 2013(207)	Some concerns	Low	Low	High	Low	Low	High
Espelage 2013(6)	Some concerns	Low	Low	Low	Low	Low	Some concerns
Fay 2006(14)	Some concerns	Some concerns	Some concerns	High	Low	Low	High
Gage 2016(37)	Some concerns	Low	Low	Low	Low	Some concerns	Some concerns
Garmaroudi 2016(100)	Some concerns	Low	Low	Low	Low	Low	Some concerns
Jaycox 2006(115)	Some concerns	Some concerns	Some concerns	Some concerns	Low	Low	Some concerns
Jemmott 2018(21)	Some concerns	High	Low	Low	Low	High	High
Jewkes 2019(17)	Low	Low	Low	Low	Low	Some	Some

Author	Randomisation Judgement	Recruitment of participants	Deviations from Intended Interventions Judgement	Missing Outcome Data Judgement	Outcome Measurement Judgement	Selective Reporting Judgement	Overall risk of bias
						concerns	concerns
Joppa 2016(25)	Some concerns	Low	Some concerns	Low	Low	Low	Some concerns
Kershner 1995(124)	Some concerns	Low	Some concerns	High	Low	Some concerns	High
Levesque 2016(10)	Some concerns	Some concerns	Low	Low	Low	Low	Some concerns
Lynch 2014(131)	Some concerns	Low	Some concerns	Some concerns	Low	Low	Some concerns
Macgowan 1997(46)	Some concerns	Low	High	High	Low	Low	High
Malo-Juvera 2014(206)	Some concerns	Low	Some concerns	Low	Low	Low	Some concerns
Mathews 2016(51)	Low	Low	Low	High	Low	Some concerns	High
Meiksin 2020(39)	Low	Low	Low	Low	Low	Low	Low
Miller 2012(40)	Some concerns	Low	Low	Low	Low	Low	Some concerns
Miller 2015(3)	Some concerns	Some concerns	Low	High	Low	Some concerns	High
Miller 2020(141)	Low	Low	Low	High	Low	Low	High
Muck 2018(143)	Some concerns	Low	Some concerns	Some concerns	Low	Some concerns	Some concerns
Munoz-Rivas 2019(144)	Some concerns	Low	Some concerns	Low	Low	Some concerns	Some concerns
Niolon 2019(44)	Low	Low	Low	Some concerns	Low	Low	Some concerns
Pacifici 2001(154)	Some concerns	Low	Some concerns	Some concerns	Some concerns	Some concerns	Some concerns
Peskin 2014(29)	Some concerns	Low	Low	Some concerns	Low	Low	Some concerns
Peskin 2019(157)	High	Low	Low	Low	Low	Some concerns	High
Roberts 2009(32)	Some concerns	Some concerns	Some concerns	High	Low	Low	High
Rosenbluth 2004(52)	Some concerns	Low	Low	High	Low	Some concerns	High
Sabella 1995(41)	Some concerns	Low	Some concerns	Low	Low	Some concerns	Some concerns
Sanchez-Jimenez 2018(161)	Low	Low	Low	Low	Low	Low	Some concerns
Sargent 2017(8)	Some concerns	Some concerns	Some concerns	Low	Low	Some concerns	Some concerns
Scull 2018(165)	High	Some concerns	Low	Low	Some concerns	Low	High
Scull 2021(34)	Some concerns	Some concerns	Some concerns	Low	Low	Low	Some concerns
Taylor 2010(205)	Some concerns	Low	Some concerns	Low	Low	Low	Some concerns
Taylor 2011(49)	Low	Low	Low	Low	Low	Low	Some concerns
Taylor 2017(208)	Low	Some concerns	Low	Some concerns	Low	Low	Some concerns
Walther 1986(176)	Some concerns	Low	Some concerns	High	Low	Some concerns	High

Author	Randomisation Judgement	Recruitment of participants	Deviations from Intended Interventions Judgement	Missing Outcome Data Judgement	Outcome Measurement Judgement	Selective Reporting Judgement	Overall risk of bias
Wolfe 2009(1)	Some concerns	Low	Low	Low	Low	Some concerns	Some concerns

Table 17: Quality appraisal ratings for parallel RCTs reporting effectiveness outcomes

Author	Randomisation Judgement	Deviations from Intended Interventions Judgement	Missing Outcome Data Judgement	Outcome Measurement Judgement	Selective Reporting Judgement	Overall risk of bias
Boduszek 2019(53)	Some concerns	Some concerns	High	Low	Low	High
Fernandez-Gonzalez 2020(30)	Low	Low	Low	Some concerns	Low	Some concerns
Filho 2017_pilot(38)	Some concerns	Some concerns	High	Some concerns	Low	High
Filho 2017(38)	Some concerns	Some concerns	High	Some concerns	Low	High
Foshee 1998(23)	Low	Some concerns	Some concerns	Some concerns	Low	Some concerns
Gonzalez-Guarda 2015(45)	High	Some concerns	Low	Low	Low	High
Lee 2018(11)	Some concerns	Some concerns	Low	Low	Low	Some concerns
Merrell 2004(27)	Some concerns	Some concerns	Low	Low	Low	Some concerns
Miller 1998(36)	Some concerns	Some concerns	High	Low	Low	High
Rowe 2015(22)	Some concerns	Some concerns	Low	Some concerns	Low	Some concerns
Silverman 2000(167)	High	Some concerns	Low	Low	Low	High
Yom 2005(186)	Some concerns	Some concerns	High	Some concerns	Low	High
Jouriles 2019(9)	Some concerns	Some concerns	Low	Low	Low	Some concerns
Jung 2013(119)	Some concerns	Some concerns	Low	Low	Low	Some concerns

Extra information for RQ3 [further analyses]

Narrative synthesis and forest plots

Active vs control comparisons

In this section, we present narrative synthesis and meta-analyses drawing on the 66 trials that presented active vs control comparisons.

DRV victimisation

All four intervention types were represented in syntheses of short-term and long-term outcomes for DRV victimisation, though curriculum interventions were only in evidence for short-term outcomes and could not be meta-analysed due to sparseness of evidence.

Single component interventions

Seven trials including 44 effect sizes did not suggest a short-term effect of single component interventions on DRV victimisation (OR=0.87, 95% CI [0.64, 1.18]; [Figure 4](#)~~Figure 4~~) though heterogeneity was substantial ($I^2=88%$). Heterogeneity was not clearly explained in outcome or study-level factors. Single component interventions demonstrating a short-term reduction in violence were **Teen Choices** (Levesque 2016;(10) emotional and physical/sexual), **Katie Brown Educational Program** (Joppa 2016;(25) emotional/verbal, physical [ns]), and both **PP** and **SPP** (Muck, 2018(143) [ns]). No reduction or mixed findings were shown for Incremental Theory of Personality (Fernandez-Gonzalez 2020(30)), Ending violence (Jaycox 2006(115)), Twilight, true love and you (Lynch 2014(131)), and GV/SH Interaction and Law and justice (Taylor 2008(170)).

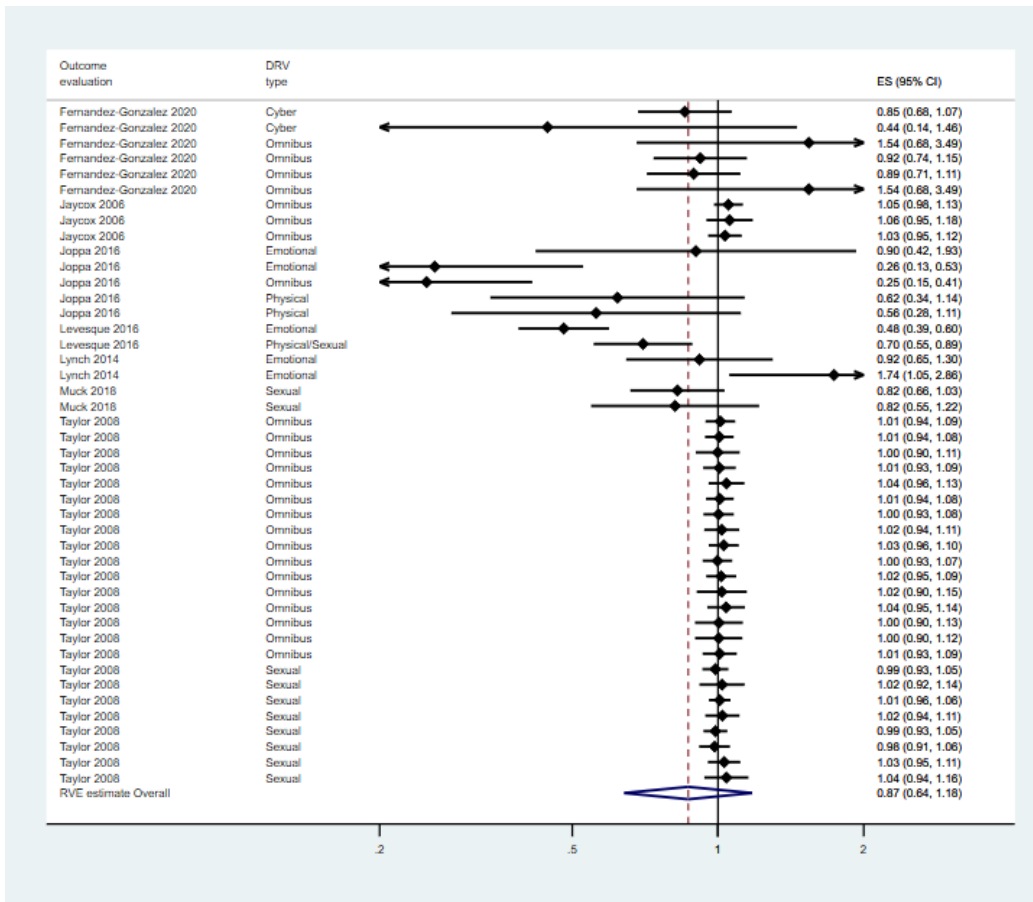


Figure 4: Forest plot of single interventions for ST DRV victimisation

Two trials including eight effect sizes suggested a statistically significant long-term effect of single component interventions on DRV victimisation (OR=0.61, 95% CI [0.49, 0.77]; [Figure 5](#)). This finding was moderately heterogeneous ($I^2=58%$). Both interventions (**Incremental theory of personality** [Fernandez-Gonzalez 2020(30)] and **Teen Choices** [Levesque 2016(10)]) were associated with a reduction in long-term violence, though for the Incremental theory of personality, reductions were only shown in the overall frequency of violence across the sample and not in the number of students experiencing violence.

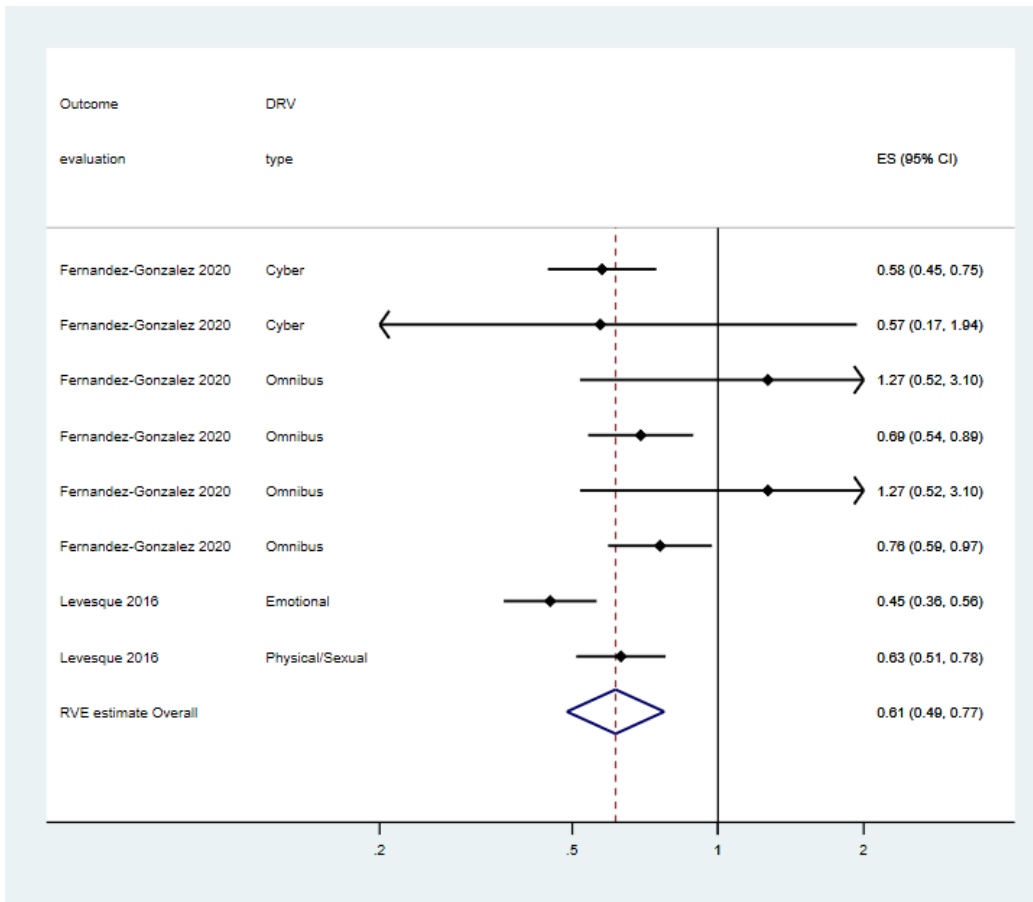


Figure 5: Forest plot of single interventions for LT DRV victimisation

Curriculum interventions

Only one trial, including eight effect sizes, tested a curriculum intervention for short-term DRV victimisation outcomes (**Alcohol and dating violence**; Filho 2017, trial 1(38)). This study showed mixed findings, including: reductions in the frequency of psychological aggression, the number of students experiencing physical aggression, and the number of students experiencing sexual violence; and no difference or an increase in the number of students experiencing psychological aggression, the frequency of physical aggression, and the frequency of sexual aggression. No long-term DRV victimisation outcomes were presented for curriculum interventions.

Multi-component interventions

Four trials including 25 effect sizes did not suggest an impact of multi-component interventions on short-term DRV victimisation outcomes (OR=0.98, 95% CI [0.78, 1.25]; [Figure 6](#)). This finding was moderately heterogeneous ($I^2=36\%$), with most effect estimates clustered close to the line of null effect.

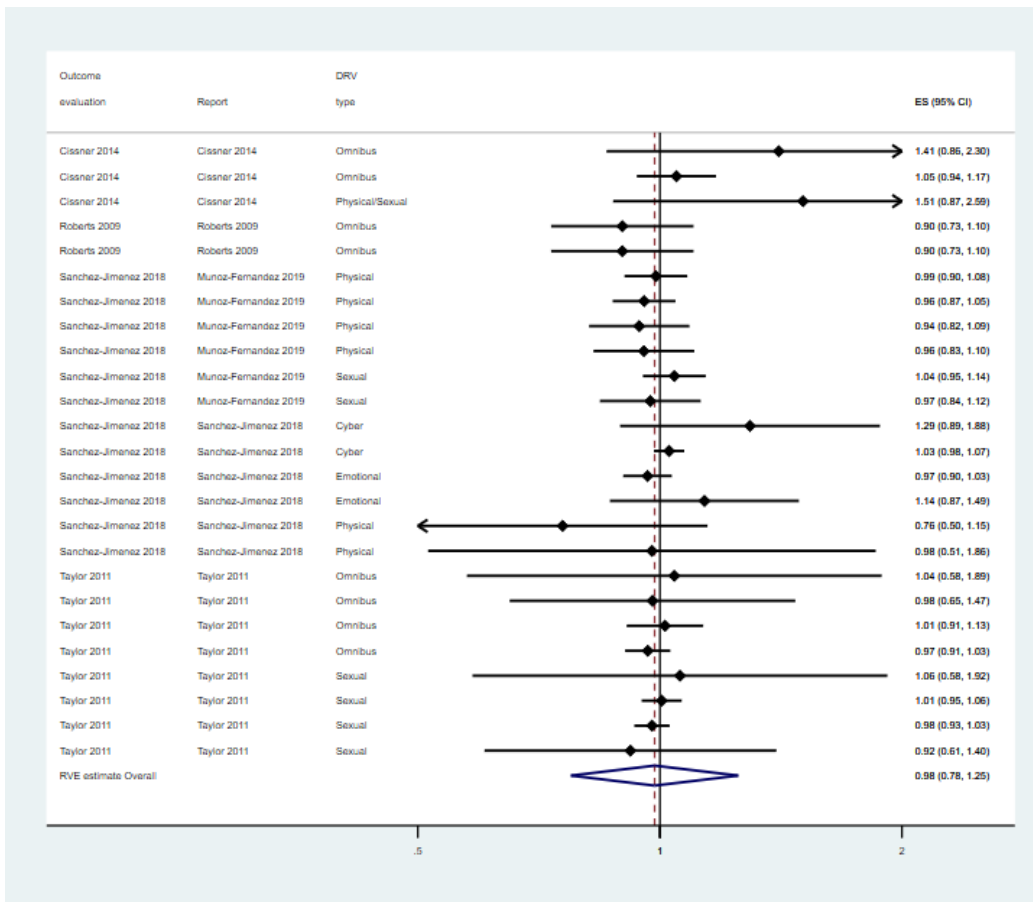


Figure 6: Forest plot of multi-component interventions for ST DRV victimisation

Three trials including 30 effect sizes did not suggest an impact of multi-component interventions on long-term DRV victimisation outcomes (OR=0.96, 95% CI [0.85, 1.09]; [Figure 7](#)). This finding was moderately heterogeneous ($I^2=46%$), again with most effect estimates clustered close to the line of null effect. Some heterogeneity in effects within one trial (Coker 2017(12)) was noted and explained by an effect of time: following **Green Dot**, there was an increase in physical, emotional, and sexual violence at year 1, which then reduced and reversed direction over time through years 2, 3 and 4.

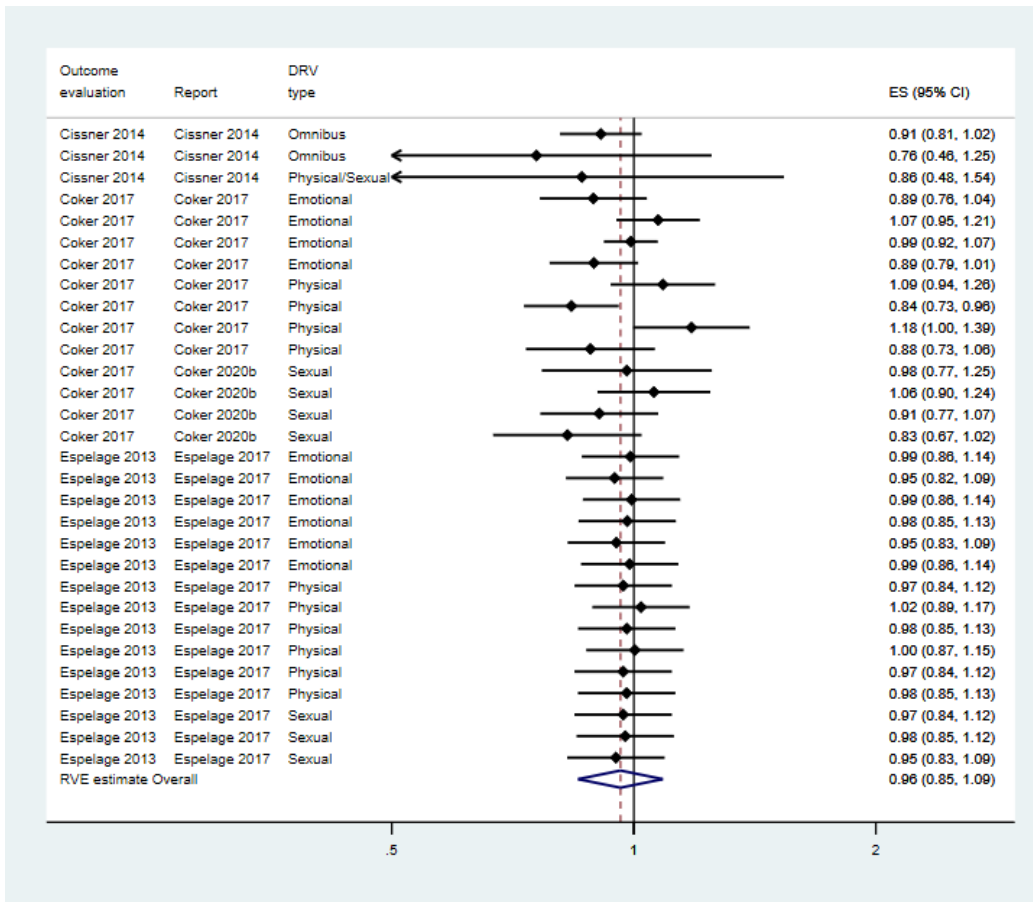


Figure 7: Forest plot of multi-component interventions for LT DRV victimisation

Multilevel interventions

Six trials of multilevel interventions, including 41 effect sizes, did not provide clear evidence of effectiveness on short-term DRV victimisation outcomes (OR=0.87, 95% CI [0.72, 1.05]; [Figure 8](#)). This finding was substantially heterogeneous ($I^2=74%$). Inconsistent or highly imprecise findings were shown across trials, and no single intervention showed a consistent, statistically significant, reduction in violence.

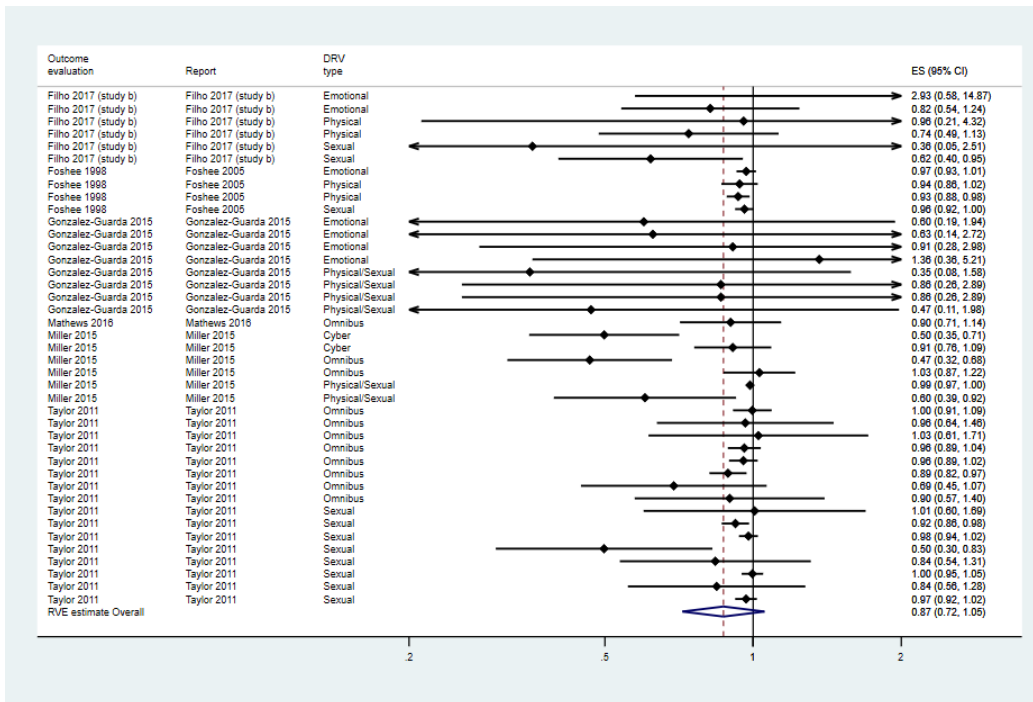


Figure 8: Forest plot of multilevel interventions for ST DRV victimisation

Eight trials including 41 effect sizes did not suggest an impact of multilevel interventions on long-term DRV victimisation outcomes (OR=0.83, 95% CI [0.61, 1.11]; [Figure 9](#)). This finding was substantially heterogeneous ($I^2=71%$). As with short-term violence, most trials showed inconclusive findings, and effect estimates were generally highly imprecise. **It's your game** (Peskin 2014(29)) and **Me and you** (Peskin 2019(157)) each showed a trend towards a reduction in long-term violence across multiple outcomes, though there is uncertainty about the true magnitude of the effects.

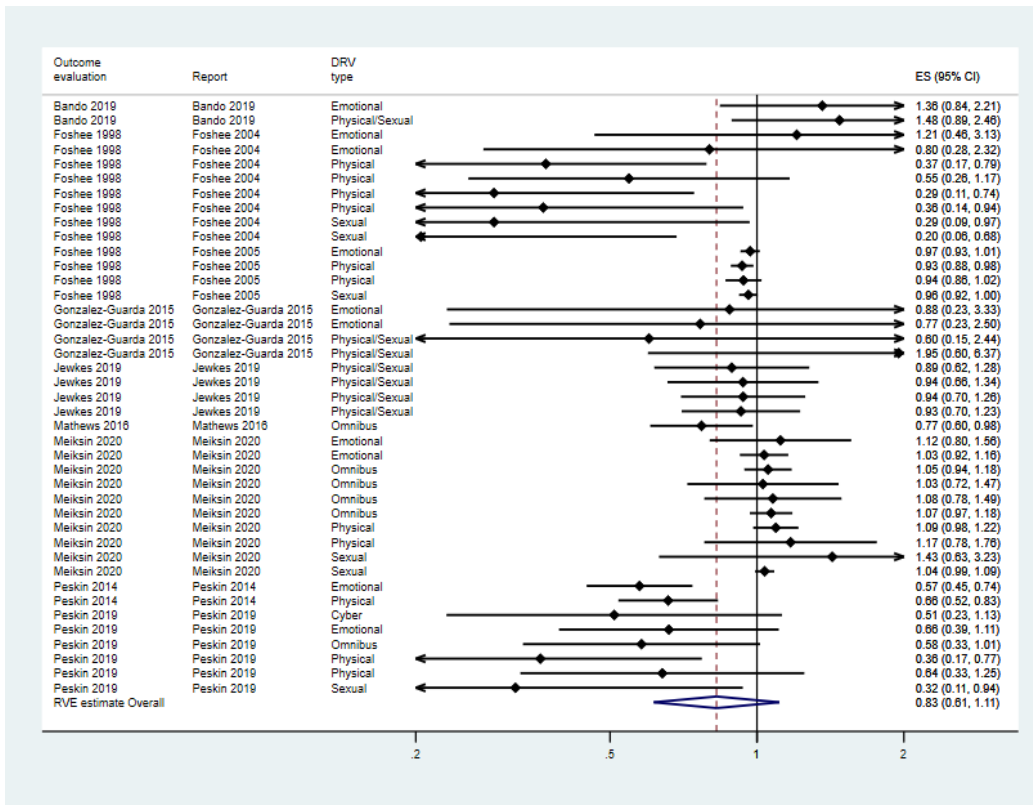


Figure 9: Forest plot of multilevel interventions for LT DRV victimisation

Overall meta-analyses

Short-term

A meta-analysis of 17 trials with 118 effect sizes did not provide clear evidence of the effectiveness of interventions in preventing short-term DRV victimisation outcomes

(OR=0.90, 95% CI [0.80, 1.02]; [Figure 10](#)[Figure 10](#)), though heterogeneity was substantial ($I^2=81\%$).

Findings were inconclusive for all subtypes of DRV victimisation short-term outcomes, and all analyses showed substantial heterogeneity. A comparison of key study design, outcome measurement and population characteristics did not consistently explain heterogeneity. A brief overview of the findings are as follows:

Omnibus (OR=0.88, 95% CI [0.69, 1.12]; $I^2=84\%$; 10 trials, 45 effect sizes; [Figure 11](#)[Figure 14](#)).

In almost all cases, trial-level effect sizes did not suggest an effect of interventions on omnibus outcomes. There was no consistent explanation for variation in effect estimates across trials, however within trial heterogeneity was noted between population subgroups following **SHARP** (Miller 2015(3)): a large, statistically significant reduction in violence was shown for students who had a history of abuse at baseline, but there was no effect for students with no abuse history. No other trials in the analysis reported data separately for students with abuse history.

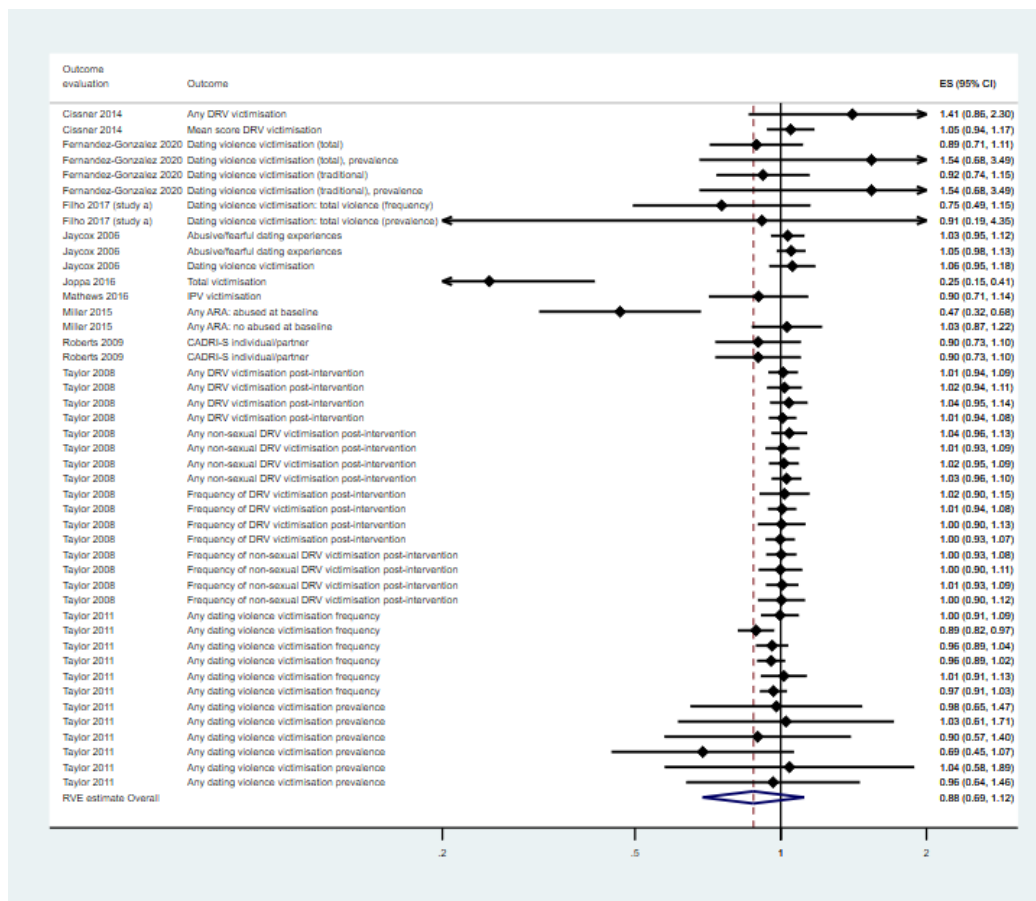


Figure 11: Forest plot of interventions for ST omnibus DRV victimisation

Emotional (OR=0.84, 95% CI [0.55, 1.27]; $I^2=90\%$; eight trials, 16 effect sizes; [Figure 12](#)).

Study outcomes were highly heterogeneous, with effect estimates spanning broadly either side of the line of null effect. Many studies also reported extremely wide confidence intervals. With regard to emotional violence, **The Katie Brown Educational Program** (Joppa 2016(25)) and **Teen Choices** (Levesque 2016(10)) interventions resulted in large reductions in the number of students experiencing emotional violence as compared to the control arm. A reduction in violence was also shown for JOVEN after 1 week (Gonzalez-Guarda 2015(45)), but this effect reduced or reversed at a later follow-up, and 95% CIs were extremely wide. There was no clear evidence that Safe Dates (Foshee 1998(23)), Twilight, True Love and You (Lynch 2014(131)), Dat-e (Sanchez-Jimenez 2018(161)), JOVEN (Gonzalez-Guarda 2015(45)), The Alcohol and dating violence intervention (Filho 2017a(38)) or the Single-sex intervention (Filho 2017b(38)) led to reductions in emotional violence.

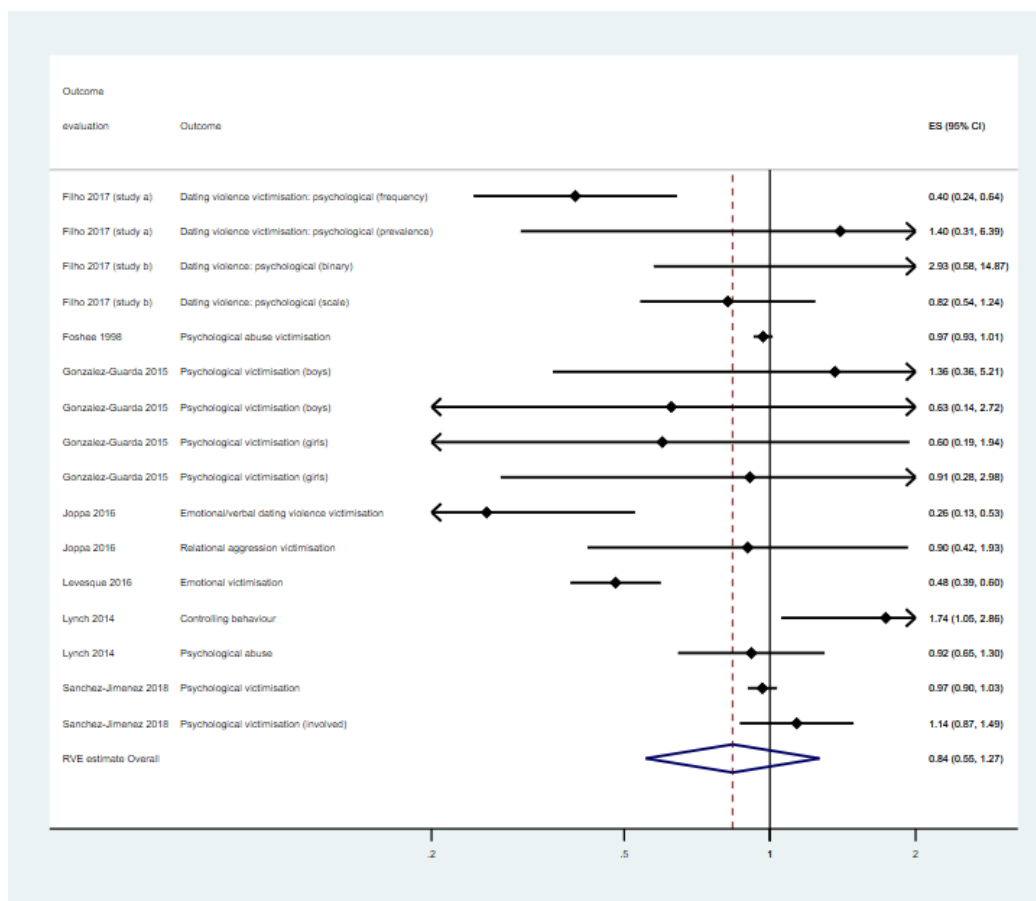


Figure 12: Forest plot of interventions for ST emotional DRV victimisation

Physical (OR=0.93, 95% CI [0.69, 1.25]; $I^2=64%$; five trials, 14 effect sizes; [Figure 13](#)~~Figure 13~~).

No trials reported a clear reduction in physical violence following the intervention. **The Alcohol and dating violence** intervention (Filho 2017a(38)) reported a large, statistically significant reduction in the number of students who reported physical violence victimisation, but no effect for the frequency of physical violence. A large reduction in physical violence and threats of physical violence was shown for the **Katie Brown Education Program** (Joppa 2016(25)), but 95%CI were extremely imprecise and crossed the line of null effect. No evidence of a reduction in physical violence victimisation was shown after Single-sex intervention (Filho 2017b(38)), Safe Dates (Foshee 1998(23)), or Dat-e (Sanchez-Jimenez 2018(161)). The severity of violence did not explain heterogeneity, however a trend was noted for a larger effect of **Dat-e** amongst students with a prior history of abuse (Sanchez-Jimenez 2018(161)).

Sexual (OR=0.97, 95% CI [0.88, 1.08]; $I^2=76%$; seven trials, 29 effect sizes; [Figure 13](#)~~Figure 13~~).

The Alcohol and dating violence intervention (Filho 2017a(38)), **Single-sex intervention** (Filho 2017b(38)), **SPP** (Muck 2018(143)), **PP** (Muck 2018(143)), and **Shifting boundaries** (Taylor 2011(49)) reported reductions in sexual violence relative to control, though as event rates were low, 95% CIs around all effect estimates were extremely wide. No reduction in sexual violence was shown after Safe Dates (Foshee 1998(23)), Dat-e (Sanchez-Jimenez 2018(161)), or GV/SH (Taylor 2008(170)).

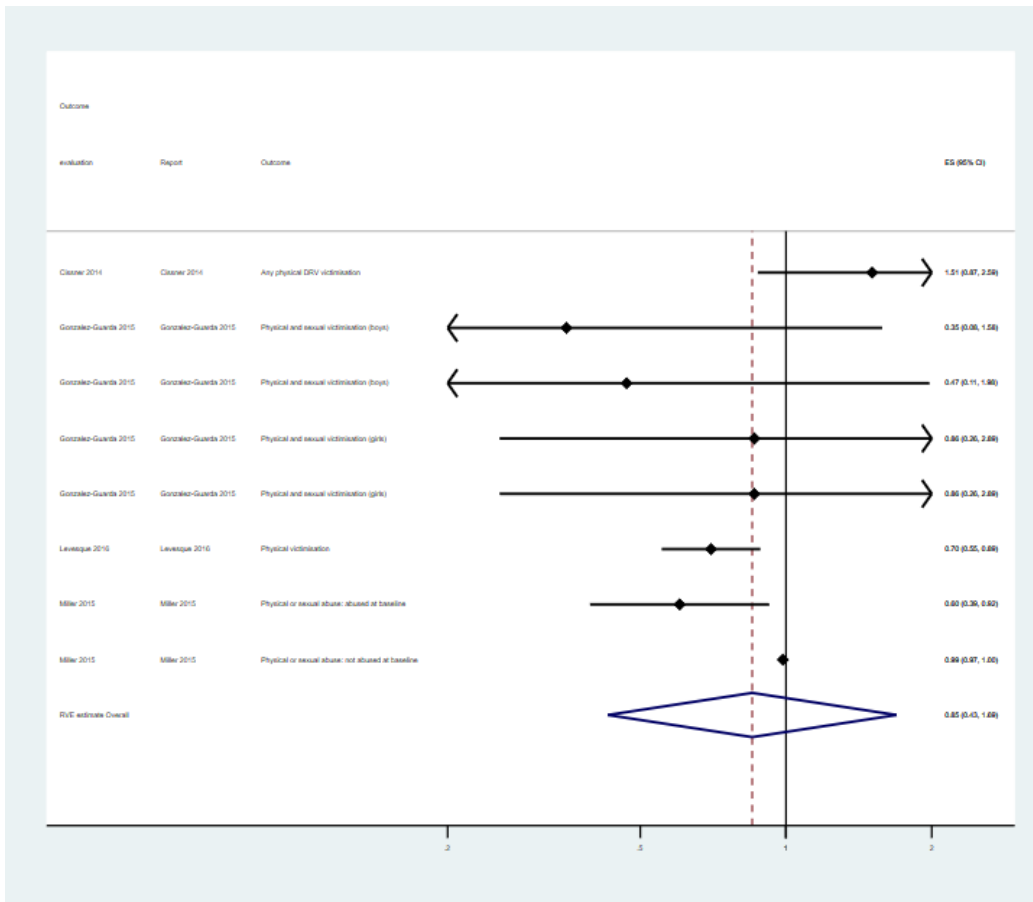


Figure 13: Forest plot of interventions for ST physical DRV victimisation

Physical or sexual (OR=0.85, 95% CI [0.43, 1.69]; $I^2=76%$; four trials, eight effect sizes; [Figure 14](#)Figure 14).

Teen Choices (Levesque 2016(10)) and **JOVEN** (Gonzalez-Guarda 2015(45)) each showed large reductions in physical and sexual violence victimisation compared to control, though the effects for JOVEN were extremely imprecise therefore the direction of the true effect is highly uncertain. Within trial variation was noted following **SHARP** (Miller 2015(3)), where a reduction in violence was noted amongst students with previous history of abuse but not across the general population. No reduction in physical and sexual violence was shown following the Fourth R.

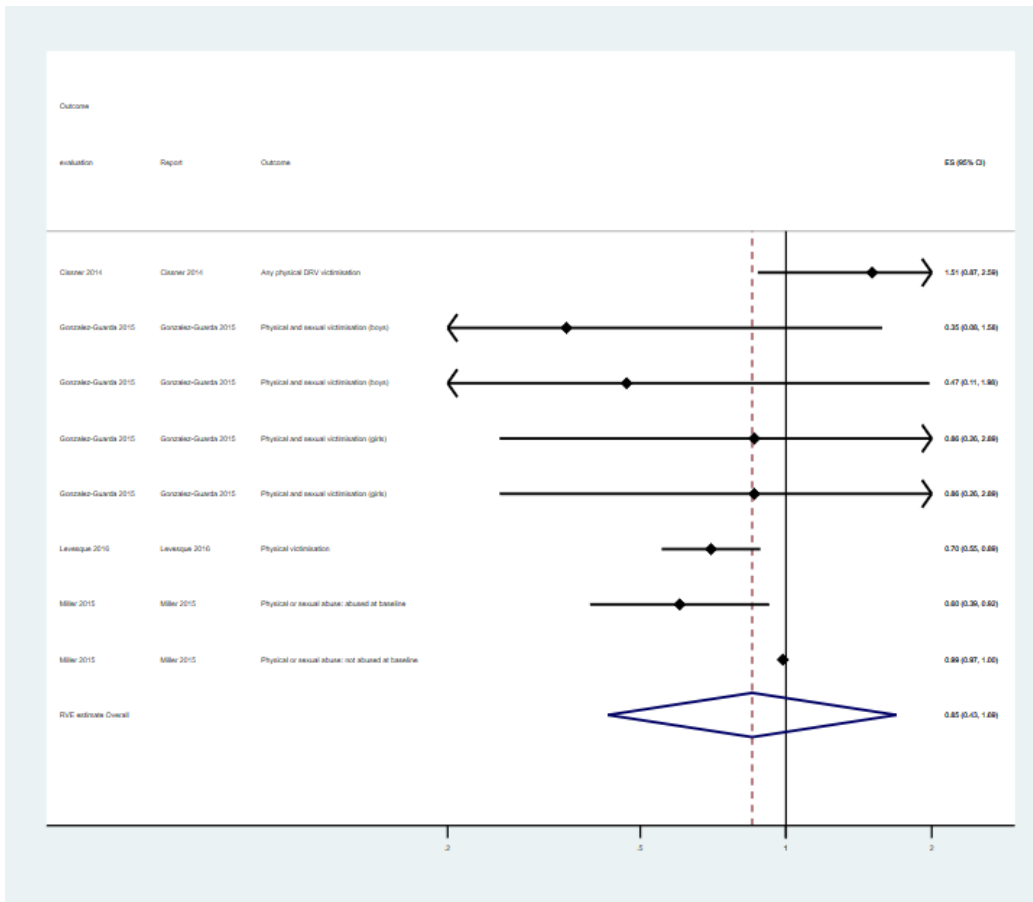


Figure 14: Forest plot of interventions for ST physical and/or sexual DRV victimisation

Cyber (OR=0.82, 95% CI [0.31, 2.16]; $I^2=87\%$; three trials, six effect sizes; [Figure 15](#)[Figure 15](#)).

Heterogeneity was present both between and within trials. A reduction in cyber victimisation following **SHARP** (Miller 2015(3)) was reported for students with a history of abuse though not in the general population. There was also a trend towards a reduction following the **Incremental Theory of Personality** intervention (Fernandez-Gonzalez 2020(30)), though the greatest effect was a reduction in the number of students who experienced cyber violence compared to the frequency of cyber violent events. Dat-e (Sanchez-Jimenez 2018(161)) had no effect on victimisation of cyber violence compared to control.

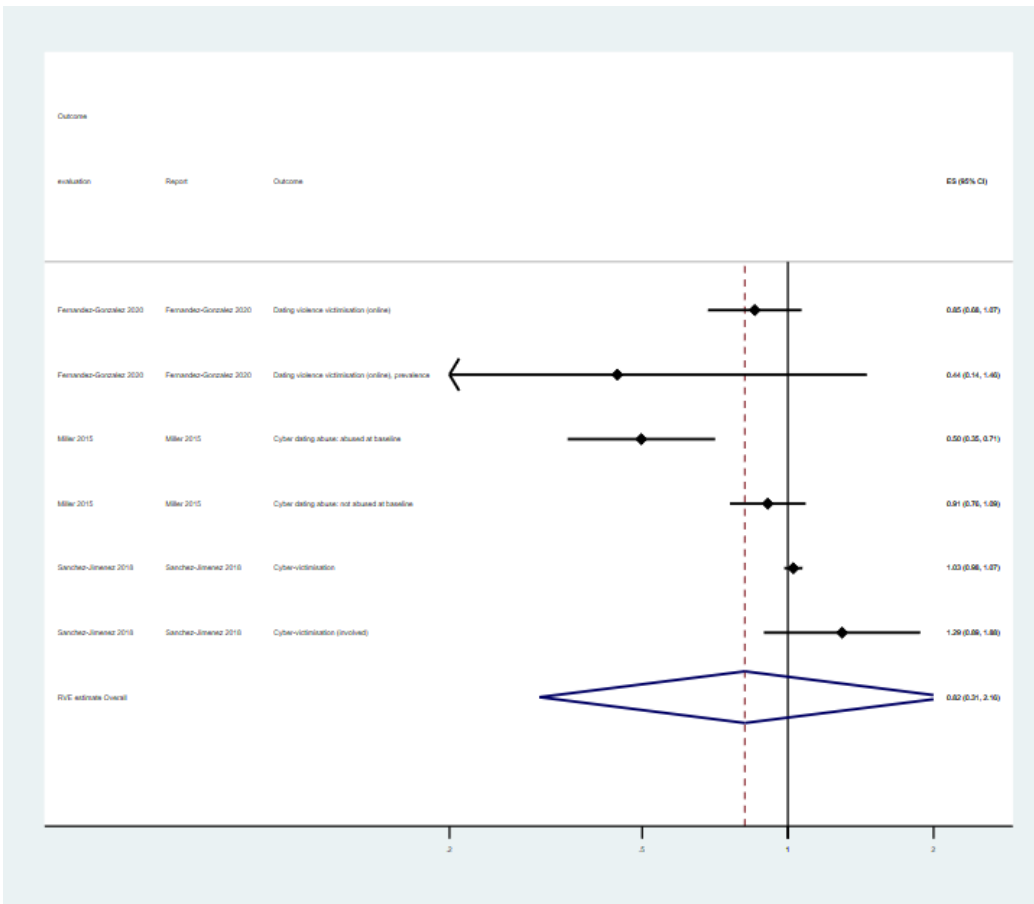


Figure 15: Forest plot of interventions for ST cyber DRV victimisation

Long-term

A meta-analysis of 13 trials with 79 effect sizes provided evidence of the effectiveness of interventions in prevention of long-term DRV victimisation outcomes (OR=0.82, 95% CI [0.68, 0.99]; [Figure 16](#)~~Figure 16~~). This finding was substantially heterogeneous ($I^2=80%$).

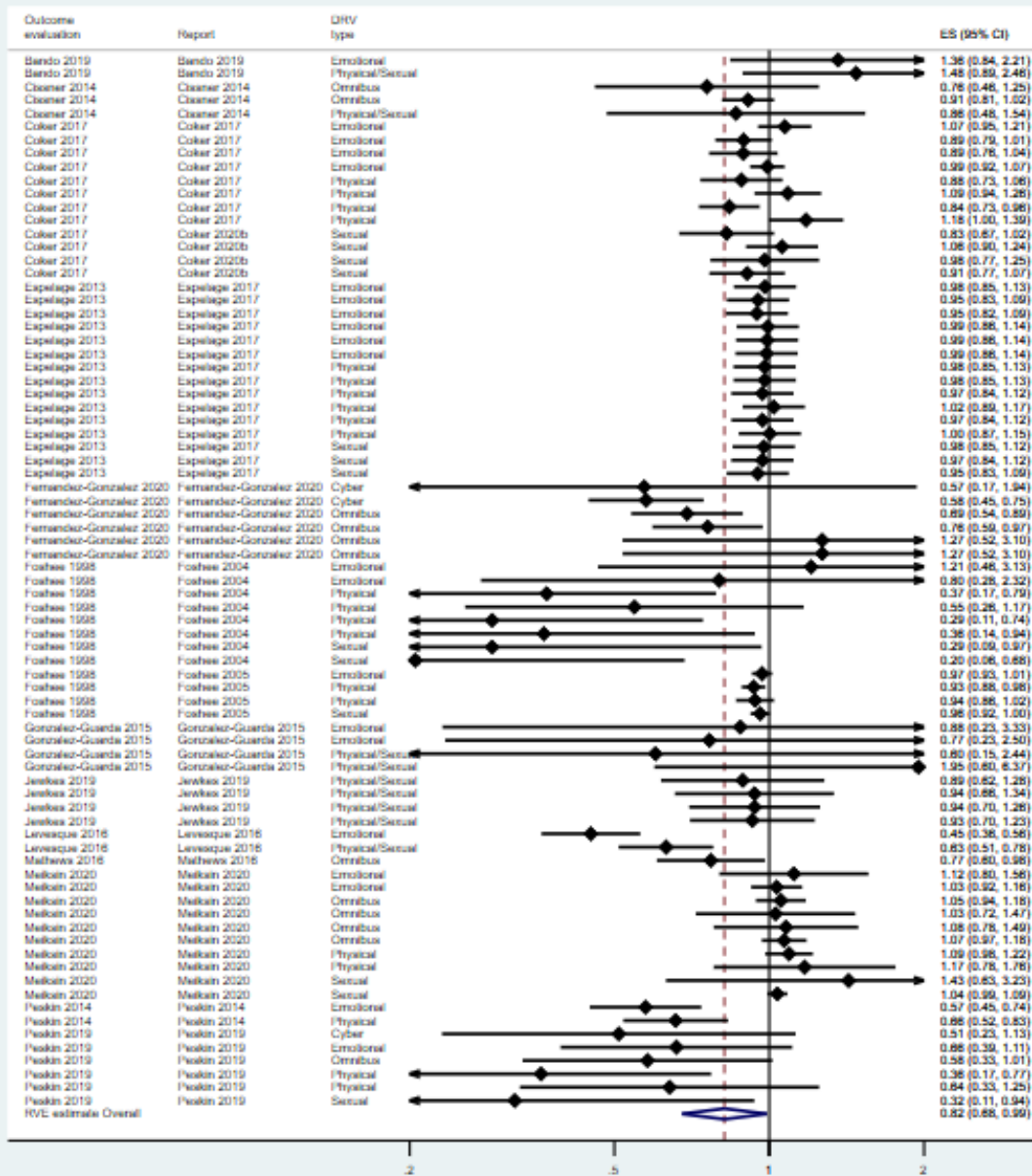


Figure 16: Forest plot of interventions for LT DRV victimisation

Across most subtypes of DRV victimisation long-term outcomes, findings were broadly similar in point estimates but less precise:

Omnibus (OR=0.85, 95% CI [0.63, 1.15]; $I^2=52%$; five trials, 12 effect sizes; [Figure 17](#)Figure 17).

Heterogeneity was present both between and within trial effects, though 95% confidence intervals around the effects were all overlapping and no one intervention was associated with a clear reduction in DRV victimisation.

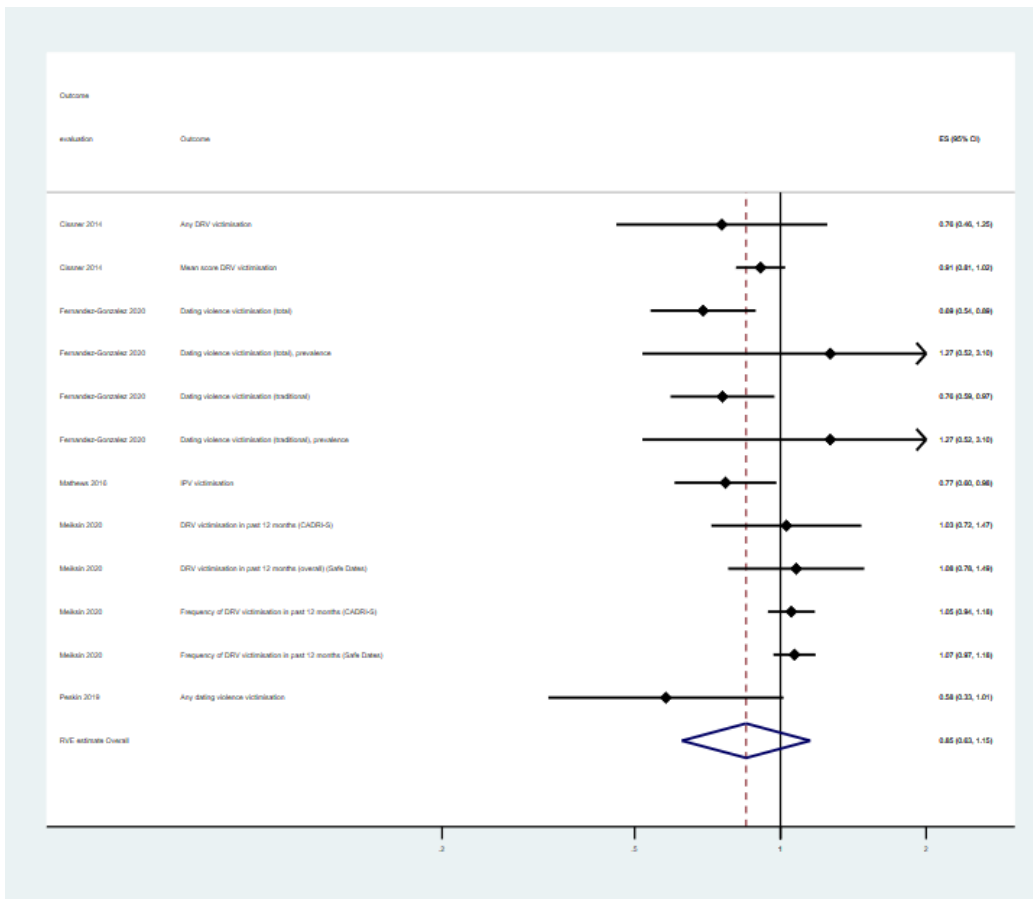


Figure 17: Forest plot of interventions for LT omnibus DRV victimisation

Emotional DRV victimisation (OR=0.81, 95% CI [0.59, 1.12]; $I^2=88\%$; nine trials, 21 effect sizes; [Figure 18](#)~~Figure 18~~)

Trial effect estimates were either close to the line of null effect, or else were highly imprecise with 95% CIs crossing each side of the null. Only **Teen Choices** (Levesque 2016(10)) and **It's your game** (Peskin 2014(29)) reported a statistically significant reduction in emotional violence victimisation as compared to the control arm. There was a trend for an effect for a reduction in emotional violence for Me and You (Peskin 2019(157)), though this was not statistically significant. There was no clear evidence that Progam H & M (Bando 2019(16)), Green Dot (Coker 2017(12)), Second Step (Espelege 2017(7)), Safe Dates (Foshee 1998(23)), JOVEN (Gonzalez-Guarda 2015(45)), and Project Respect (Meiksin 2020(39)) resulted in long-term reductions in emotional violence victimisation relative to control.

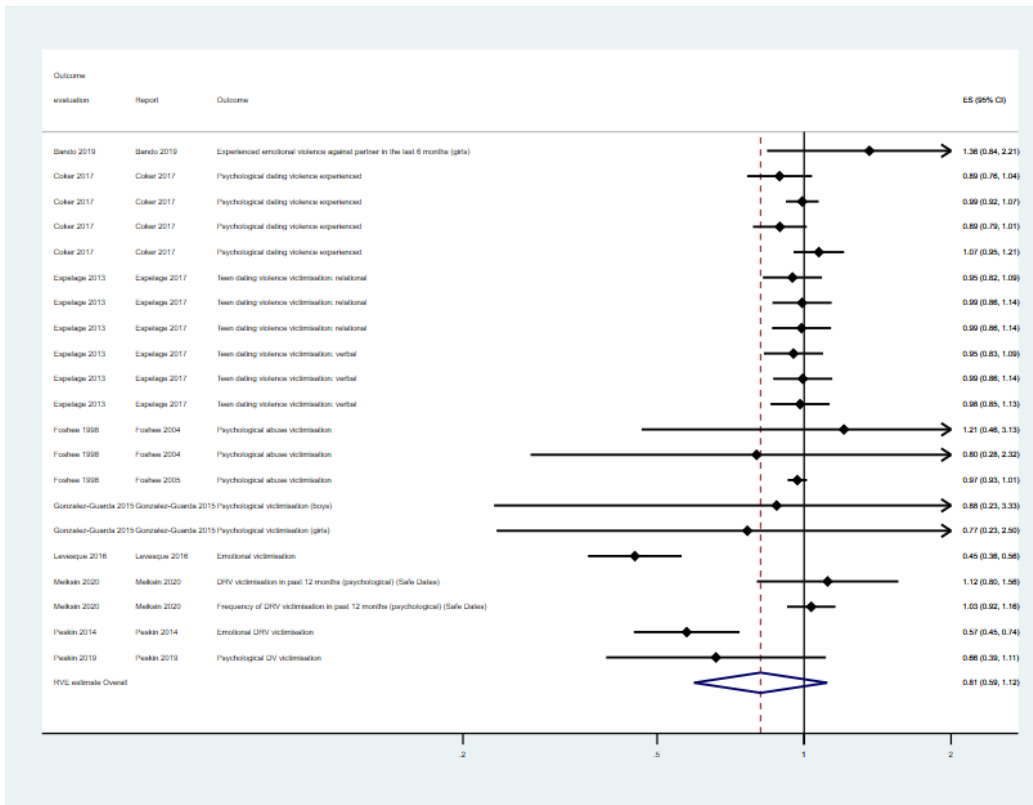


Figure 18: Forest plot of interventions for LT emotional DRV victimisation

Physical DRV victimisation (OR=0.84, 95% CI [0.61, 1.16]; $I^2=82\%$; six trials, 21 effect sizes; [Figure 19](#)[Figure 19](#)).

The majority of effect estimates were clustered around the line of null effect, though **Safe Dates** (Foshee 1998(23)), **It's your game** (Peskin 2014(29)), and **Me and You** (Peskin 2019(157)) reported a reduction in long-term physical violence victimisation (though 95% Cis around Me and You were highly imprecise). Results for Safe Dates (Foshee 1998(23)) showed a larger reduction in physical violence at the longer follow-up (4 years) than at 1 year, and longitudinal effects were small. There were mixed findings for Green Dot (Coker 2017), and no evidence that Second Step (Espelage 2017(7)), the Safe Dates booster (Foshee 1998(23)), or Project Respect (Meiksin 2020(39)) resulted in reductions in physical violence victimisation long-term. No studies reported a difference in outcome according to the severity of physical violence.

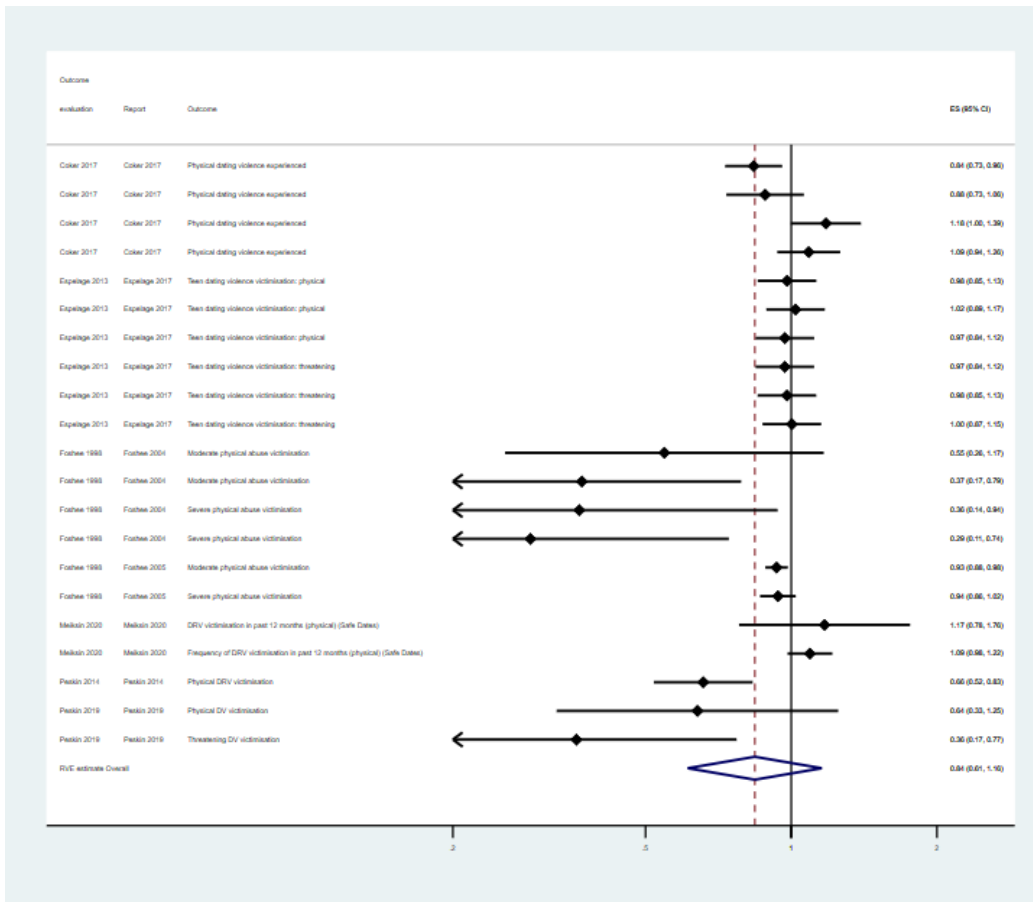


Figure 19: Forest plot of interventions for LT physical DRV victimisation

Sexual DRV victimisation (OR=0.88, 95% CI [0.59, 1.31]; $I^2=78\%$; five trials, 13 effect sizes; [Figure 20](#)Figure 20).

The majority of effects were close to the line of null effect, and only **Me and You** (Peskin 2019) and **Safe dates** (Foshee 1998(23)) were associated with a reduction in long-term sexual victimisation. However, these effects were highly imprecise, and the longitudinal effect of Safe dates was shown to be small. Project respect (Meiksin 2020(39)), Second step (Espelage 2017(7)) and Green dot (Coker 2017(12)) did not show a clear change in sexual violence at any timepoint.

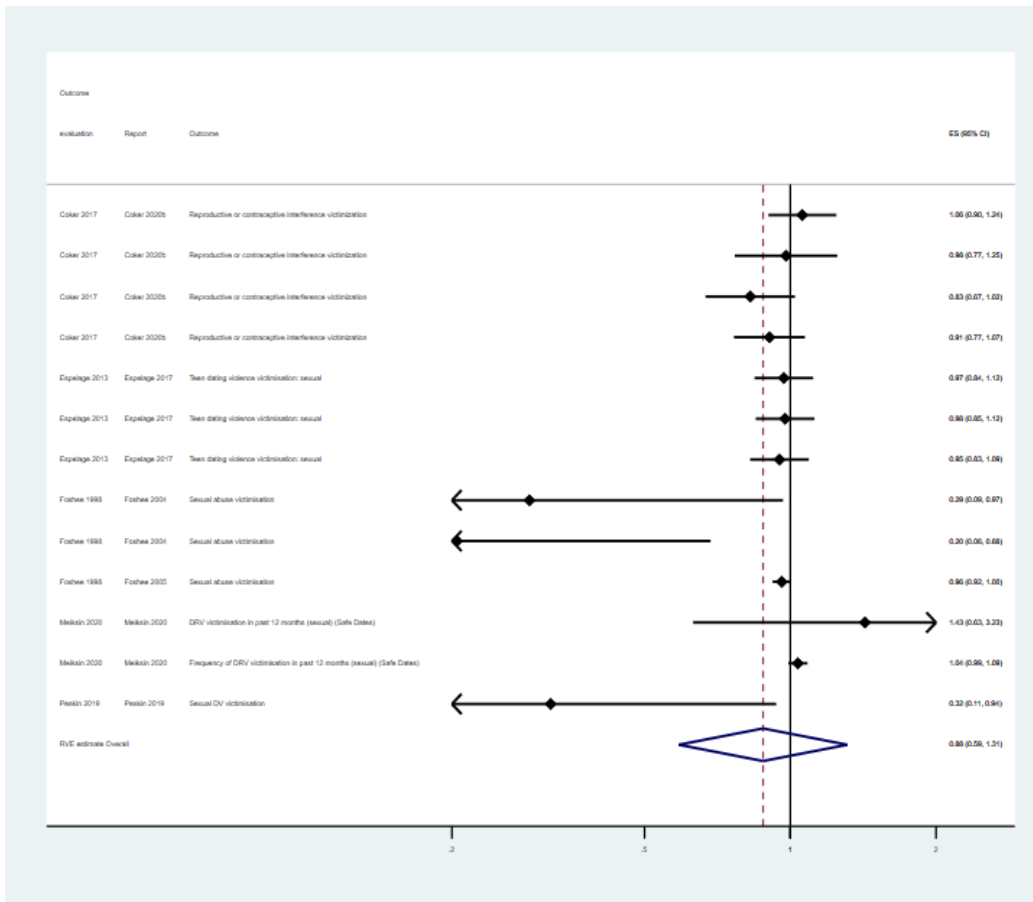


Figure 20: Forest plot of interventions for LT sexual DRV victimisation

Physical or sexual DRV victimisation (OR=0.90, 95% CI [0.53, 1.55]; $I^2=70\%$; five trials, nine effect sizes; [Figure 21](#)[Figure 24](#)).

Teen Choices (Levesque 2016(10)) was the only intervention to show a statistically significant reduction in physical and sexual violence compared to control; reductions were shown for the **Fourth R** (Cissner 2014(2)) and **Skokho** (Jewkes 2019(17)), though 95% CIs spanned broadly across the line of null effect. No consistent benefit of JOVEN or H&M for physical and sexual violence victimisation was shown.

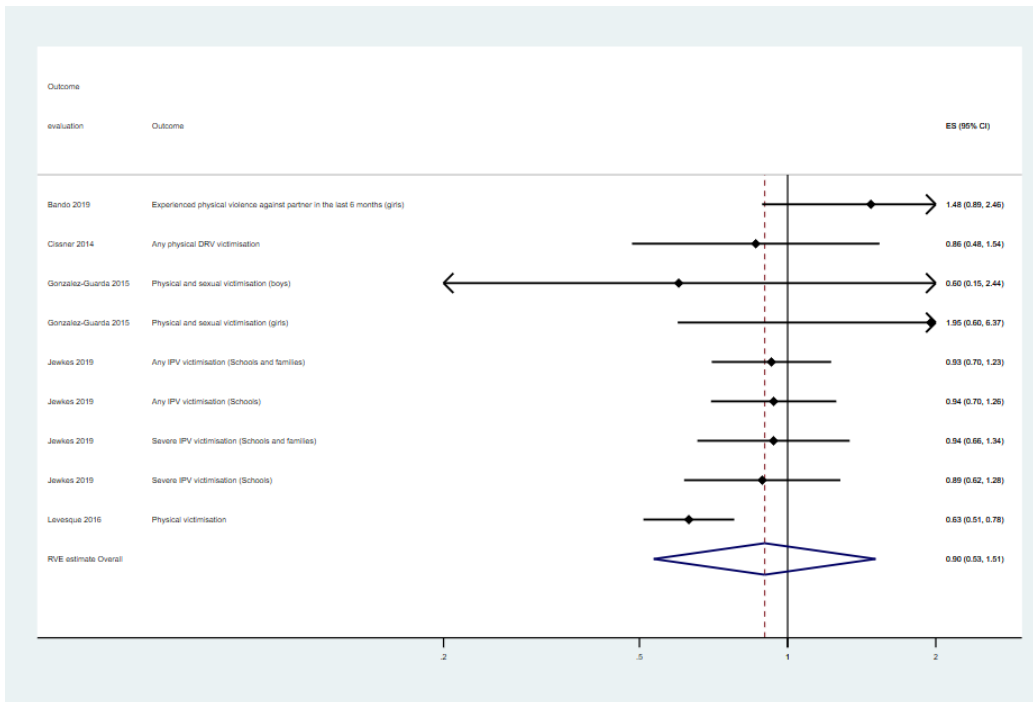


Figure 21: Forest plot of interventions for LT physical and/or sexual DRV victimisation

Cyber DRV victimisation (OR=0.57, 95% CI [0.45, 0.72]; $I^2=0\%$; two trials, three effect sizes; [Figure 22](#)Figure 22).

Findings for cyber DRV victimisation suggested a significant long-term reduction in cyber DRV victimisation with minimal heterogeneity. Both the **Incremental Theory of Personality** (Fernandez-Gonzalez 2020(30)) and **Me and You** (Peskin 2019(157)) resulted in reduction in long-term cyber victimisation, though due to low event rates these findings were extremely imprecise.

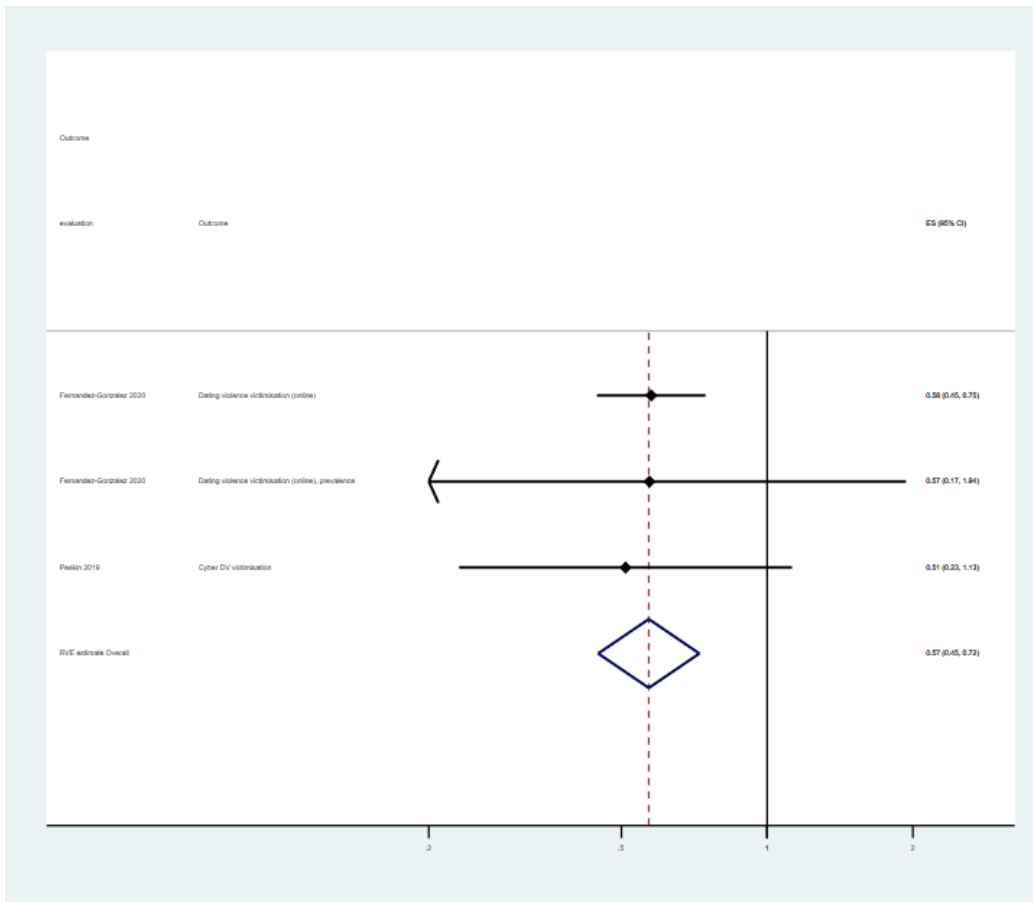


Figure 22: Forest plot of interventions for LT cyber DRV victimisation

DRV perpetration

All four intervention types were represented in syntheses of short-term and long-term outcomes for DRV perpetration, though curriculum interventions could only be meta-analysed for short term outcomes due to sparseness of evidence and were not in evidence for long-term outcomes.

Single component interventions

Six trials including 40 effect sizes did not suggest a short-term effect of single component interventions on DRV perpetration (OR=0.80, 95% CI [0.47, 1.37]; [Figure 23](#)) though heterogeneity was substantial ($I^2=91\%$). The **Katie Brown Educational Program** (Joppa 2016(25)) and **Teen Choices** each showed evidence of a reduction in short-term violence, as did **JOVEN** though these effects mostly didn't reach the threshold for statistical significance. There was no conclusive evidence of a reduction in short-term violence following Ending violence (Jaycox 2006(115)), PP and SPP (Muck 2018(143)), or GV/SH interaction or law and justice (Taylor 2008(170)).

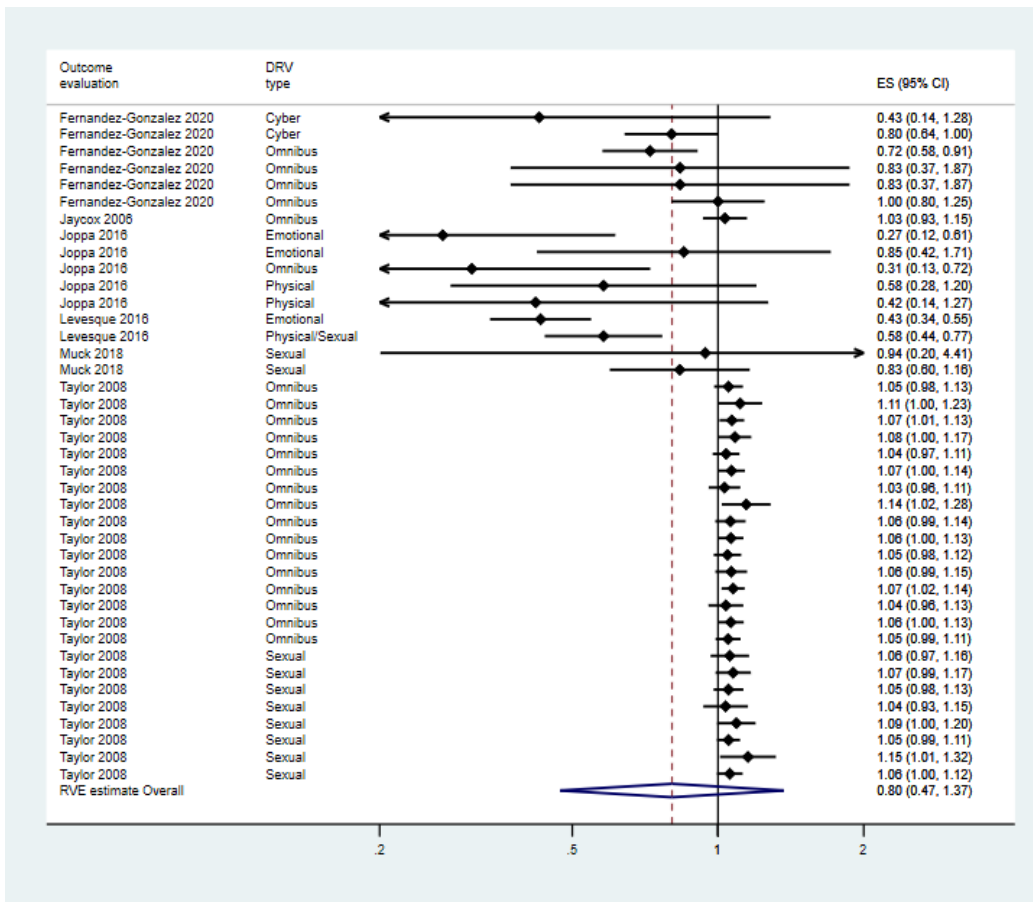


Figure 23: Forest plot of single interventions for ST DRV perpetration

Two trials including eight effect sizes suggested a statistically significant long-term effect of single component interventions on DRV perpetration (OR=0.51, 95% CI [0.46, 0.57]; [Figure 24](#)). This finding was moderately heterogeneous ($I^2=44%$). A reduction in long-term violence was shown following both interventions, **Teen Choices** (Levesque 2016(10)) and **Incremental Theory of Personality** (Fernandez-Gonzalez 2020(30)), though in the case of the latter this was only shown for the overall frequency of violent events, and not the number of students perpetrating violence.

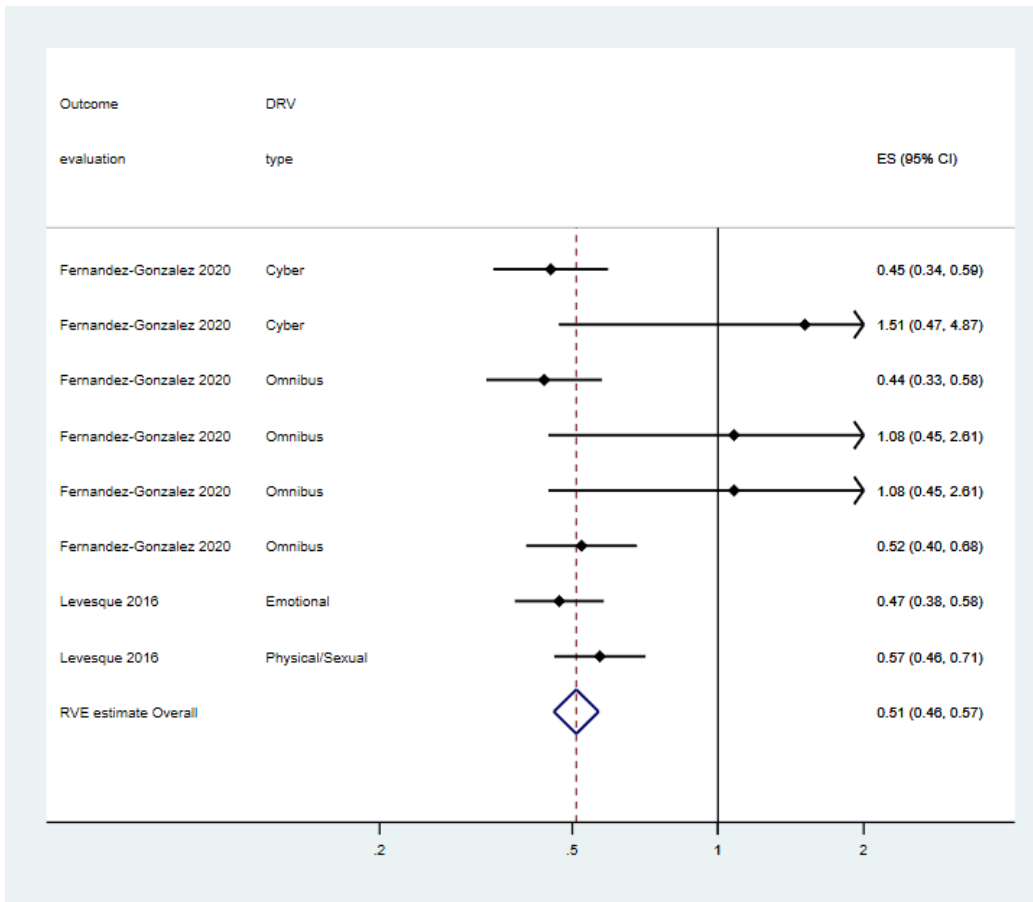


Figure 24: Forest plot of single interventions for LT DRV perpetration

Curriculum interventions

Two trials, including five effect sizes, contributed to a meta-analysis of short-term DRV perpetration outcomes; findings did not suggest a statistically significant effect (OR=0.83, 95% CI [0.61, 1.12]; [Figure 25](#) ~~Figure 25~~) albeit with substantial heterogeneity ($I^2=79\%$). Despite an overlap in outcomes measured by the two trials, a reduction in violence was shown following **Alcohol and dating violence** (Filho 2017a(38)), but no reduction was shown following PREVIO (Munoz-Rivas 2019(144)). Effects for Alcohol and dating violence were, however, more imprecise due to this being a much smaller trial.

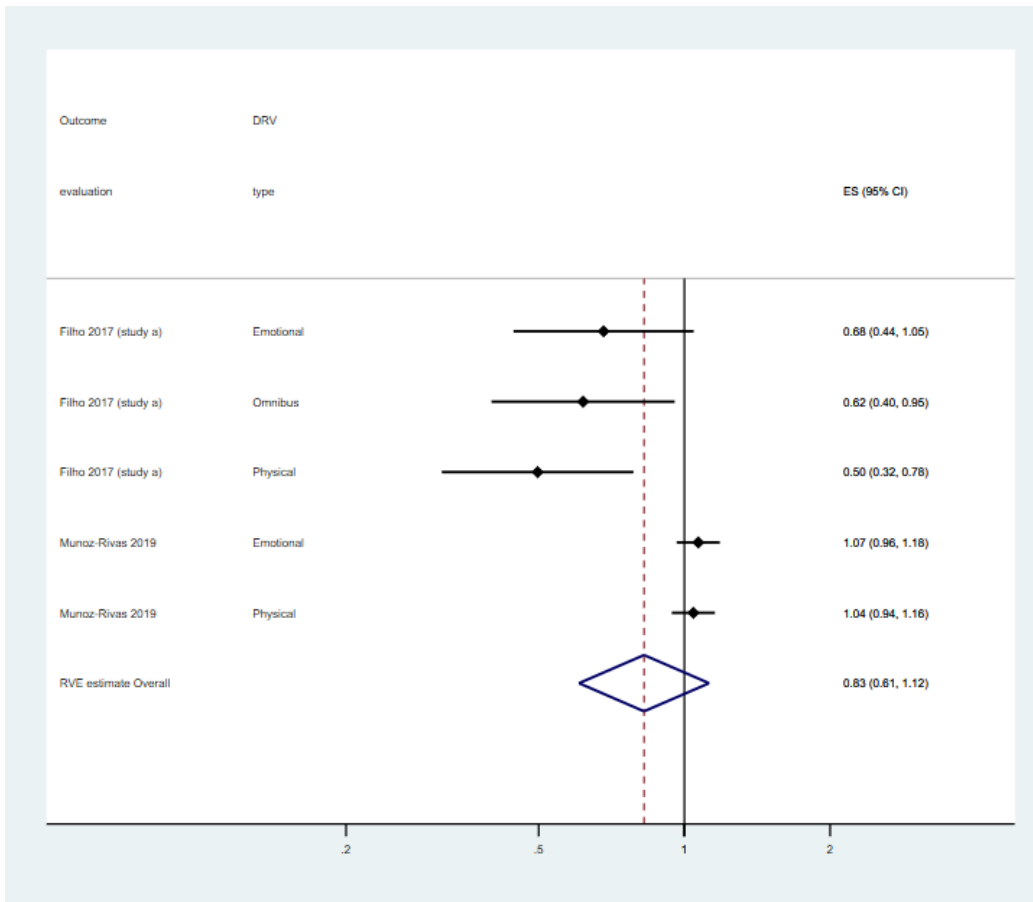


Figure 25: Forest plot of curriculum interventions for ST DRV perpetration

No long-term DRV perpetration outcomes were presented for curriculum interventions.

Multi-component interventions

Six trials including 38 effect sizes did not suggest an impact of multi-component interventions on short-term DRV perpetration outcomes (OR=0.96, 95% CI [0.80, 1.15]; [Figure 26](#)). This finding was moderately heterogeneous ($I^2=46%$), though the vast majority of studies reported effects close to the line of null effect and with wide 95% confidence intervals. No trial reported conclusive evidence of a reduction in violence.

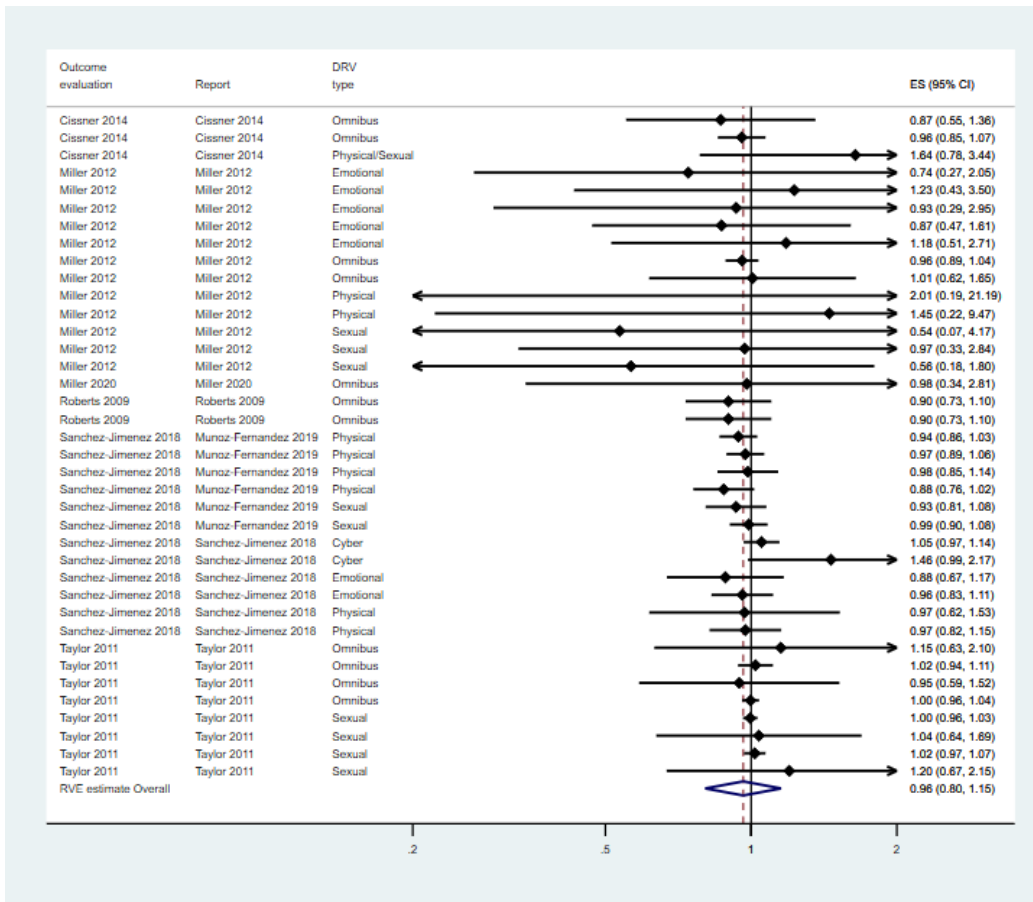


Figure 26: Forest plot of multi-component interventions for ST DRV perpetration

Five trials including 29 effect sizes did not suggest an impact of multi-component interventions on long-term DRV perpetration outcomes (OR=0.81, 95% CI [0.54, 1.19]; [Figure 27](#)). This finding was substantially heterogeneous ($I^2=82%$). This was partially due to a small number of large, statistically significant effects reported for the **Fourth R** (Cissner 2014(2)) and **CBIM** (Miller 2020(141)), which contrasted with the majority of others that were clustered around the line of null effect. Heterogeneity in effects reported following **Green Dot** (Coker 2017(12)) were explained by an effect of time, where an increase in violence was reported at 1 year, which became a reduction in violence through years 2 to 4.

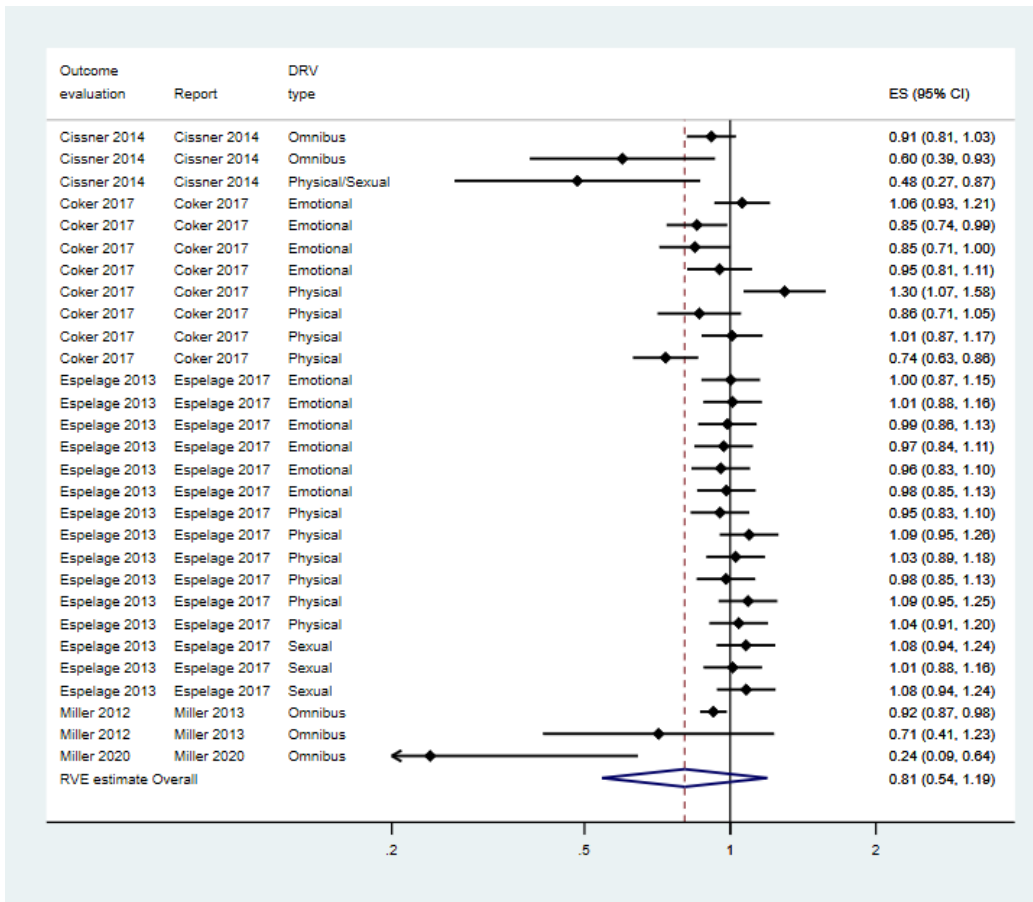


Figure 27: Forest plot of multi-component interventions for LT DRV perpetration

Multilevel interventions

Five trials of multilevel interventions, including 35 effect sizes, did not suggest effectiveness on short-term DRV perpetration outcomes (OR=0.93, 95% CI [0.88, 1.15]; [Figure 28](#)[Figure 28](#)). This finding was substantially heterogeneous ($I^2=73%$). Large effects were reported for two trials, Single-sex intervention (Filho 2017b(38)) and JOVEN (Gonzalez-Guarda 2015(45)), though effects were surrounded by extremely wide 95% confidence intervals extending either side of the line of null effect. Several small but statistically significant reductions in violence were reported following **Safe Dates** (Foshee 1998(23)), however no other intervention demonstrated consistent evidence of a reduction in violence.

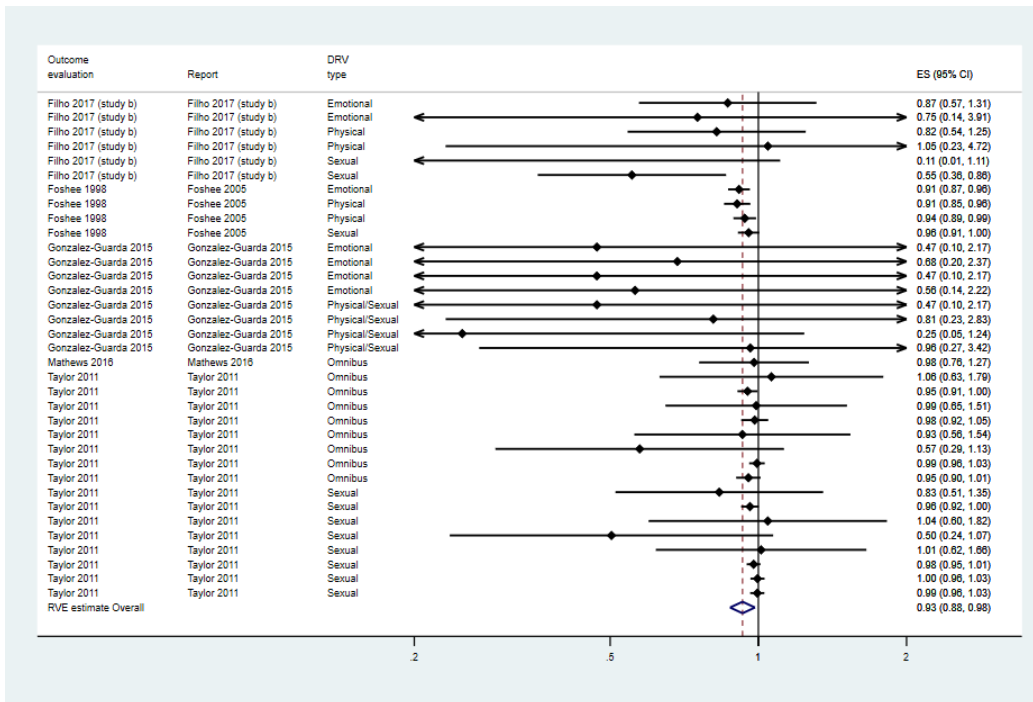


Figure 28: Forest plot of multilevel interventions for ST DRV perpetration

Nine trials including 42 effect sizes did not suggest an impact of multilevel interventions on long-term DRV perpetration outcomes (OR=0.85, 95% CI [0.66, 1.09]; [Figure 29](#)). This finding was substantially heterogeneous ($I^2=58%$). Aside from **Safe Dates** (Foshee 1998(23)) which showed small but precise effects of a reduction in violence at 1 year, most effects had wide 95% confidence intervals around effects at long-term follow-up. There was a trend for a reduction in the perpetration of long-term violence following **JOVEN** (Gonzalez-Guarda 2015(45)), **It's your game** (Peskin 2014(29)), **Me and you** (Peskin 2019(157)), and the **Fourth R** (Wolfe 2009(1)). No conclusive evidence of a reduction was shown following Program H and M (Bando 2019(16)), Skhokho (Jewkes 2019(17)), PREPARE (Mathews 2016(51)), or Project respect (Meiksin 2020(39)).

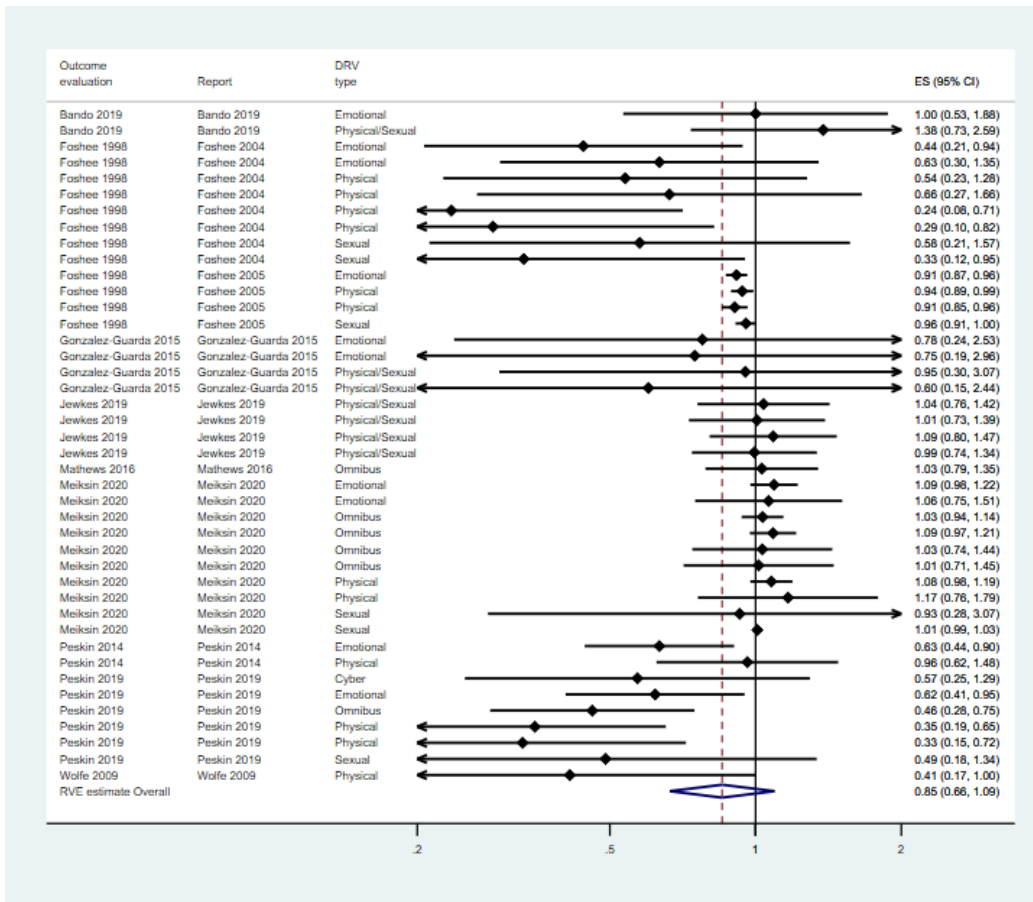


Figure 29: Forest plot of multilevel interventions for LT DRV perpetration

Overall meta-analyses

Short-term

A meta-analysis of 18 trials with 118 effect sizes did not provide clear evidence of the effectiveness of interventions in preventing short-term DRV perpetration outcomes

(OR=0.91, 95% CI [0.80, 1.04]; [Figure 30](#) ~~Figure 30~~), though heterogeneity was substantial ($I^2=83%$).

Findings for most subtypes of DRV perpetration outcomes were similarly non-significant:

Omnibus DRV perpetration (OR=0.95, 95% CI [0.85, 1.07]; $I^2=70\%$; 11 trials, 43 effect sizes; [Figure 31](#)[Figure 34](#)).

The vast majority of effects for omnibus measures were clustered close to the line of null effect, or were reductions in violence that were not statistically significant. The **Alcohol and dating violence** intervention (Filho 2017a(38)) and **Katie Brown Educational Program** (Joppa 2016(25)) each reported a statistically significant reduction in violence, and there was also a trend for a reduction following the **Incremental Theory of Personality** (Fernandez-Gonzalez 2020(30)). No other interventions showed a clear reduction in violence.

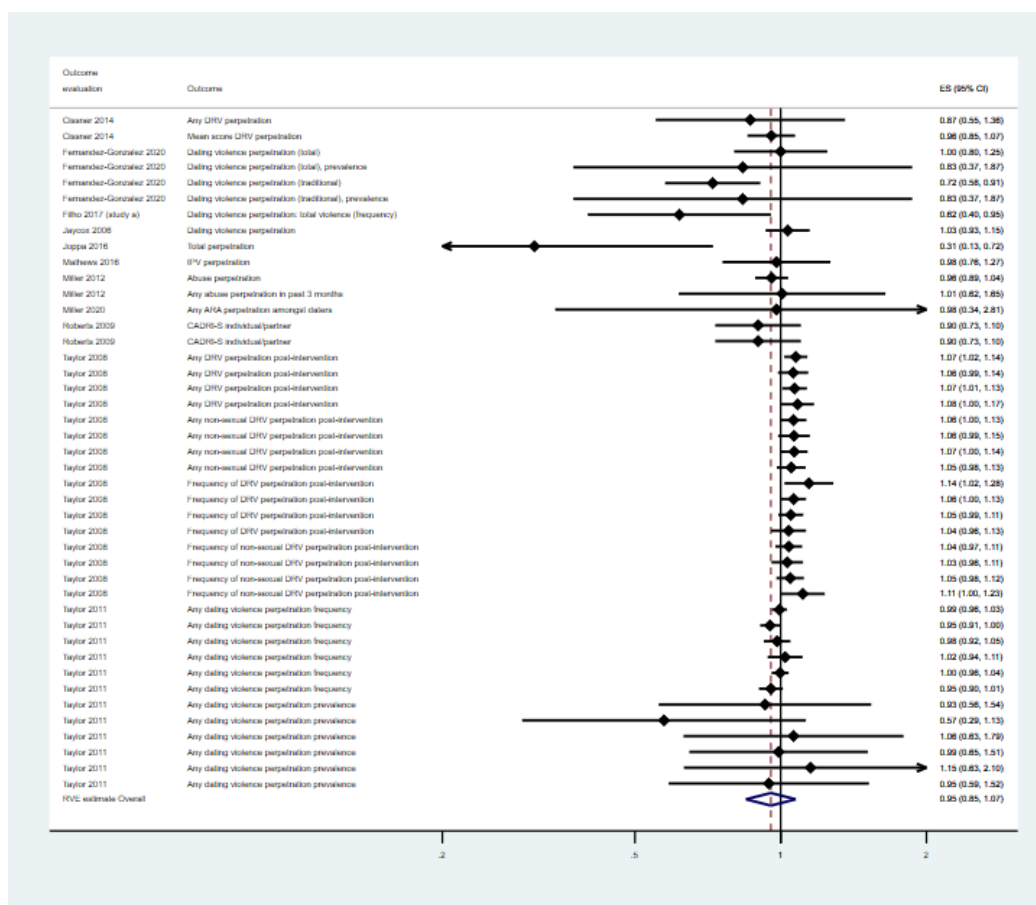


Figure 31: Forest plot of interventions for ST omnibus DRV perpetration

Physical DRV perpetration (OR=0.91, 95% CI [0.71, 1.18]; $I^2=83\%$; seven trials, 16 effect sizes; [Figure 32](#)[Figure 32](#)).

The **Alcohol and dating violence** intervention (Filho 2017a(38)), **Safe Dates** (Foshee 1998(23)), and the **Katie Brown Educational Program** (Joppa 2016(25)) showed a

reduction in physical violence perpetration compared to control, while there was a lack of clear evidence for a reduction in physical violence following Single-sex intervention (Filho 2017b(38)), CBIM (Miller 2012(40)), PREVIO (Munoz-Rivas 2019(144)), or Dat-e (Sanchez-Jimenez 2018(161)). Heterogeneity was not explained by variation in violence severity or follow-up timepoint.

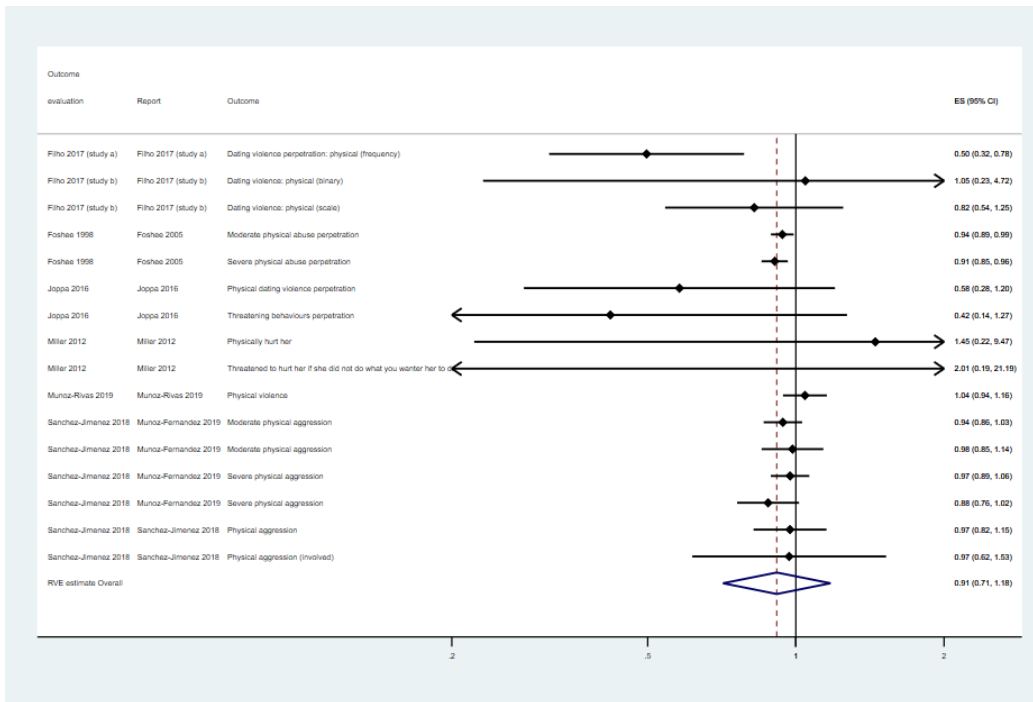


Figure 32: Forest plot of interventions for ST physical DRV perpetration

Physical or sexual DRV perpetration (OR=0.82, 95% CI [0.13, 5.29]; $I^2=76%$; three trials, six effect sizes; [Figure 33](#)Figure 33).

A reduction in physical or sexual violence perpetration relative to control was shown following **Teen Choices** (Levesque 2016(10)), and for male students following **JOVEN** (Gonzalez-Guarda 2015(45)). There was no clear evidence of a reduction in violence perpetration by girls following JOVEN (Gonzalez-Guarda 2015(45)), or following the Fourth R (Cissner 2014(2)).

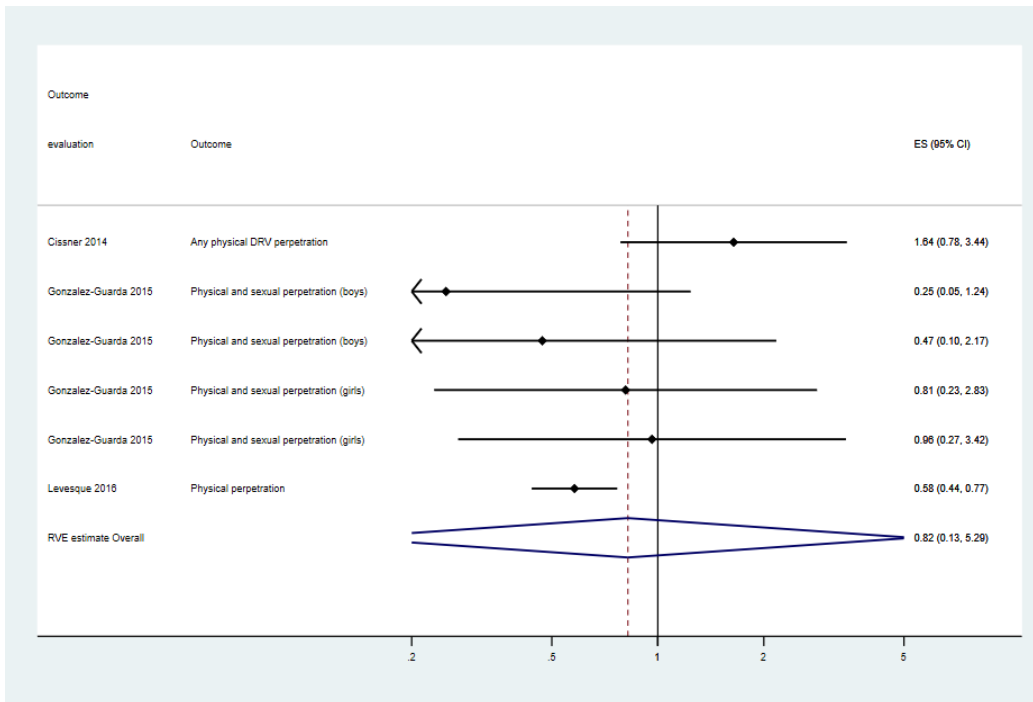


Figure 33: Forest plot of interventions for ST physical and/or sexual DRV perpetration

Cyber DRV perpetration (OR=0.96, 95% CI [0.77, 1.18]; $I^2=71%$; two trials, four effect sizes; [Figure 34](#)Figure 34).

There was a trend for a reduction in cyber violence following the **Incremental Theory of Personality** (Fernandez-Gonzalez 2020(30)), but there was no effect following Dat-e in either a general population or the sample with prior history of violence.

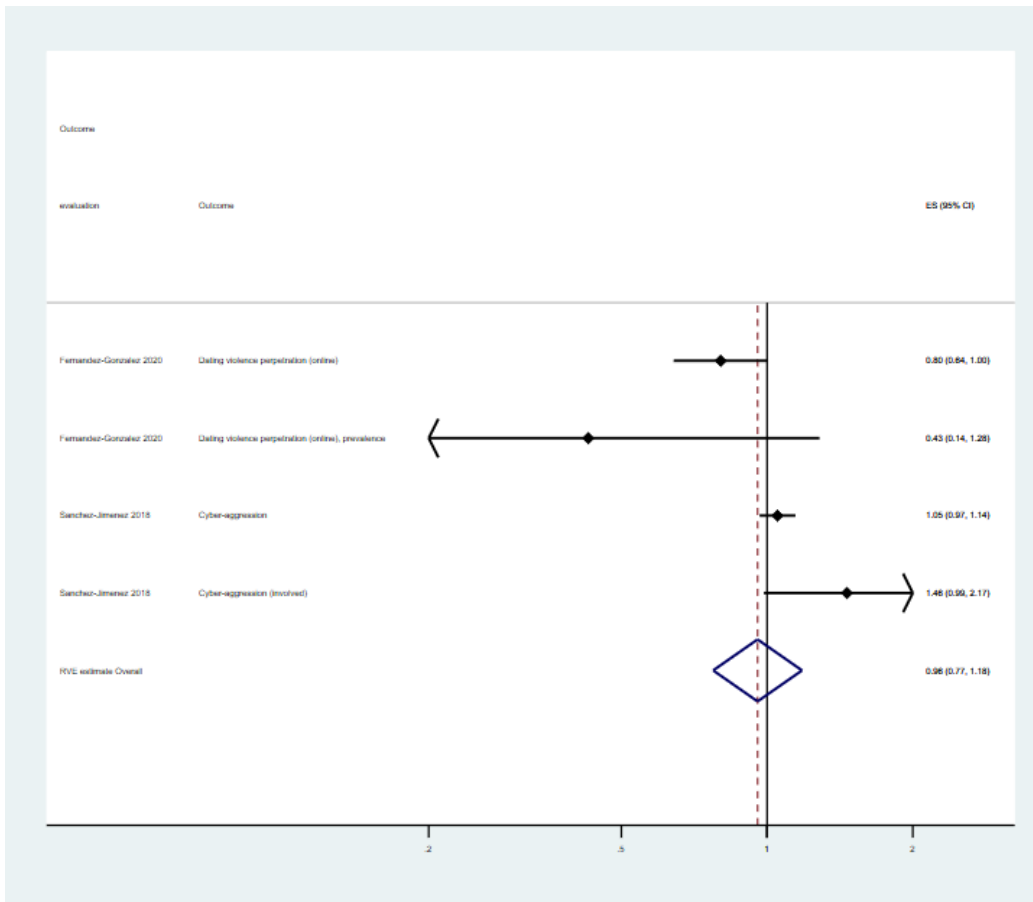


Figure 34: Forest plot of interventions for ST cyber DRV perpetration

Emotional DRV perpetration (OR=0.77, 95% CI [0.54, 1.11]; $I^2=90$; nine trials, 19 effect sizes; [Figure 35](#)Figure 35).

There was some numerical signal of greater effect for reductions in emotional DRV perpetration relative to other types of DRV perpetration. The strongest evidence for a reduction relative to control was for **Safe Dates** (small effect; Foshee 1998(23)), **Teen Choices** (Levesque 2016(10)) and the **Katie Brown Educational Program** (both large effects; Joppa 2016(25)). There was also a trend for a reduction in emotional violence following **CBIM** (Miller 2012(40)), **Dat-e** (Sanchez-Jimenez 2018(161)), **JOVEN** (Gonzalez-Guarda 2015(45)), **Alcohol and dating violence intervention** (Filho 2017a), and **Single-sex intervention** (Filho 2017b(38)); however in all cases 95% CIs spanned the line of null effect. There was no evidence that PREVIO (Munoz-Rivas 2019(144)) resulted in a reduction in emotional violence.

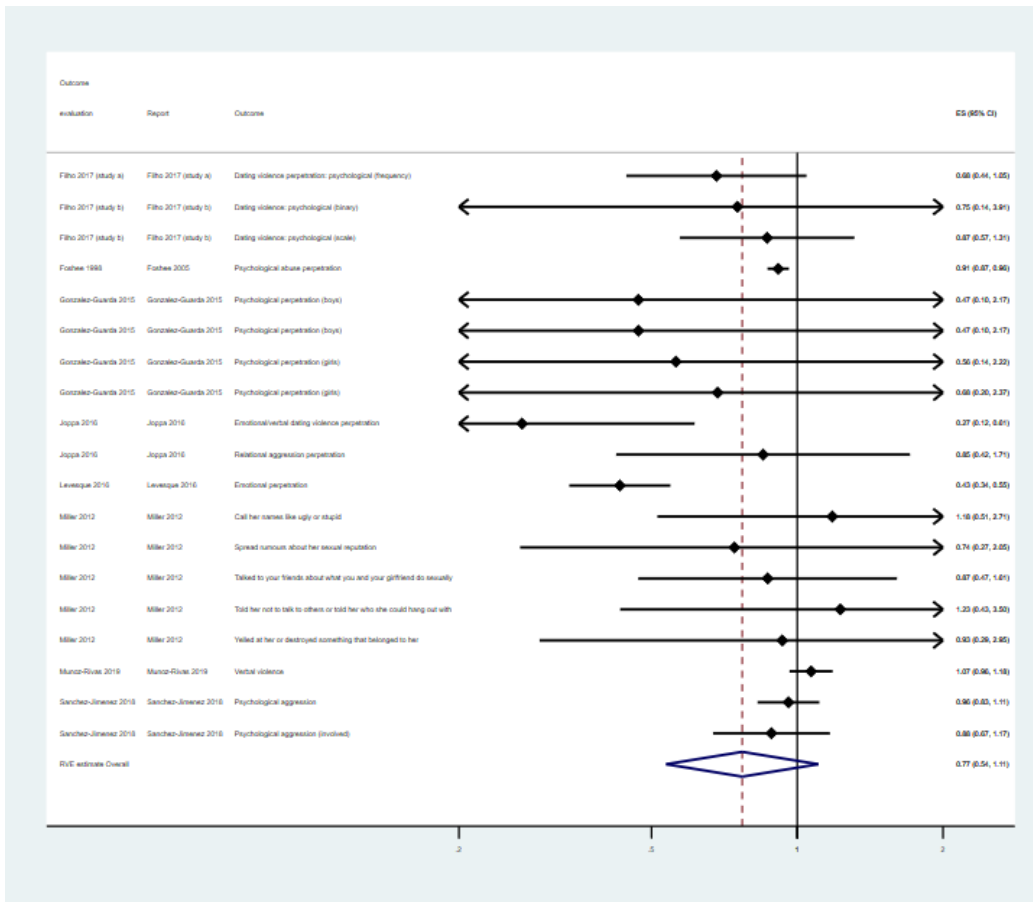


Figure 35: Forest plot of interventions for ST emotional DRV perpetration

Sexual DRV perpetration (OR=0.99, 95% CI [0.86, 1.13]; $I^2=79\%$; seven trials, 20 effect sizes; [Figure 36](#)Figure 36).

There was limited evidence that interventions were effective at reducing sexual DRV perpetration. Some evidence for a reduction in sexual violence was shown following **Single-sex intervention** (Filho 2017b(38)) and **Safe Dates** (Foshee 1998(23)). In addition, there was a trend for a reduction in some outcomes following **CBIM** (Miller 2012(40)) and following the combined **Classroom and Building delivery of Shifting boundaries** (Taylor 2014(209)), however these effects were all highly imprecise. There was no evidence that PP (Muck 2018(143)), SPP (Muck 2018(143)), Dat-e (Sanchez-Jimenez 2018(161)), GV/SH (Taylor 2008(170)), and Classroom only and building only formats of Shifting boundaries (Taylor 2011(49)) resulted in reductions in sexual violence perpetration.

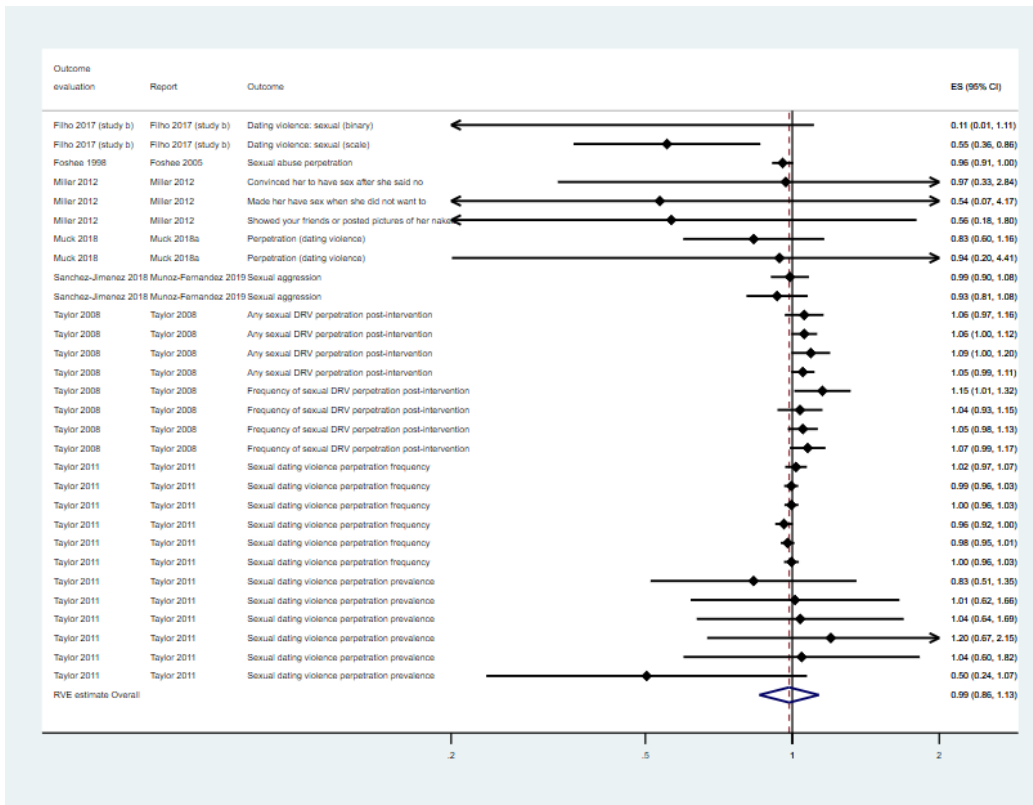


Figure 36: Forest plot of interventions for ST sexual DRV perpetration

Long-term

A meta-analysis of 16 trials with 79 effect sizes suggested that interventions were effective in preventing DRV perpetration over the long term (OR=0.78, 95% CI [0.64, 0.94]; [Figure 37](#)), though heterogeneity was substantial ($I^2=79%$).

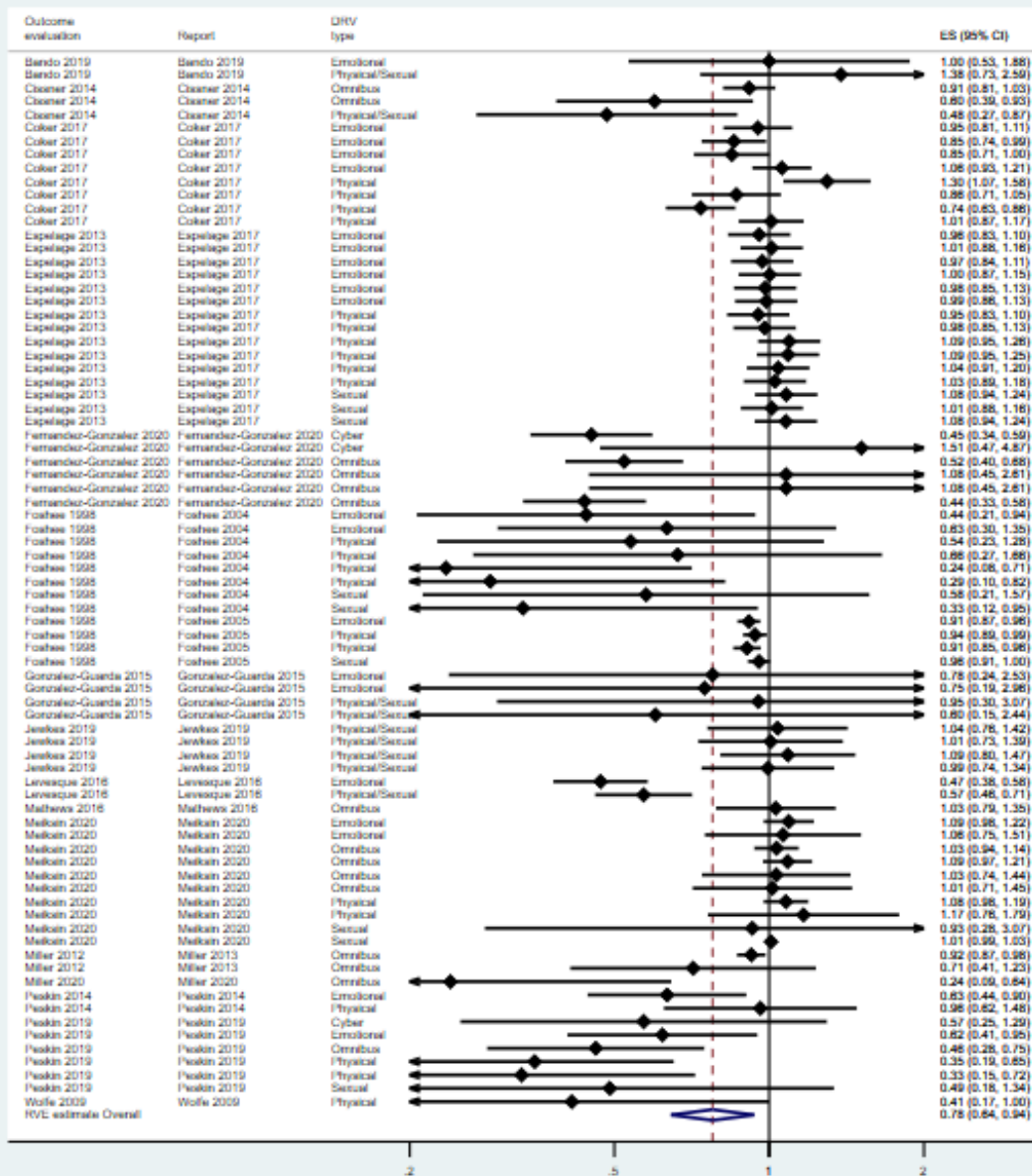


Figure 37: Forest plot of interventions for LT DRV perpetration

However, findings were not statistically significant across most subtypes of DRV perpetration long-term outcomes:

Omnibus DRV perpetration (OR=0.74, 95% CI [0.52, 1.06]; $I^2=75\%$; seven trials, 15 effect sizes; [Figure 38](#)Figure-38).

A reduction in violence was shown following **Me and You** (Peskin 2019(157)), and both the **Fourth R** (Cissner 2014(2)) and **Incremental Theory of Personality** (Fernandez-Gonzalez 2020(30)) were followed by reductions in the frequency of violence events (though neither showed reductions in the number of perpetrators). There was also a reduction in violence following **CBIM** (Miller 2012(40) and Miller 2020(141)), with a larger effect amongst students who were dating in one study (Miller 2012). There was no reduction in violence following **PREPARE** (Mathews 2016(51)) or **Project respect** (Meiksin 2020(39)).

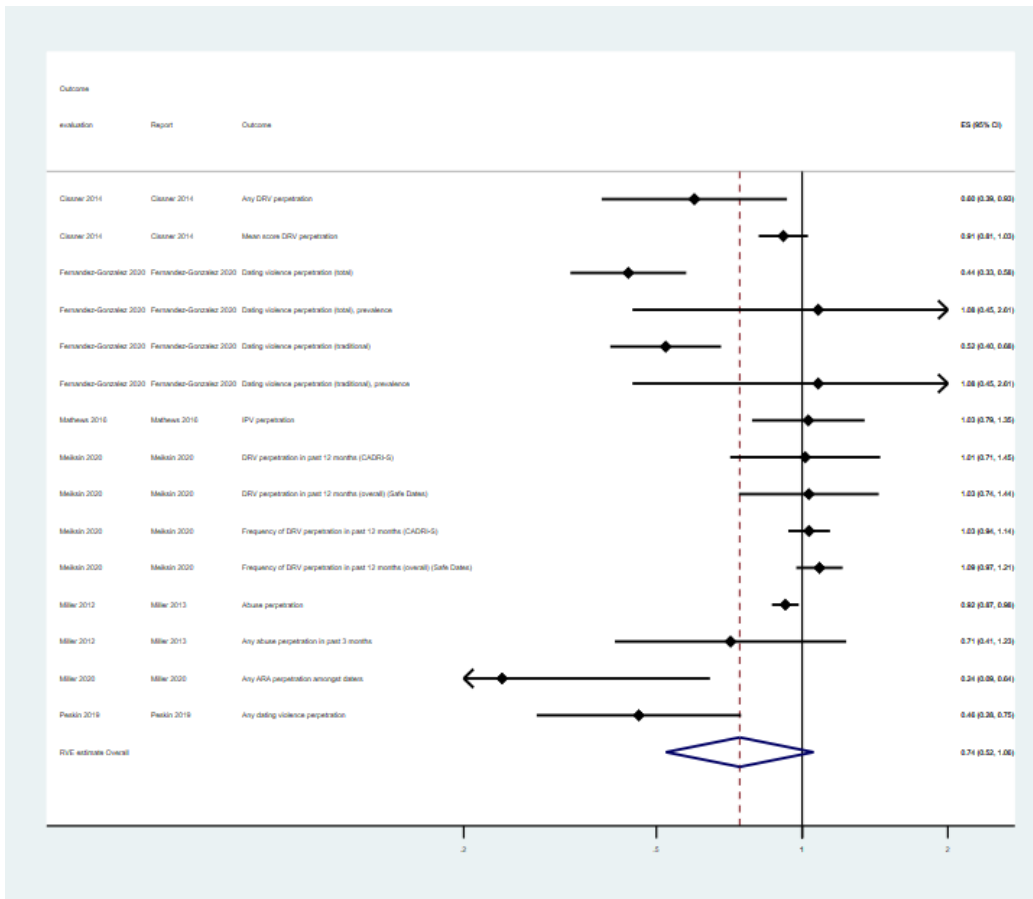


Figure 38: Forest plot of interventions for LT omnibus DRV perpetration

Emotional DRV perpetration (OR=0.77, 95% CI [0.59, 1.01]; $I^2=85%$; nine trials, 21 effect sizes; [Figure 39](#)Figure-39).

Many effects were clustered around the line of null effect, however **Safe Dates** (Foshee 1998), **Teen Choices** (Levesque 2016(10)), **It's your game** (Peskin 2014(29)), and **Me and You** (Peskin 2019(157)) showed a reduction in emotional violence perpetration compared to control. The effect of **Green Dot** (Coker 2017(12)) appeared to be delayed, with no effect in the first 2 years of follow-up but a reduction in violence at 3 and 4 years. A reduction in

emotional violence perpetration was also shown following **JOVEN** (Gonzalez-Guarda 2015(45)) though 95% CIs spanned broadly either side of the line of null effect. There was no clear evidence that H&M (Bando 2019(16)), Second Step (Espelage 2017(7)), The Safe Dates booster (Foshee 1998(23)), and Project Respect (Meiksin 2020(39)) resulted in a reduction in emotional violence perpetration relative to control.

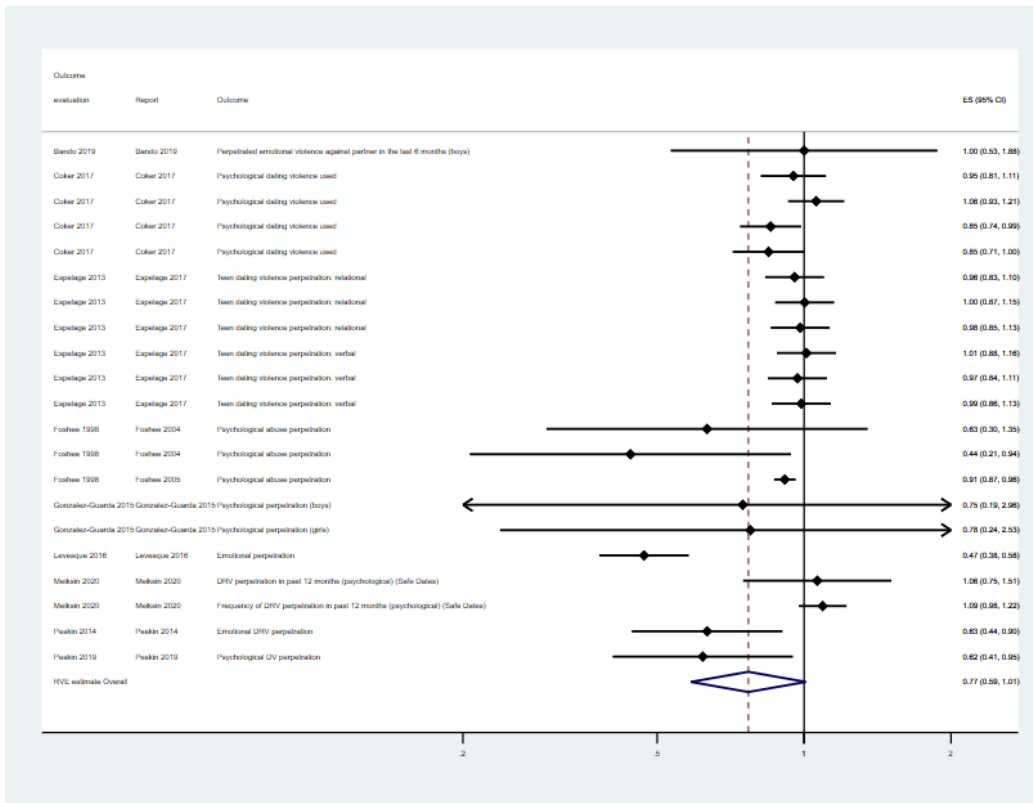


Figure 39: Forest plot of interventions for LT emotional DRV perpetration

Physical or sexual DRV perpetration (OR=0.76, 95% CI [0.41, 1.41]; $I^2=71%$; five trials, nine effect sizes; [Figure 40](#)Figure 40).

Both **Teen Choices** (Levesque 2016(10)) and the **Fourth R** (Cissner 2014(2)) resulted in a significant reduction in physical or sexual violence perpetration compared to control. As with short-term follow-up, a trend was shown for a reduction in physical or sexual violence perpetration by boys following **JOVEN** (Gonzalez-Guarda 2015(45)), though 95% CIs spanned broadly either side of the line of null effect. There was no evidence that H&M (Bando 2019(16)) or Skokho (Jewkes 2019(17)) resulted in a reduction in physical or sexual violence perpetration, and no evidence that **JOVEN** (Gonzalez-Guarda 2015(45)) resulted in a reduction in physical or sexual violence perpetrated by girls.

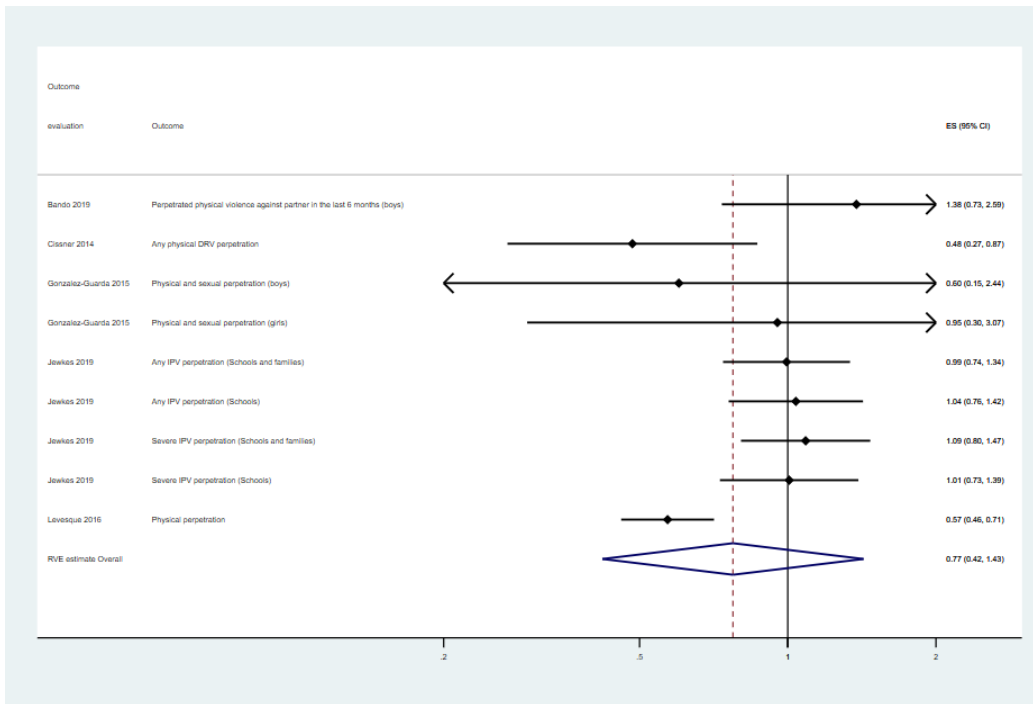


Figure 40: Forest plot of interventions for LT physical and/or sexual DRV perpetration

Physical DRV perpetration (OR=0.83, 95% CI [0.59, 1.18]; $I^2=80\%$; seven trials, 22 effect sizes; [Figure 41](#)~~Figure 44~~).

A reduction in physical violence perpetration relative to control was shown following **Safe Dates** (Foshee 1998(23)), **the Fourth R** (Wolfe 2009(1)), and **Me & You** (Peskin 2019(157)), though the effects were mostly highly imprecise. The longitudinal effect for Safe dates was small (0.91 and 0.94 for moderate and severe violence). As with emotional violence, a reduction in physical violence perpetration was shown to emerge over time, at 3- and 4-years following implementation of **Green Dot** (Coker 2017(12)). There was no evidence of a reduction in physical perpetration following Second Step (Espelage 2017(7)), or Project Respect (Meiksin 2020(39)).

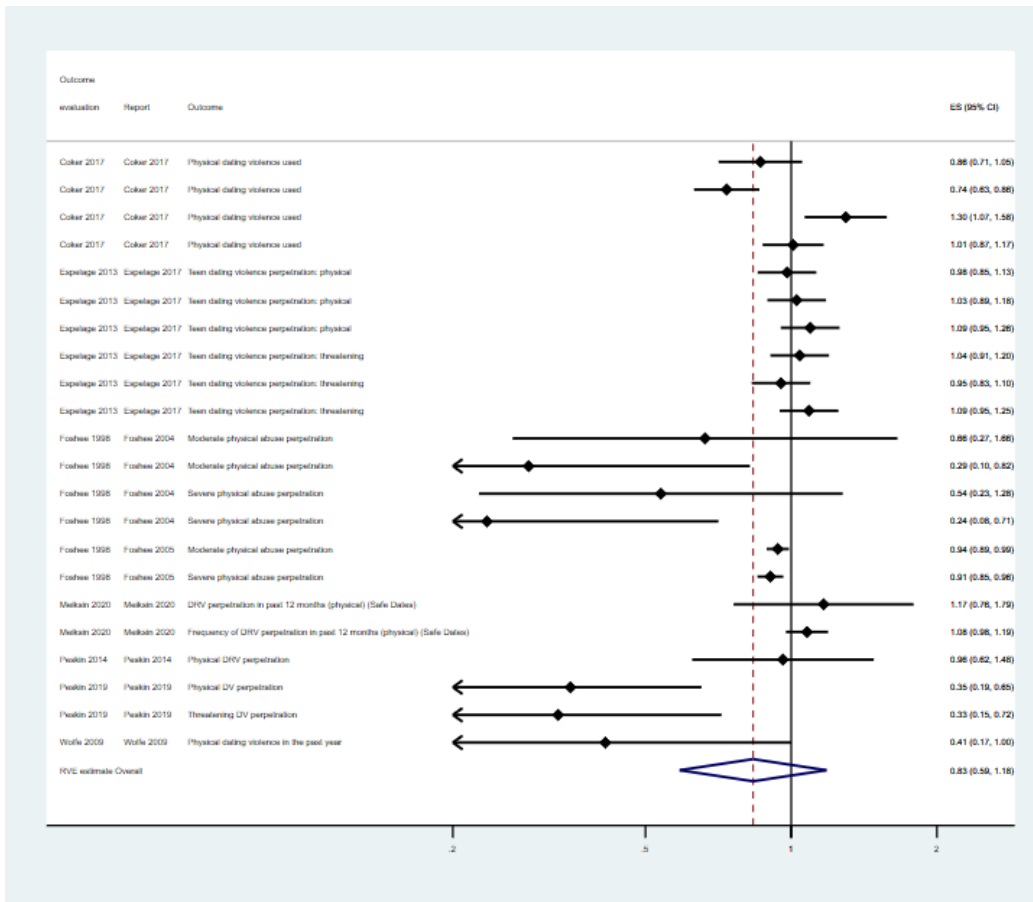


Figure 41: Forest plot of interventions for LT physical DRV perpetration

Sexual DRV perpetration (OR=0.85, 95% CI [0.37, 1.92]; $I^2=60\%$; four trials, nine effect sizes; [Figure 42](#)Figure 42).

There was a trend for a reduction following **Me & You** (Peskin 2019(157)), and a small but statistically significant longitudinal effect was shown for **Safe dates** (Foshee 1998(23)). However no effect was shown for Second Step (Espelage 2017(7)), the Safe Dates booster (Foshee 1998(23)), or Project Respect (Meiksin 2020(39)).

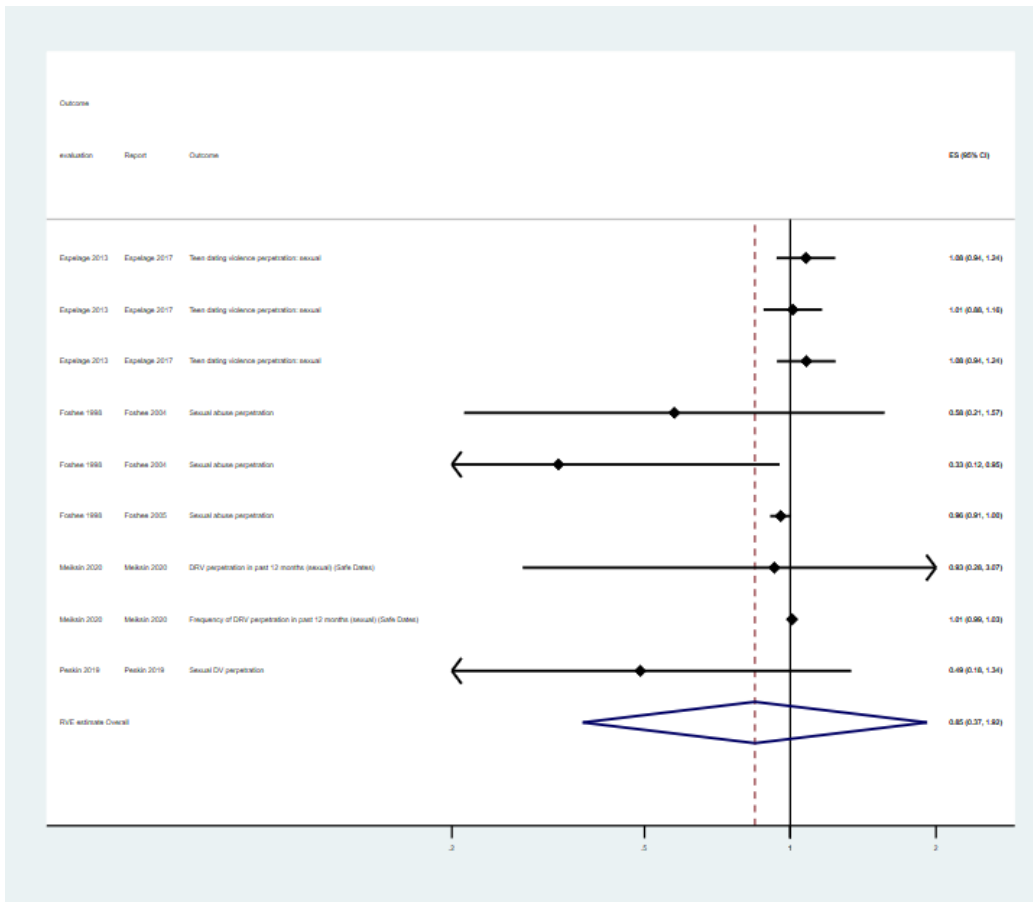


Figure 42: Forest plot of interventions for LT sexual DV perpetration

Cyber DV perpetration (OR=0.49, 95% CI [0.38, 0.63], $I^2=50\%$, two trials and three effect sizes; [Figure 43](#))

This effect was driven by a reduction in the frequency of cyber violent events following the **Incremental Theory of Personality** (Fernandez-Gonzalez 2020(30)) and the number of students who experienced cyber violence following **Me & You** (Peskin 2019(157)). Conversely, an increase in the number of students who experienced cyber violence was reported following the Incremental Theory of Personality (Fernandez-Gonzalez 2020(30)).

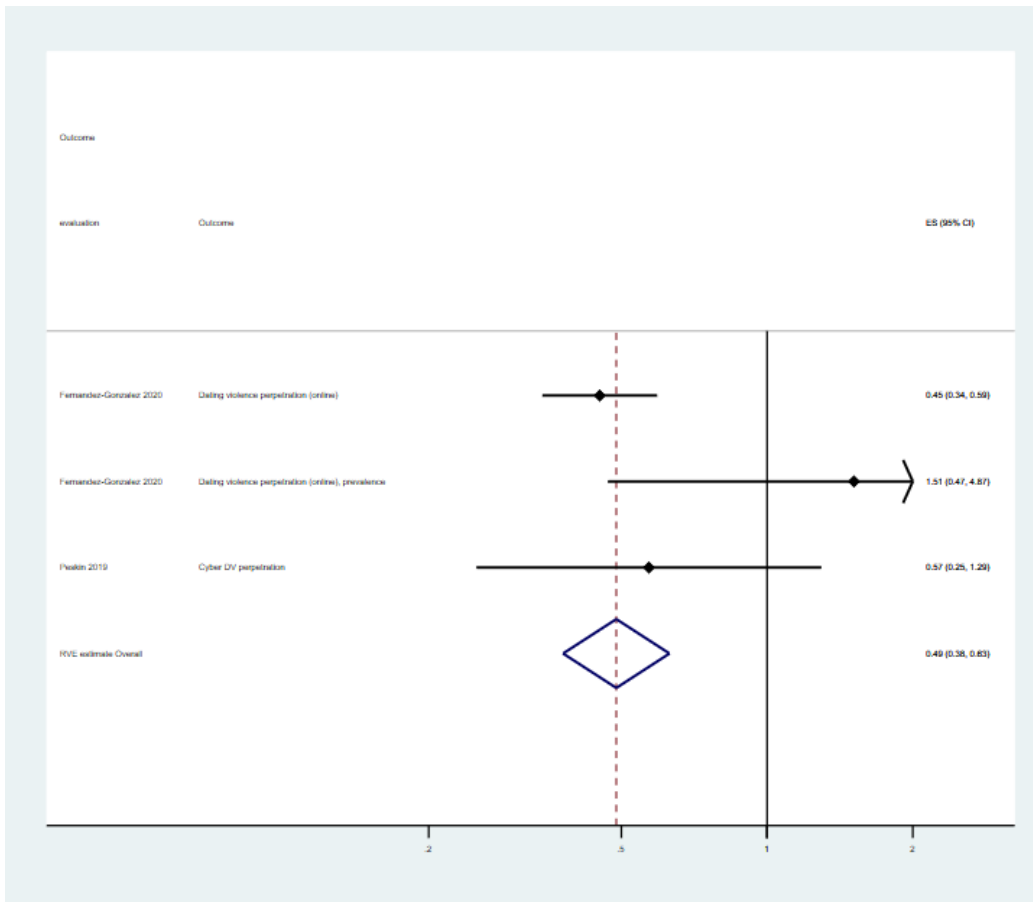


Figure 43: Forest plot of interventions for LT cyber DRV perpetration

DRV knowledge, attitudes and behaviours: violence acceptance

All four intervention types contributed to syntheses of DRV-related violence acceptance outcomes; however, findings for single component and multi-component interventions could not be meta-analysed for long-term outcomes due to sparseness of evidence, and curriculum interventions were not evidenced for long-term outcomes.

Single component interventions

A meta-analysis of 11 trials and 30 effect sizes did not provide clear evidence of single component interventions' effectiveness in improving DRV-related **violence acceptance** ($d=0.15$, 95% CI [-0.04, 0.35]; [Figure 44](#)), though this analysis had substantial heterogeneity ($I^2=73%$). A reduction in violence acceptance was shown following the Katie Brown Educational Program (Joppa 2016),(25) Teen choices (Levesque 2016),(10) and the Health belief model intervention (Garmaroudi 2016).(100) An improvement in emotional response to victims was reported following Jesse, but no change in the cognitive response (Boduszek 2019).(53) No conclusive evidence of an improvement in attitudes was shown for

PR:EPARE,(26) South Carolina intervention,(14) Twilight true love and you,(131) SAISIR,(71) or Battered Women: Violence Behind Closed Doors.(176)

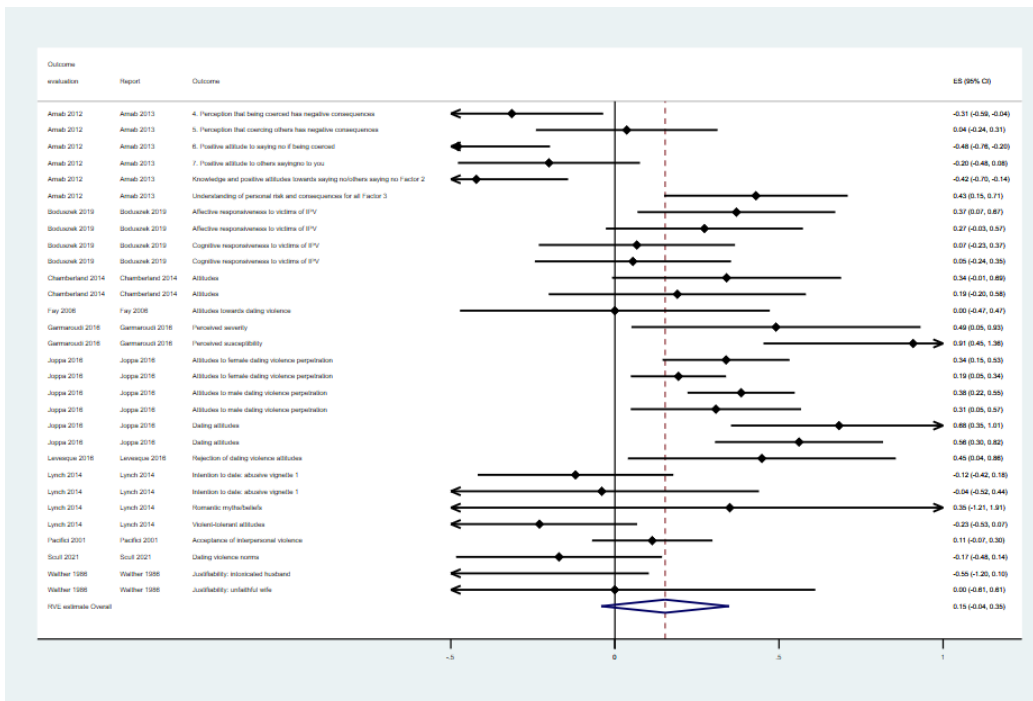


Figure 44: Forest plot of single component interventions for ST DRV violence acceptance

Only one trial (of Teen choices) contributed to long-term evidence of effectiveness in DRV-related violence acceptance.(10) This showed a trend towards an improvement in attitudes, but the effect was not statistically significant.

Curriculum interventions

A meta-analysis of two trials and five effect sizes did not suggest that curriculum interventions were effective in improving DRV-related **violence acceptance** ($d=0.09$, 95% CI [-0.07, 0.26]; [Figure 45](#)). This analysis had minimal heterogeneity ($I^2=0%$) due to overlapping 95% confidence intervals. Neither of the trials reported a statistically significant change in violence acceptance, though there was a trend for improved attitudes following the **Teen Dating Violence Intervention Program** (Miller 1998(36)).

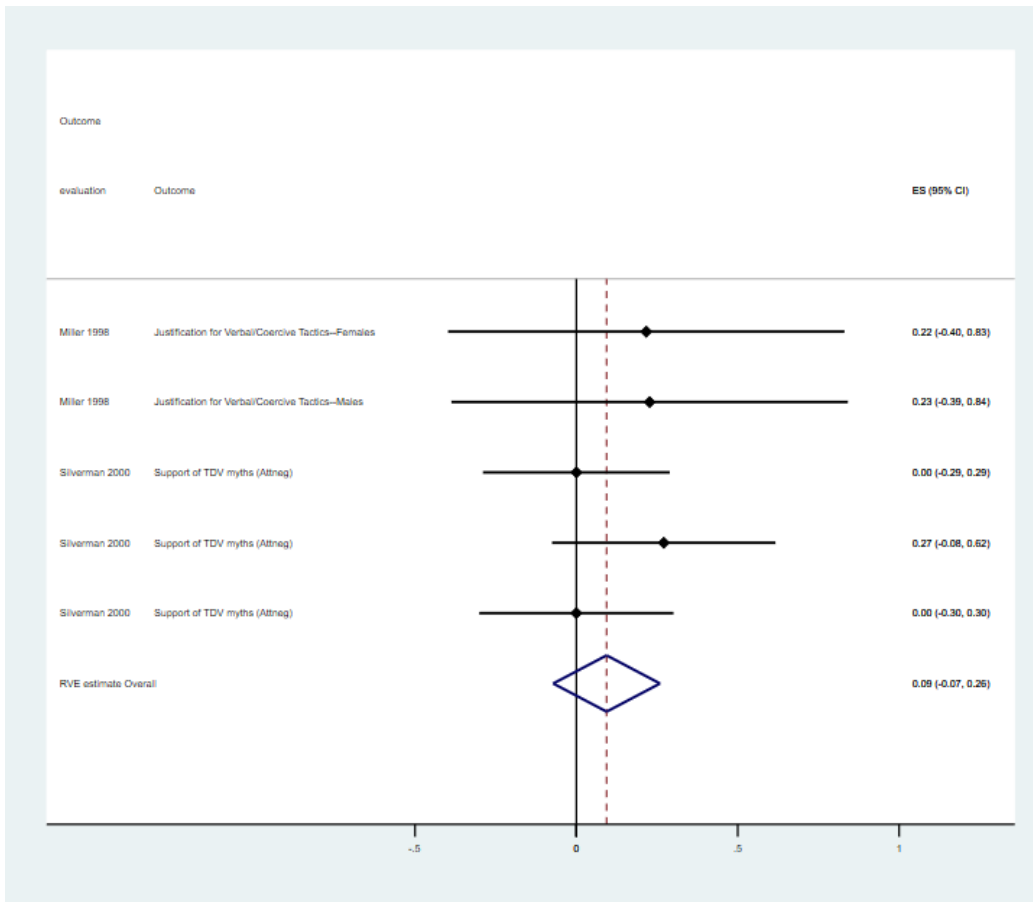


Figure 45: Forest plot of curriculum interventions for ST DRV violence acceptance

No trials of curriculum interventions presented evidence for long-term effectiveness in improving DRV-related violence acceptance.

Multi-component interventions

Based on seven trials and 21 effect sizes, multi-component interventions did not demonstrate clear evidence of improving DRV-related **violence acceptance** ($d=0.19$, 95% CI [0.03, 0.36]; [Figure 46](#)~~Figure 46~~). This analysis had moderate heterogeneity ($I^2=57%$).

Three interventions resulted in statistically significant improvements in attitudes: **Dating Violence Prevention Program** (Macgowan 1997(46)), **DAT-E Adolescence** (Sanchez-Jimenez 2018(161)), and **Media aware** (Scull 2018(165)). Two of these outcomes were within 1 week of the intervention. All other interventions showed mixed findings, though in two cases this was explained by a sex-difference: **DRV curriculum** (Gage 2016(37)) showed an improvement in attitudes amongst girls, though the reverse was true for boys; and **Expect respect** (Roberts 2009(32)) showed an improvement in attitudes towards violence perpetrated by females, but not for violence perpetrated by males. One other trial in

the analysis evaluating Dating violence prevention program (Avery-Leaf 1997(58)) compared outcomes according to whether violence was perpetrated by males or females, but this did not show a sex difference. There was no consistent evidence of an improvement in attitudes following Dating violence prevention program (Avery-Leaf 1997(58)) or Shifting boundaries (building and classroom; Taylor 2011(49)).

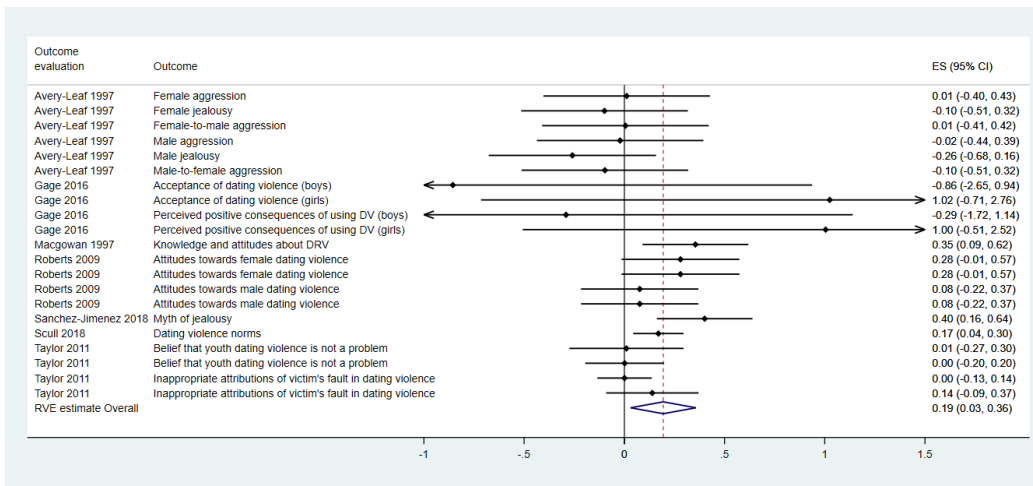


Figure 46: Forest plot of multi-component interventions for ST DRV violence acceptance

Only one trial evaluating Green Dot,(12) including 10 effect sizes, presented long-term evidence for improvement in DRV-related violence acceptance. There was no consistent evidence that Green Dot resulted in an improvement in attitudes to DRV.

Multilevel interventions

Based on four trials and 12 effect sizes, multilevel interventions did not demonstrate clear evidence of effectiveness in improving DRV-related **violence acceptance** in the short term ($d=0.12$, 95% CI [-0.07, 0.30]; [Figure 47](#)). This analysis was substantially heterogeneous ($I^2=61%$), though most effect sizes were clustered around the line of null effect. Only **Safe dates** (Foshee 1998(23)) was associated with a statistically significant improvement in attitudes.

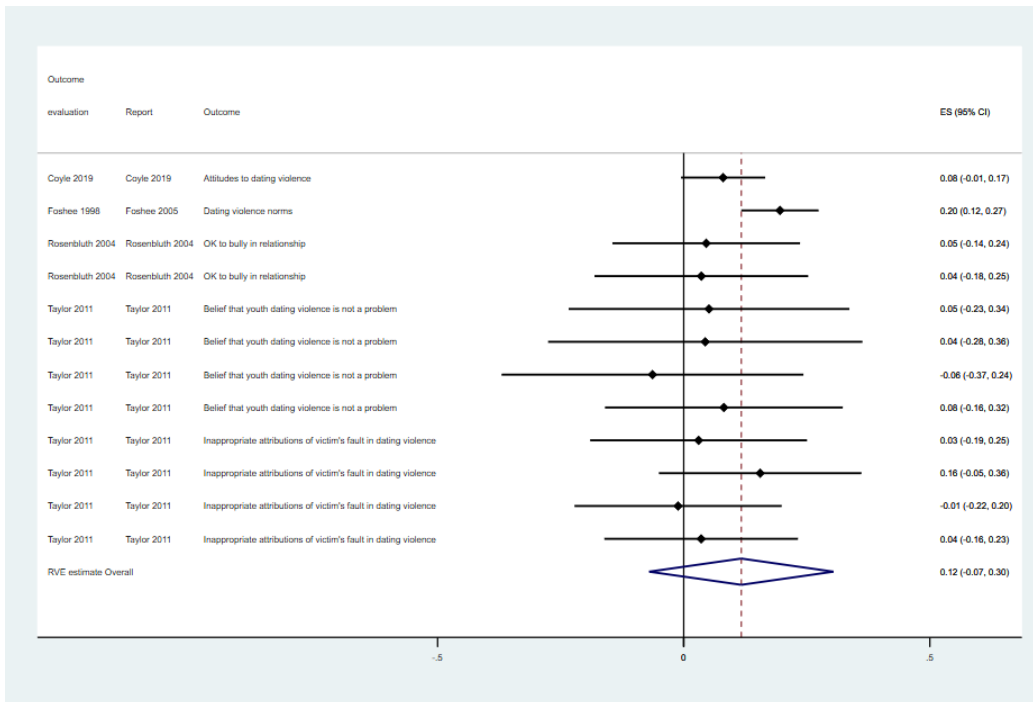


Figure 47: Forest plot of multilevel interventions for ST DRV violence acceptance

Based on six trials and 18 effect sizes, multilevel interventions resulted in a small, but not statistically significant effect in improving DRV-related **violence acceptance** in the long term ($d=0.20$, 95% CI [-0.16, 0.57]; [Figure 48](#)). This analysis had substantial heterogeneity ($I^2=87%$), with the positive effect driven in part by large, imprecise findings from evaluations of **GEA** (Achyut 2011(20)), **CAMPAIGN** (Achyut 2011(20)), **GEMS** (ICRW, 2017(13)) and **Educación Comunitaria para la Prevención de la Violencia de Género** (ECPVG; Bando 2019(16)). All these evaluations reported no effect for other attitude outcomes. A sex difference was shown following ECPVG (Bando 2019(16)), with an improvement in attitudes amongst female students but not amongst males. The same pattern was noted for GEA (Achyut 2011(20)), though all effects were small and not statistically significant. There were no improvement in attitudes following Safe dates (Foshee 1998(23)) or You-Me-U's (Coyle 2019(35)).

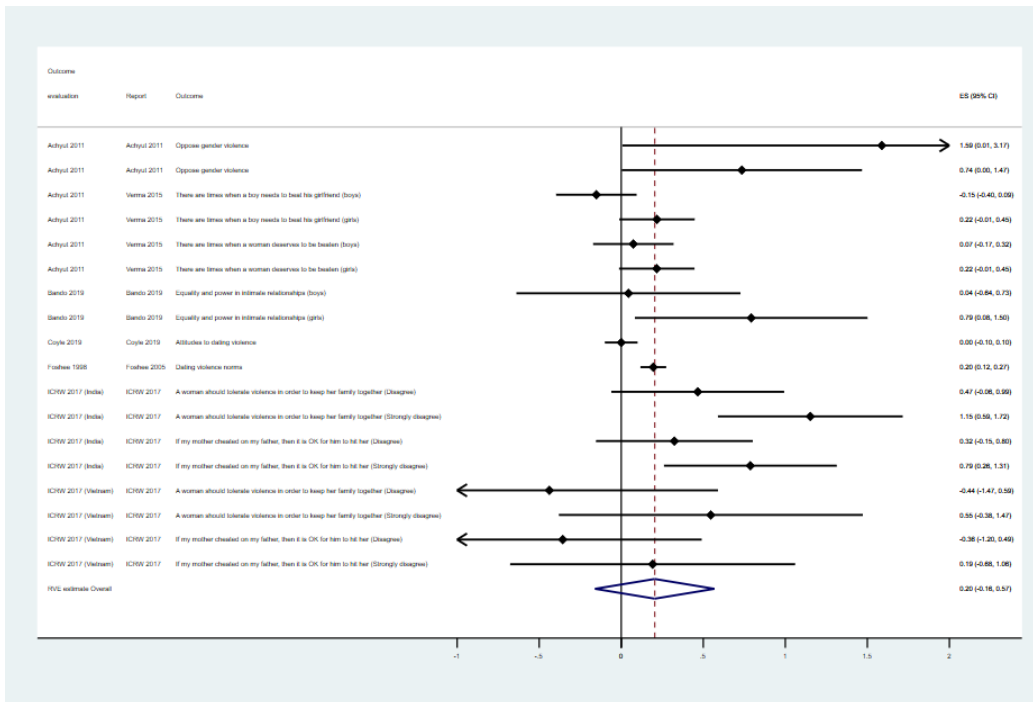


Figure 48: Forest plot of multilevel interventions for LT DRV violence acceptance

Overall meta-analyses

Short-term

Drawing on 23 trials and 68 effect sizes, interventions were effective at improving DRV-related violence acceptance in the short term ($d=0.16$, 95% CI [0.08, 0.24]; [Figure 49](#)). This analysis was, however, substantially heterogeneous ($I^2=68%$).

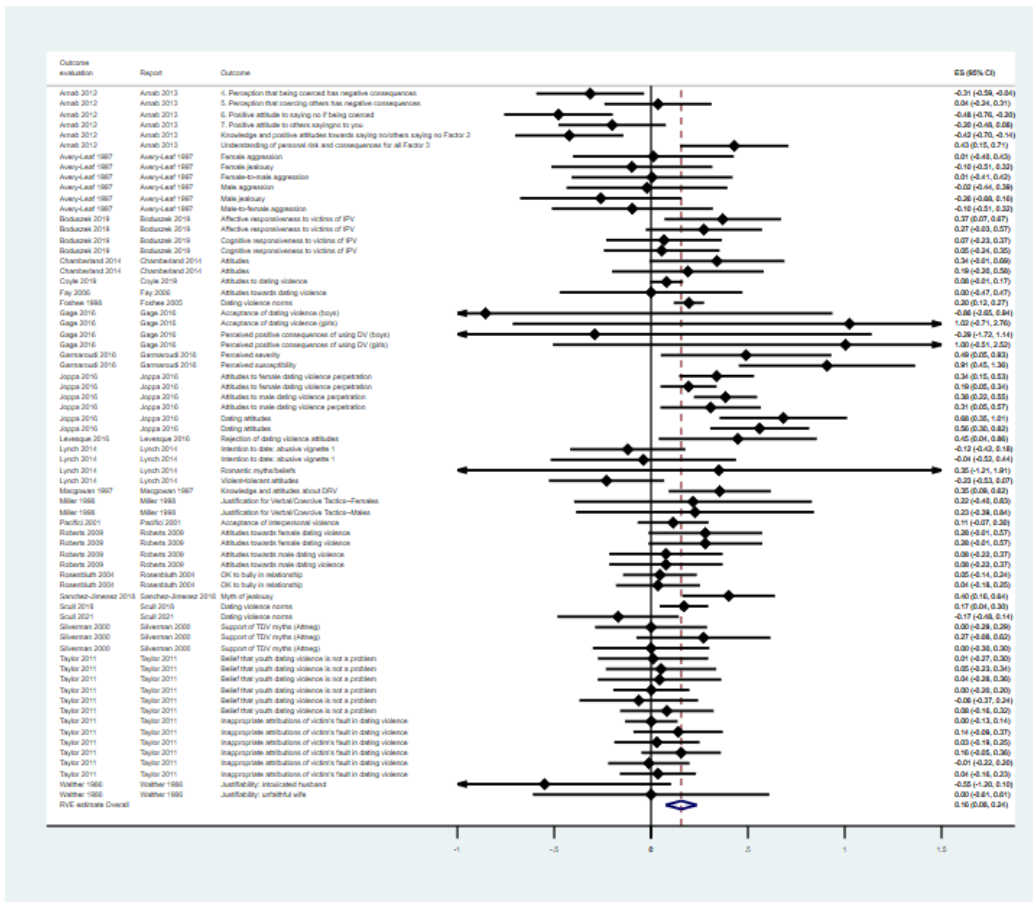


Figure 49: Forest plot of interventions for ST DRV violence acceptance

Long-term

However, while effects were similar in magnitude in the long term, a meta-analysis based on eight trials and 29 effect sizes did not suggest significant long-term evidence of effectiveness ($d=0.14$, 95% CI [-0.04, 0.33]; [Figure 50](#)). This analysis was substantially heterogeneous ($I^2=86%$).

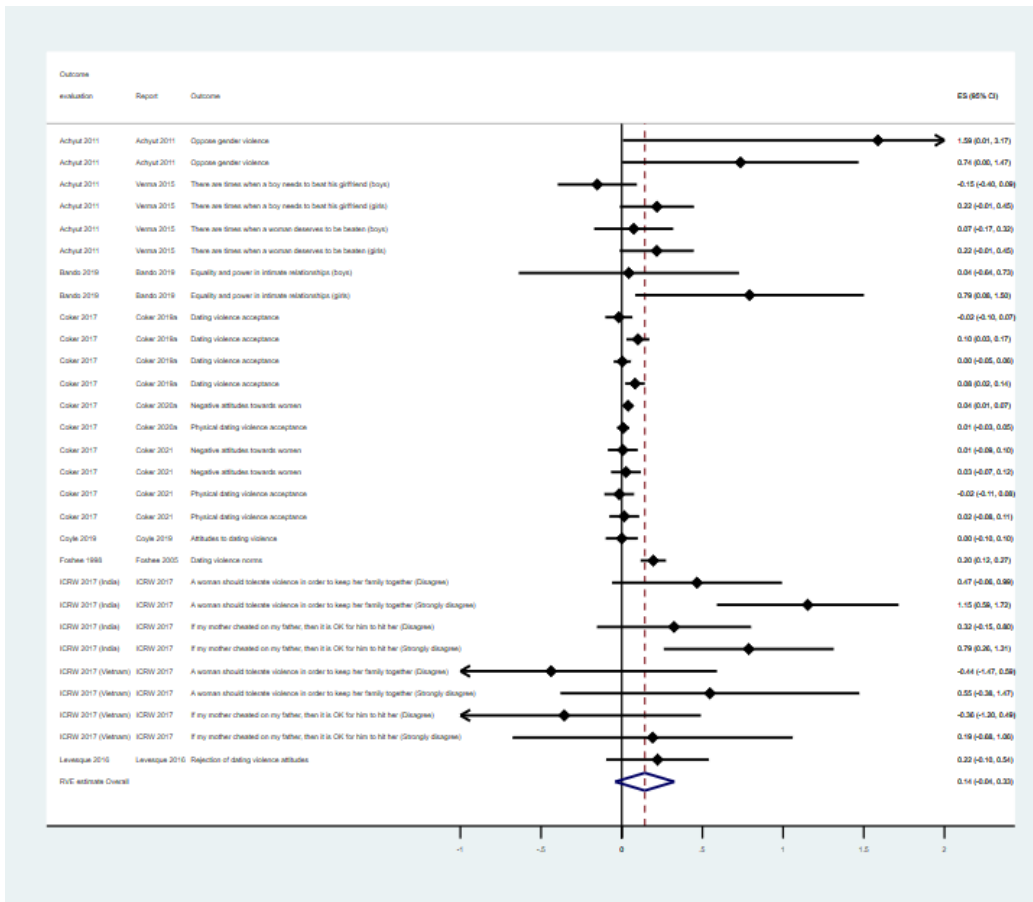


Figure 50: Forest plot of interventions for LT DRV violence acceptance

DRV knowledge, attitudes and behaviours: knowledge

All four intervention types contributed to syntheses of DRV-related knowledge outcomes; however, only multi-component interventions could be meta-analysed for long-term outcomes, and single component and curriculum interventions were not evidenced for long-term outcomes.

Single component interventions

Based on six trials and 10 effect sizes, single-component interventions did not present significant evidence of effectiveness for improving short-term DRV-related knowledge ($d=0.63$, 95% CI [-0.41, 1.66]; [Figure 51](#)~~Figure 54~~). Heterogeneity was substantial in this meta-analysis ($I^2=94%$). **Ending violence** (Jaycox 2006(115)), **Katie Brown Educational Program** (Joppa 2006(25)), and the **Health belief model educational program** (Garmaroudi 2016(100)) were followed by statistically significant improvements in knowledge, though the latter was considered to be an outlier since the effect was so much greater than all other studies (ES 2.70, 95% confidence intervals 2.10, 3.30). While an

improvement in knowledge was shown 1 week after SAISIR, this effect reduced and was no longer significant by 1 month (Chamberland 2014(71)). There was no evidence for an improvement in knowledge following DRV intervention (Dos Santos 2019(24)) or Twilight, true love and you (Lynch 2014(131)).

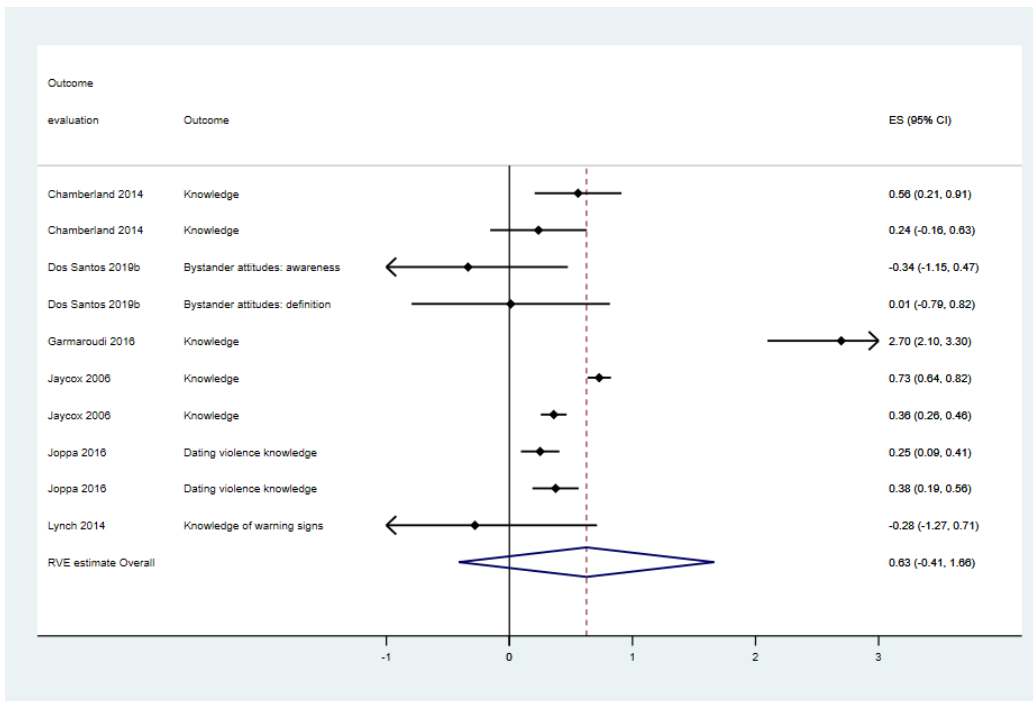


Figure 51: Forest plot of single component interventions for ST DRV knowledge

No trials of single component interventions presented evidence for long-term effectiveness in improving DRV-related knowledge.

Curriculum interventions

Two trials, with 12 effect sizes, yielded a significant estimate suggesting effectiveness of curriculum interventions in improving short-term DRV-related knowledge ($d=0.96$, 95% CI [0.49, 1.43]; [Figure 52](#)). This meta-analysis was substantially heterogeneous ($I^2=87%$). Both interventions (**Web-based DV prevention program** [Jung 2013(119)] and **Secondary prevention project** [Silverman 2000(167)]) resulted in increased knowledge of DRV, though effects were consistently larger for the Web-based DV prevention.

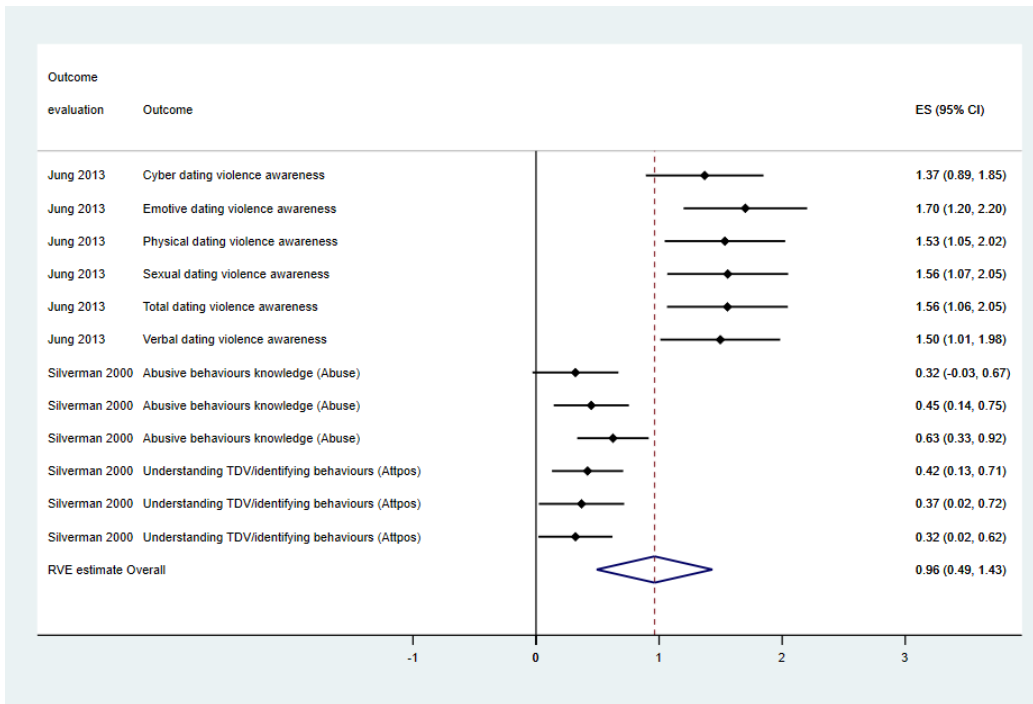


Figure 52: Forest plot of curriculum interventions for ST DRV knowledge

No trials of curriculum interventions presented evidence for long-term effectiveness in improving DRV-related knowledge.

Multi-component interventions

A meta-analysis of three trials contributing four effect sizes suggested a small but statistically significant short-term improvement in DRV-related knowledge ($d=0.07$, 95% CI [0.003, 0.14];

Figure 53). This analysis had little heterogeneity ($I^2=26\%$), though effects were much greater for **Teen VIP** (Gage 2016(37)) than for CBIM (Miller 2012(40) and Miller 2020(141)).

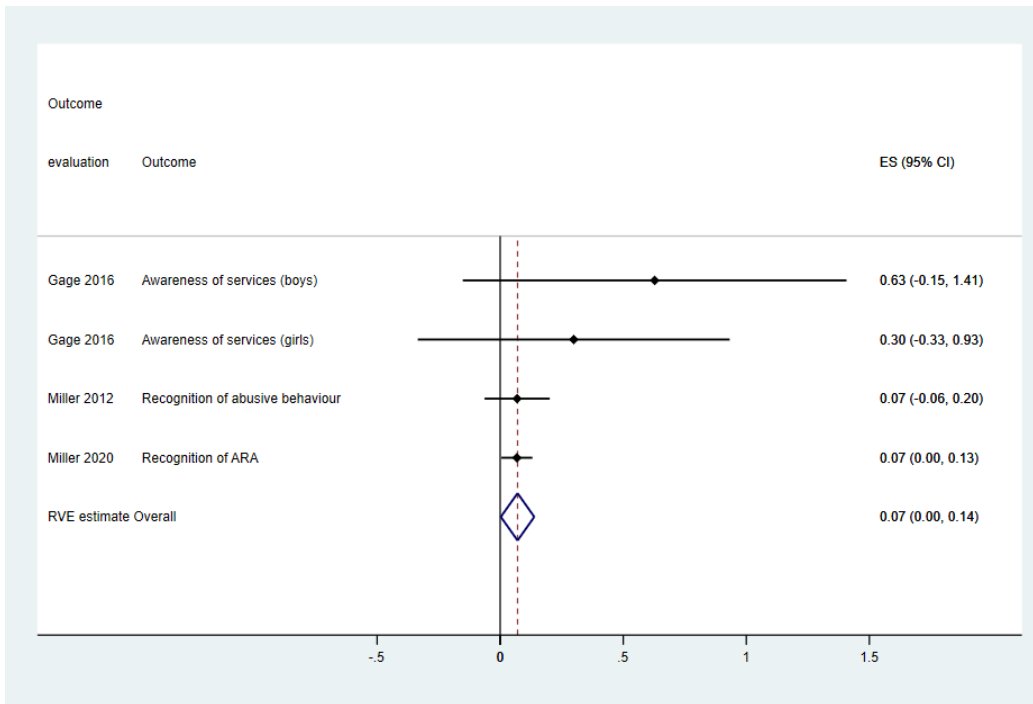


Figure 53: Forest plot of multi-component interventions for ST DRV knowledge

A meta-analysis of two trials evaluating CBIM did not yield evidence of effectiveness in long-term improvements to DRV-related knowledge ($d=0.04$, 95% CO [-0.07, 0.14]; [Figure 54](#)). Heterogeneity was moderate in this analysis ($I^2=47%$), though both effects were clustered close to the line of null effect.

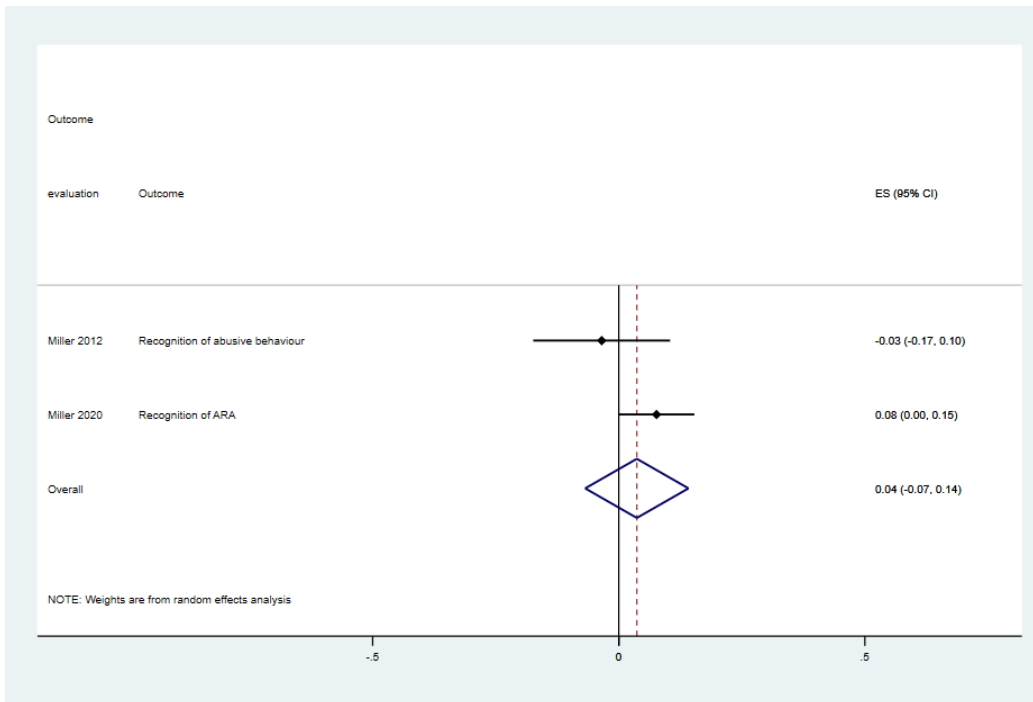


Figure 54: Forest plot of multi-component interventions for ST DRV knowledge

Multilevel interventions

A meta-analysis based on three trials and eight effect sizes yielded inconsistent and highly heterogeneous ($I^2=98\%$) estimates of the effectiveness of multilevel interventions on short-term improvements in DRV-related knowledge ($d=1.54$, 95% CI [-1.67, 4.74]; [Figure 55](#)). A statistically significant improvement in DRV knowledge was shown following the **Precede-Proceed Model DRV** intervention (Ekhtiari 2013(207)) and **Safe dates** (Foshee 1998(23)). No evidence for an improvement in knowledge was shown following SHARP (Miller 2015(3)).

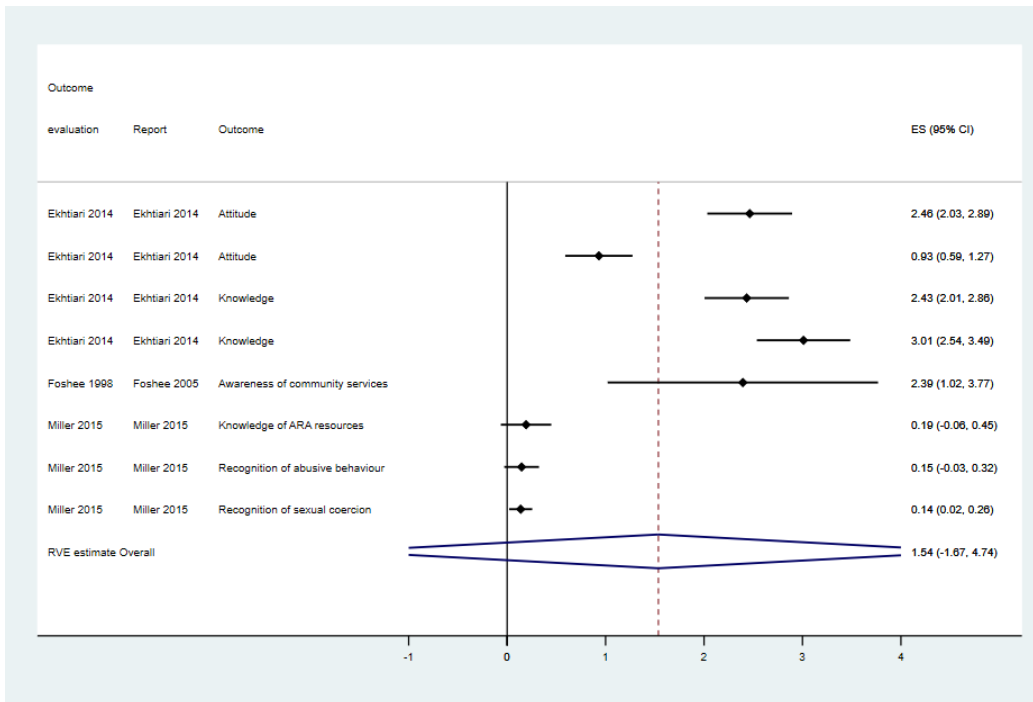


Figure 55: Forest plot of multilevel interventions for ST DRV knowledge

Only one trial of a multilevel intervention [**Safe dates**](23) presented long-term evidence of effectiveness in improving DRV-related knowledge. This analysis, which was based on a longitudinal model, was translated into a large positive effect of $d=2.39$ (95% CI [1.02, 3.77]).

Overall meta-analyses

Short-term

Overall, interventions were effective at improving short-term DRV knowledge outcomes ($d=0.69$, 95% CI [0.18, 1.20]; [Figure 56](#)[Figure 56](#)). This analysis, which was based on 14 trials and 34 effect sizes, was substantially heterogeneous ($I^2=96%$). Within trial effects were consistent, and so heterogeneity was driven by variation in effects between trials.

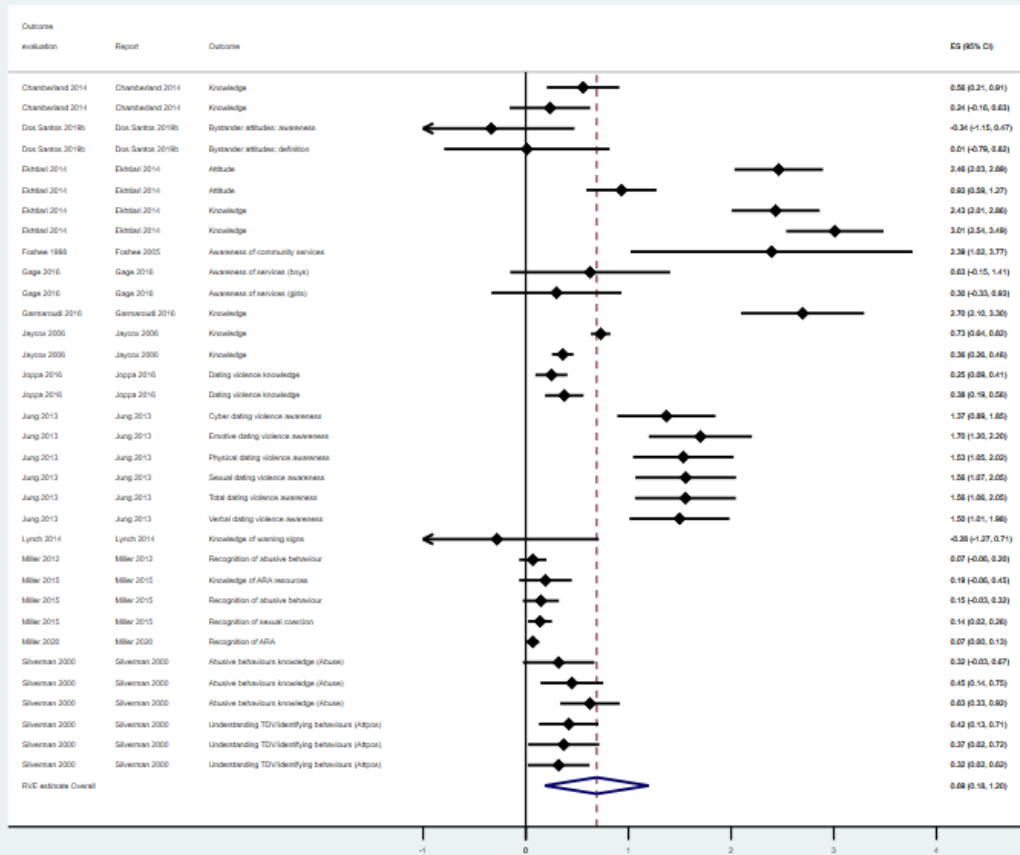


Figure 56: Forest plot of interventions for ST DRV knowledge

Long-term

However, a meta-analysis based on three trials did not suggest similar effects for long-term DRV-related knowledge outcomes ($d=0.11$, 95% CI [-0.16, 0.38]; [Figure 57](#)), albeit with substantial heterogeneity as well ($I^2=85%$). A trial of **Safe dates** (Foshee 1998(23)) that showed a positive effect for knowledge in the short-term analysis continued to show a positive effect at the long-term follow-up. The other two trials included in the analysis both evaluated CBIM (Miller 2012,(40) Miller 2020(141)) and did not show a positive effect for knowledge at either the short- or long-term follow-up.

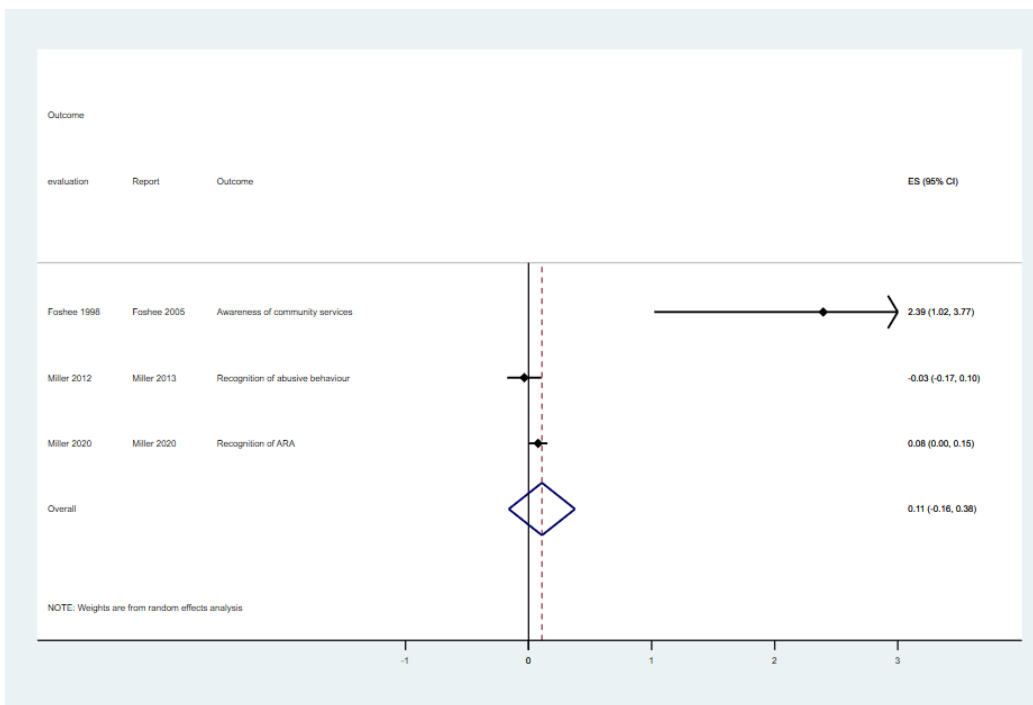


Figure 57: Forest plot of interventions for LT DRV knowledge

DRV knowledge, attitudes and behaviours: attitudes to intervening

In the short term, meta-analyses for DRV-related attitudes to intervening could only be constructed for single component, multi-component and multilevel interventions, as trials of curriculum interventions did not contribute to this outcome domain. Only multi-component interventions contributed to long-term estimates of effectiveness; thus, there is no distinct overall meta-analysis for this outcome domain in the long term.

Single component interventions

Single component interventions did not provide clear evidence of effectiveness in improving short-term DRV-related attitudes to intervening ($d=0.25$, 95% CI [-0.19, 0.70]; [Figure 58](#)). This analysis, which was based on four trials and 16 effect sizes, was substantially heterogeneous ($I^2=79%$). The majority of effects suggested a small, positive effect for interventions, though confidence intervals were wide, and frequently crossed the line of null effect.

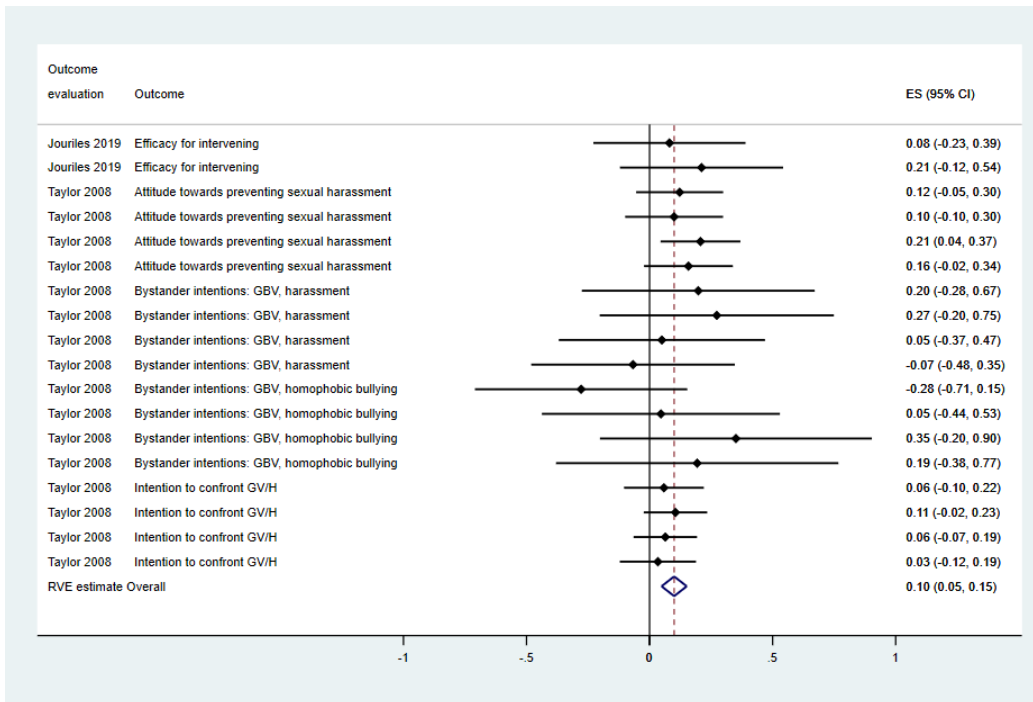


Figure 58: Forest plot of single component interventions for ST DRV attitudes to intervening

No trials of single component interventions presented evidence for long-term effectiveness in improving DRV-related attitudes to intervening.

Multi-component interventions

A meta-analysis of multi-component interventions for improving short-term DRV-related attitudes to intervening suggested a signal, albeit marginally significant, evidence of effectiveness ($d=0.14$, 95% CI [-0.002, 0.29]; [Figure 59](#)). This analysis, which was based on three trials and six effect sizes, had minimal heterogeneity ($I^2=0\%$), as 95% confidence intervals for the trial effects overlapped considerably. However, only Start Strong Bronx (Cissner 2014(2)) and CBIM (Miller 2012(40)) showed a (small) positive effect for attitudes to intervening.

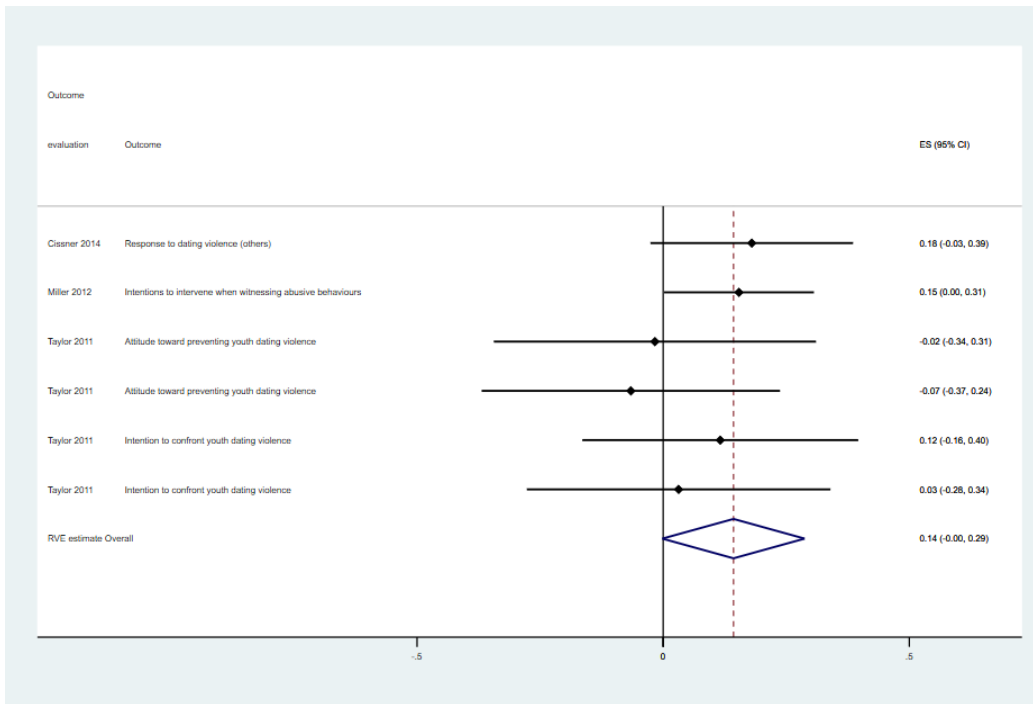


Figure 59: Forest plot of multi-component interventions for ST DRV attitudes to intervening

However, a meta-analysis based on these two trials did not indicate that either CBIM (Miller 2012) or Start strong bronx (Cissner 2014(2)) were effective for long-term improvements in DRV-related attitudes to intervening ($d=-0.02$, 95% CI [-0.18, 0.15]; [Figure 60](#)). This analysis had moderate heterogeneity ($I^2=41\%$), though both effects were close to the line of null effect and were not statistically significant.

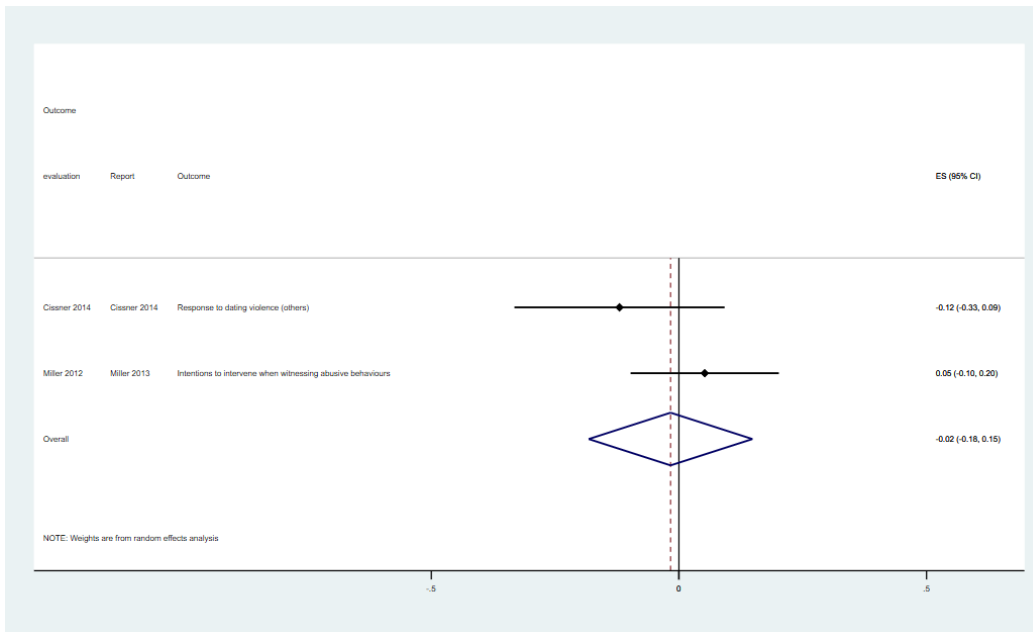


Figure 60: Forest plot of multi-component interventions for LT DRV knowledge

Multilevel interventions

A meta-analysis of three trials of multilevel interventions suggested effectiveness in the short term of attitudes to intervening ($d=0.06$, 95% CI [-0.02, 0.14]; [Figure 61](#)). This analysis had minimal heterogeneity ($I^2=0\%$) due to wide, overlapping confidence intervals surrounding all effects. The majority of effects did not show a change in bystander attitudes, with the exception of effect estimates reported in Taylor 2011.(49) In this trial, intentions to confront DRV did not change immediately after implementations of Shifting boundaries containing adaptations to the building and environment, but a trend was reported for a positive effect to intentions 6-months later.

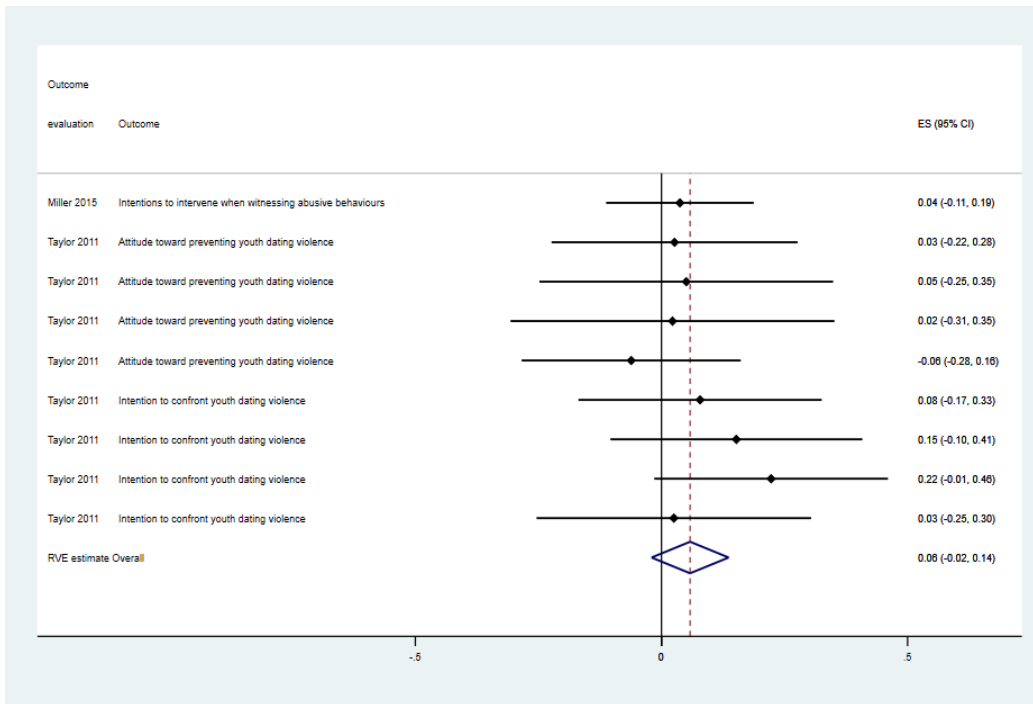


Figure 61: Forest plot of multilevel interventions for ST DRV attitudes to intervening

No trials of multilevel interventions presented evidence for long-term effectiveness in improving DRV-related attitudes to intervening.

Overall meta-analyses

Short-term

An overall meta-analysis was constructed for short-term outcomes in this domain. Based on eight trials and 31 effect sizes, there was not clear evidence of effectiveness of interventions in producing short-term improvements in DRV-related attitudes to intervening ($d=0.14$, 95% CI [0.01, 0.26]; [Figure 62](#)~~Figure 62~~). This analysis had substantial heterogeneity ($I^2=64%$).

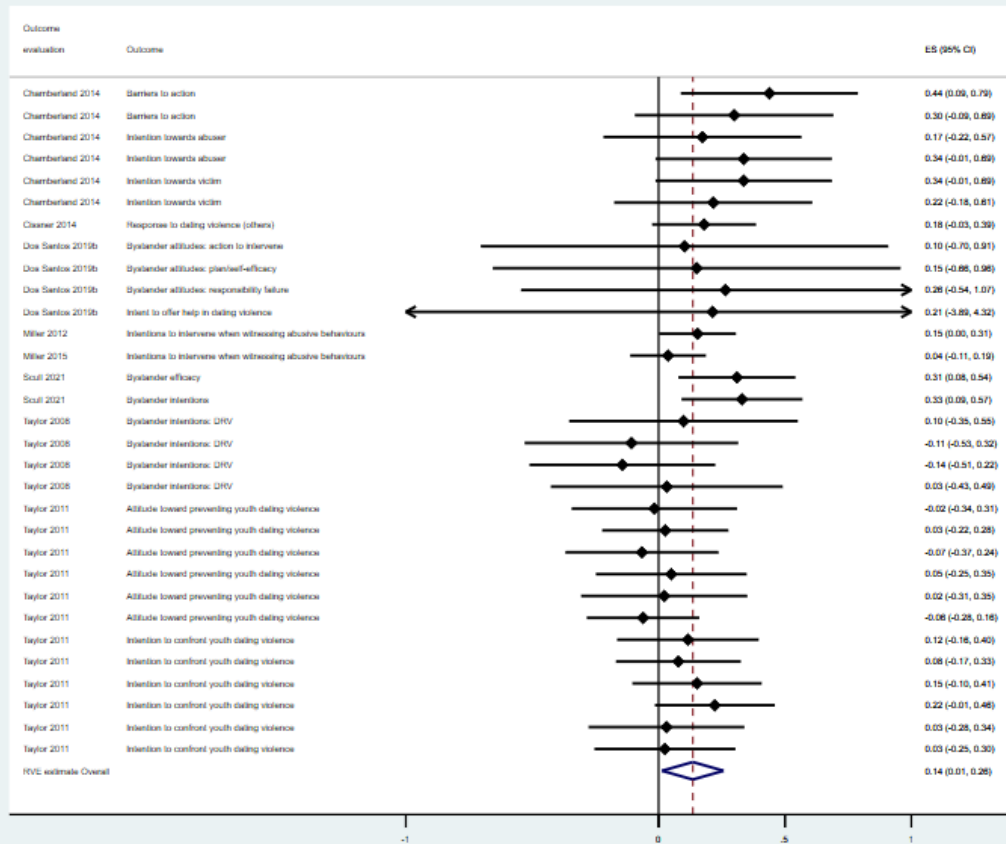


Figure 62: Forest plot of interventions for ST DRV attitudes to intervening

DRV knowledge, attitudes and behaviours: attitudes to personal help-seeking

All four intervention types contributed to synthesis for this outcome domain; however, single component and curriculum interventions only contributed to short-term syntheses, and only multilevel interventions were meta-analysable in long-term outcomes.

Single component interventions

A meta-analysis based on two trials and five effect sizes did not present clear evidence of effectiveness for single component interventions in improving short-term DRV-related attitudes to personal help-seeking ($d=0.25$, 95% CI [-0.01, 0.51]; [Figure 63](#)). This analysis had substantial heterogeneity ($I^2=71%$). A large effect was reported following the Health belief model educational program (Garmaroudi 2016(100)), while effects for Ending violence (Jaycox 2006(115)) were small and only statistically significant immediately following the intervention.

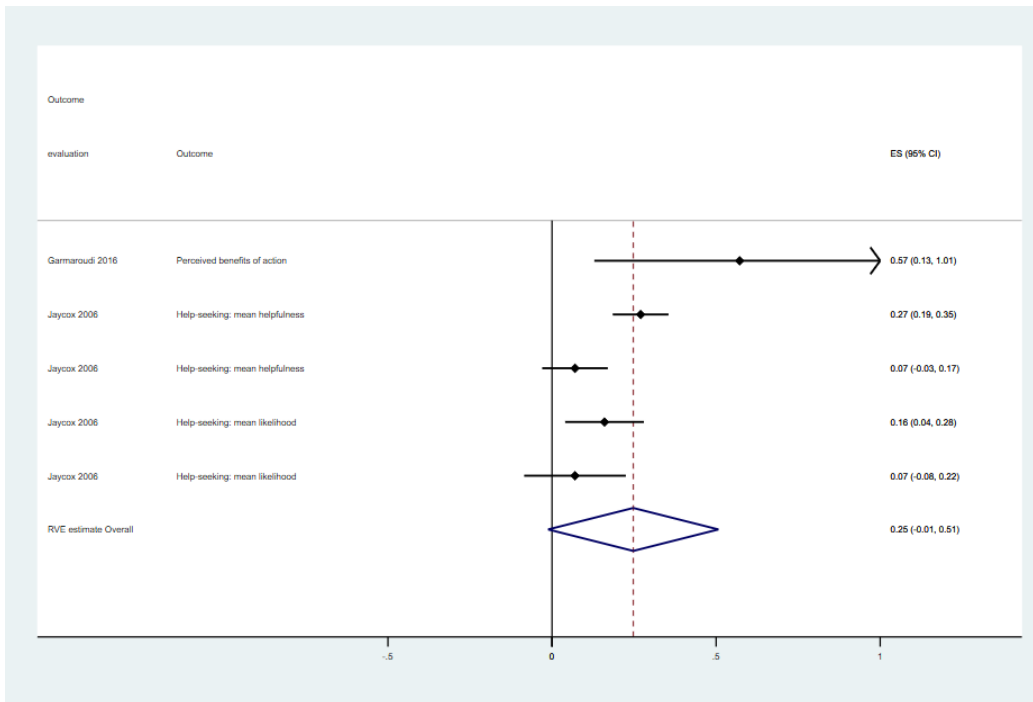


Figure 63: Forest plot of single component interventions for ST DRV attitudes to personal help-seeking

No trials of single-component interventions presented evidence for long-term effectiveness in improving DRV-related attitudes to personal help-seeking.

Curriculum interventions

Only one trial of a curriculum intervention [Secondary prevention project](167) presented evidence for short-term effectiveness in improving DRV-related attitudes to personal help-seeking, which did not show an effect of the intervention.

No trials of curriculum interventions presented evidence for long-term effectiveness in improving DRV-related attitudes to personal help-seeking.

Multi-component interventions

A meta-analysis based on two trials and three effect sizes suggested evidence of effectiveness for multi-component interventions in improving short-term DRV-related attitudes to personal help-seeking ($d=0.19$, 95% CI [0.01, 0.37]; [Figure 64](#)[Figure 64](#)). This analysis had moderate heterogeneity ($I^2=38\%$).

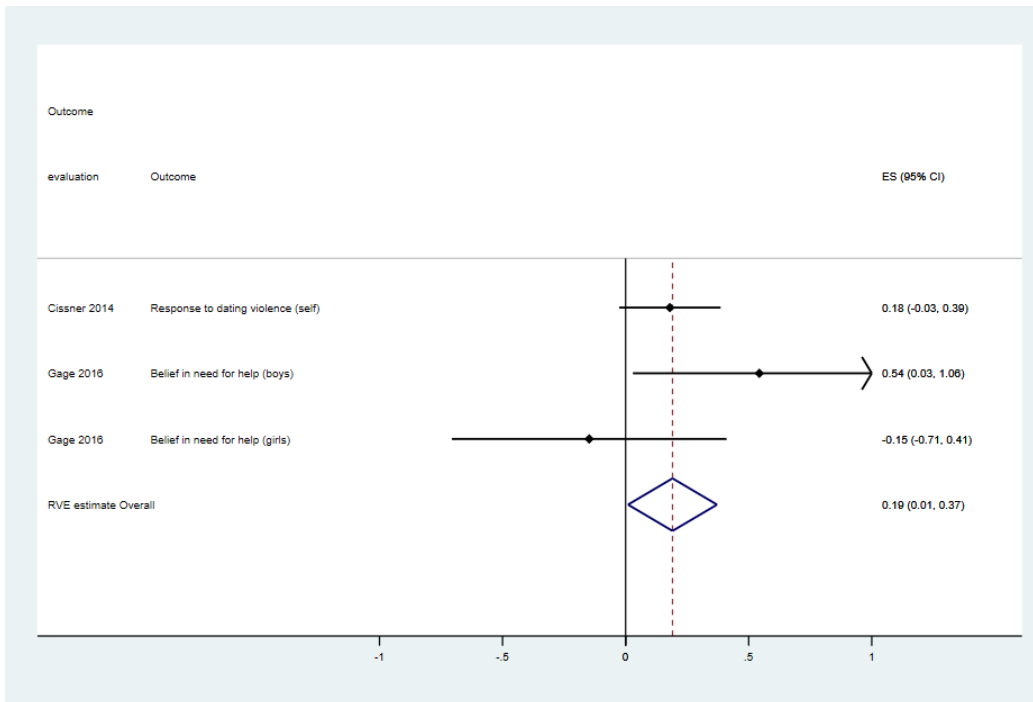


Figure 64: Forest plot of multi-component interventions for ST DRV attitudes to personal help-seeking

Only one trial of a multi-component intervention(2) presented evidence of long-term effectiveness for improving DRV-related attitudes to personal help-seeking, which did not show evidence of an effect ($d=0.06$, 95% CI [-0.15, 0.27]). This trial was conducted in students identified as being at high risk of DRV.

Multilevel interventions

A meta-analysis based on three trials of multilevel interventions estimated a small statistically significant improvement in short-term DRV-related attitudes to personal help-seeking ($d=0.10$, 95% CI [0.01, 0.20]; [Figure 65](#)). Effects for **Safe dates** (Foshee 1999(210)), **SHARP** (Miller 2015(3)) and **Me and you** (Peskin 2019(157)) were all positive, though only the effect for Safe dates was statistically significant. This analysis had minimal heterogeneity ($I^2=0\%$).

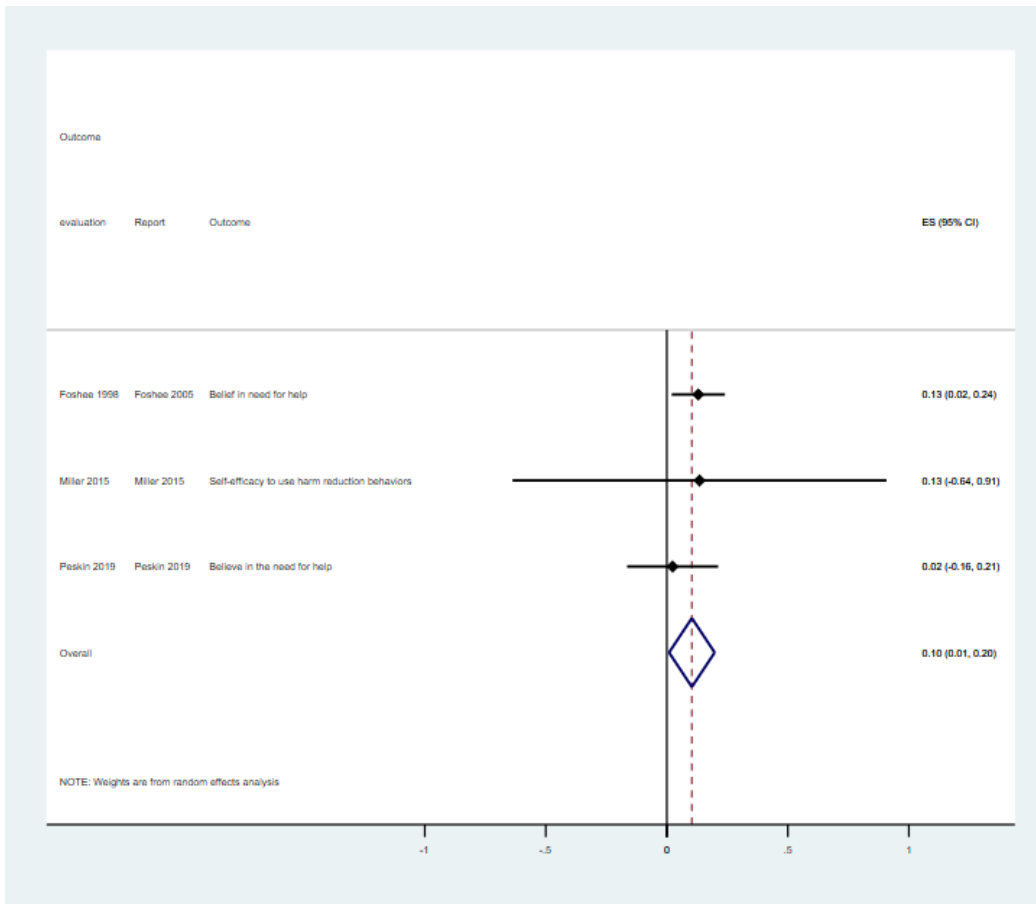


Figure 65: Forest plot of multilevel interventions for ST DRV attitudes to personal help-seeking

However, a meta-analysis based on two trials of multilevel interventions did not suggest evidence of effectiveness in long-term DRV-related attitudes to personal help-seeking ($d=0.07$, 95% CI [-0.07, 0.21]; [Figure 66](#)). This analysis had moderate heterogeneity ($I^2=55\%$), as while Safe dates (Foshee 1998)(23) retained a positive effect at the long-term follow-up, Me and you (Peskin 2019)(157) did not.

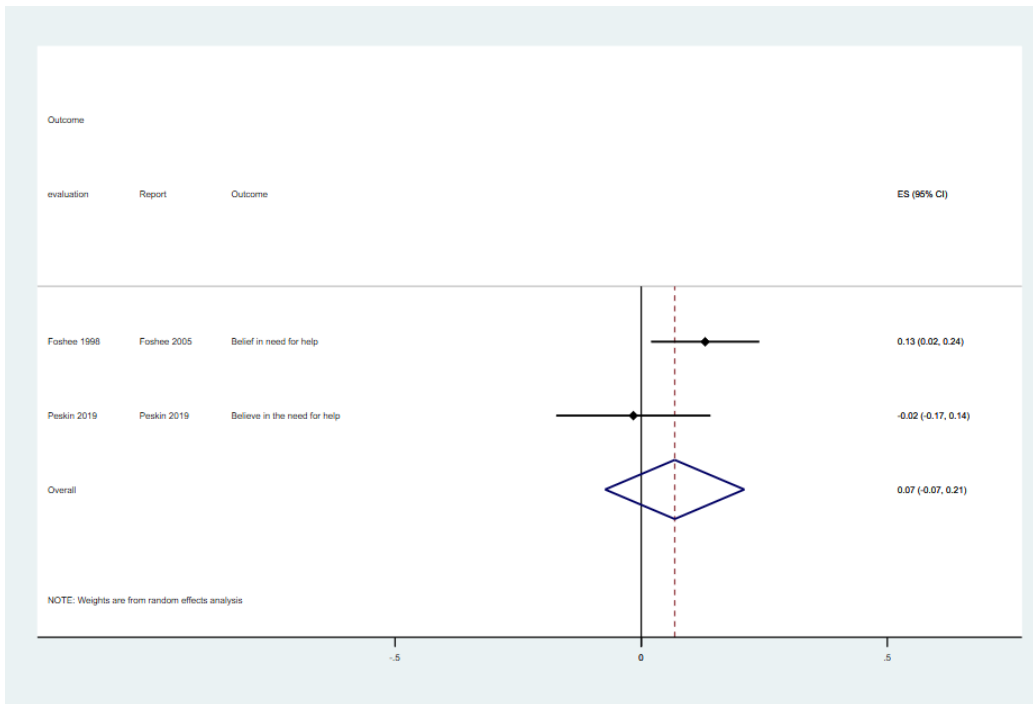


Figure 66: Forest plot of multilevel interventions for LT DRV attitudes to personal help-seeking

Overall meta-analyses

Short-term

A meta-analysis based on eight trials and 14 effect sizes estimated a significant impact of interventions in improving short-term DRV-related attitudes to personal help-seeking ($d=0.14$, 95% CI [0.06, 0.22]; [Figure 67](#)). This analysis had substantial heterogeneity ($I^2=60%$).

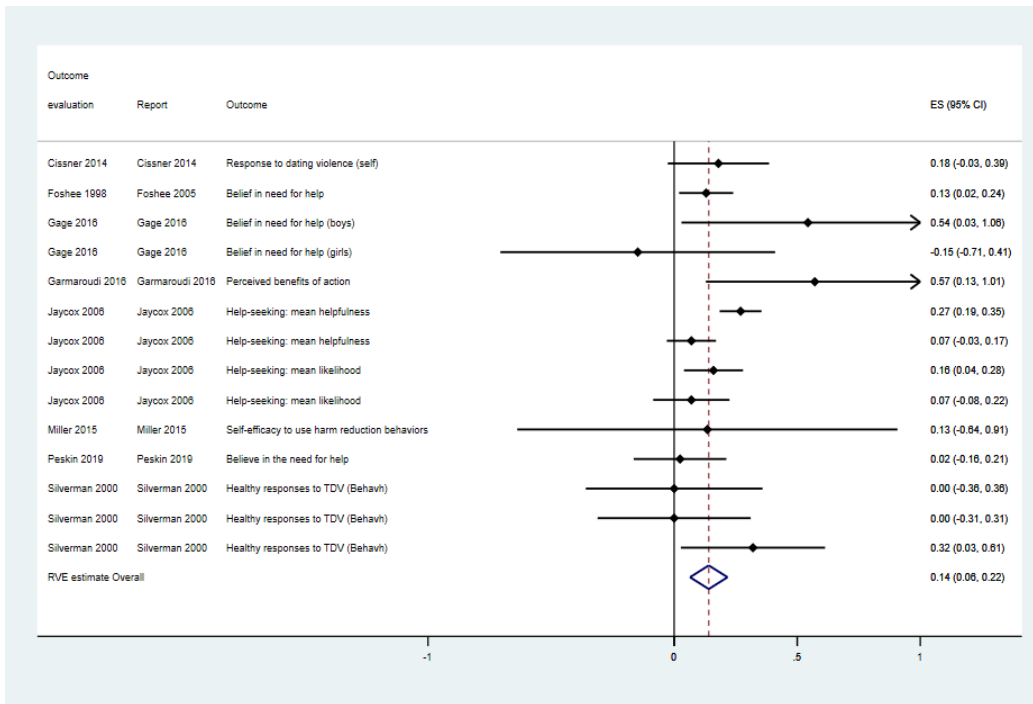


Figure 67: Forest plot of interventions for ST DRV attitudes to personal help-seeking

Long-term

However, a meta-analysis based on three trials did not suggest significant evidence of effectiveness in improving long-term DRV-related attitudes to personal help-seeking ($d=0.08$, 95% CI [-0.02, 0.17]; [Figure 68](#)). This analysis had little heterogeneity ($I^2=12\%$).

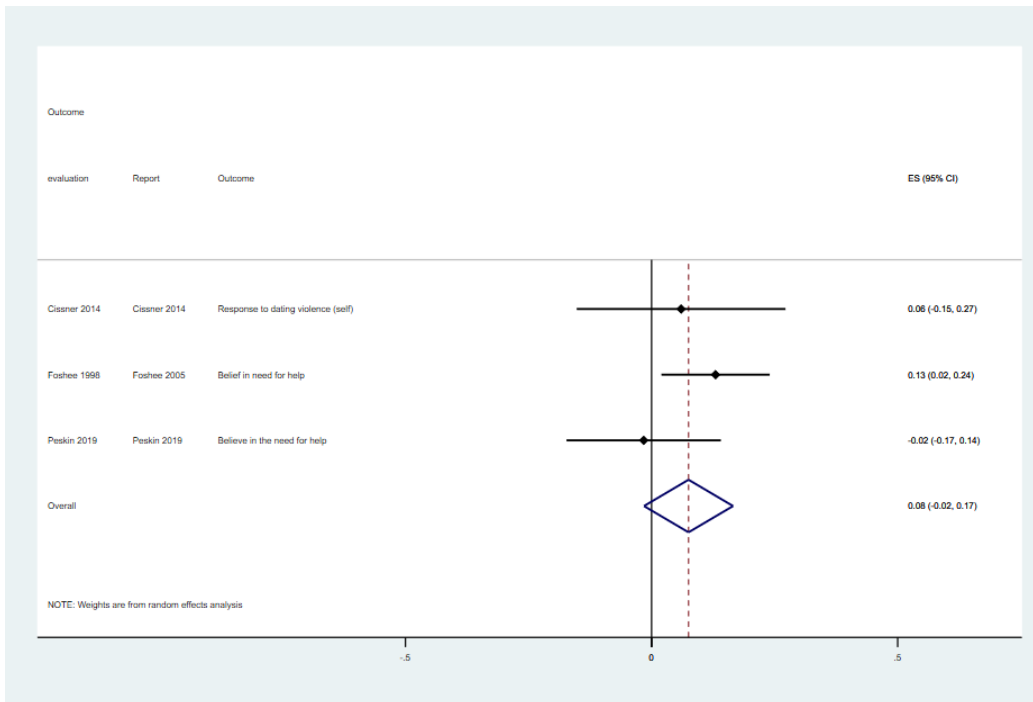


Figure 68: Forest plot of interventions for LT DRV attitudes to personal help-seeking

DRV knowledge, attitudes and behaviours: individual self-efficacy

While all intervention types presented evidence for DRV-related individual self-efficacy, no included trials presented long-term outcomes for this domain.

Single component interventions

A meta-analysis of three trials with 32 effect sizes did not suggest short-term evidence of effectiveness of single component interventions in improving DRV-related individual self-efficacy ($d=0.02$, 95% CI [-0.19, 0.22]; [Figure 69](#)). This analysis was substantially heterogeneous ($I^2=71\%$), with both positive and negative effects. Much of the variation was within trials according to the specific scale item, but there was no consistent pattern in effects.

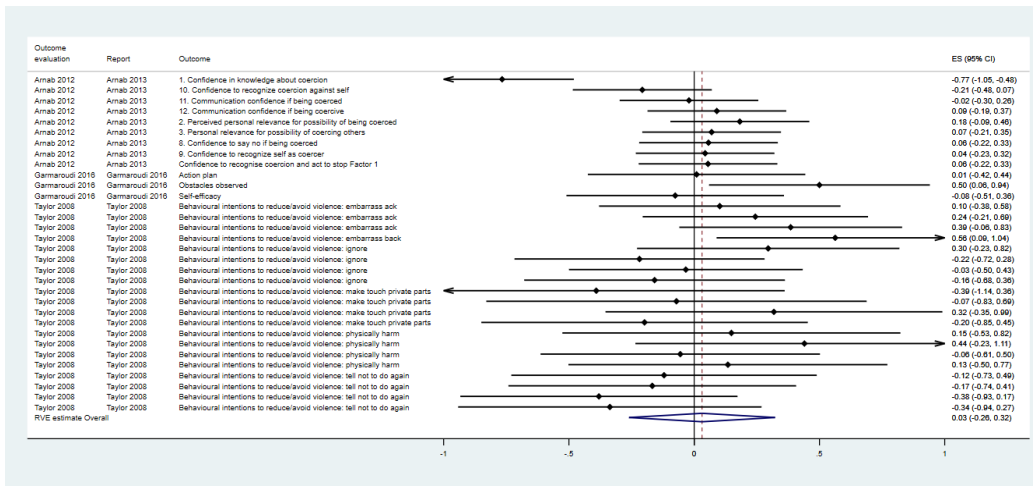


Figure 69: Forest plot of single component interventions for ST DRV self-efficacy

Curriculum interventions

Only one trial(167)that evaluated a secondary prevention DRV intervention presented evidence for this domain, which did not show evidence for a change in behavioural intentions.

Multi-component interventions

Only one trial(49) that evaluated versions of Shifting boundaries presented evidence for this domain, which did not show evidence for a change in behavioural intentions.

Multilevel interventions

Only one trial(49) that evaluated versions of Shifting boundaries presented evidence for this domain, which did not show evidence for a change in behavioural intentions.

Overall meta-analyses

Short-term

An overall meta-analysis including five trials and 47 effect sizes did not suggest evidence of short-term effectiveness of interventions in improving DRV-related individual self-efficacy ($d=0.02$, 95% CI [-0.04, 0.08]; [Figure 70](#)). This analysis was substantially heterogeneous ($I^2=60%$), with trials reporting both positive and negative effects with extremely wide, overlapping 95% confidence intervals.

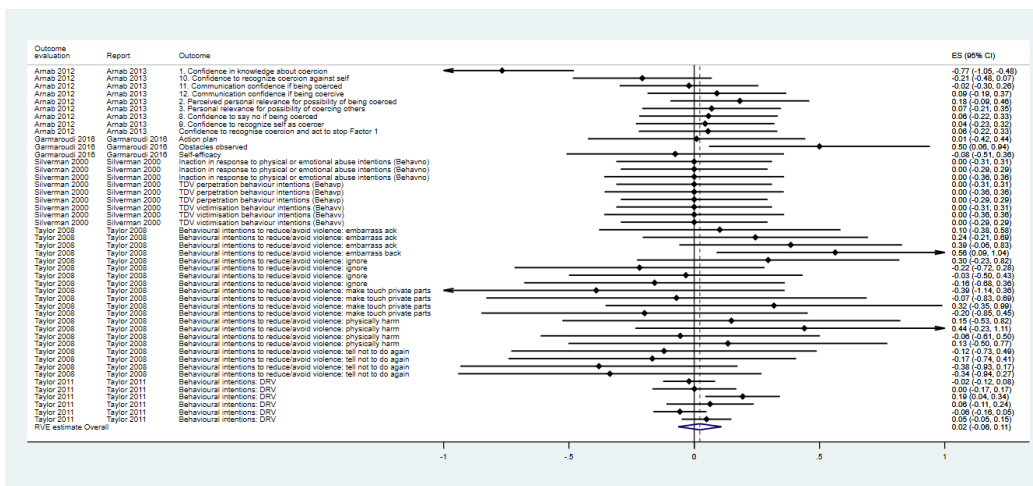


Figure 70: Forest plot of interventions for ST DRV self-efficacy

DRV knowledge, attitudes and behaviours: social norms

For this outcome domain, single-component, multi-component and multilevel interventions contributed to syntheses, as curriculum interventions did not contribute to this outcome domain. Due to sparseness of evidence, no type-specific meta-analyses were possible, but overall meta-analyses were estimated.

Single component interventions

Only one trial evaluating the PR:EPARe game(56) contributed short-term evidence for the effectiveness of single component interventions in improving DRV-related social norms. The study reported positive effects for students' perceptions of the experiences and behaviours of others, but no effect on perceptions of whether other students would be supportive of them responding assertively to DRV.

No trials of single component interventions contributed evidence of long-term effectiveness for this domain.

Multi-component interventions

Only one trial evaluating CBIM(141) contributed short-term and long-term evidence for the effectiveness of multi-component interventions in improving DRV-related social norms. This trial did not report an effect.

Multilevel interventions

Only one trial contributed long-term evidence(157) for the effectiveness of multilevel interventions in improving DRV-related social norms. This trial reported a trend towards an improvement in perceived norms to DRV at the long-term follow-up.

Overall meta-analyses

Short-term

A meta-analysis of two trials and five effect sizes did not suggest evidence of short-term effectiveness of interventions in improving DRV-related social norms ($d=0.10$, 95% CI [-0.34, 0.54]; [Figure 71](#)~~Figure-74~~). This analysis had substantial heterogeneity ($I^2=74%$). Following the PR:EPARe game (Arnab 2012(56)), students reported increased awareness of DRV in others, but there was no change in the extent to which students felt others would support them responding assertively to DRV.

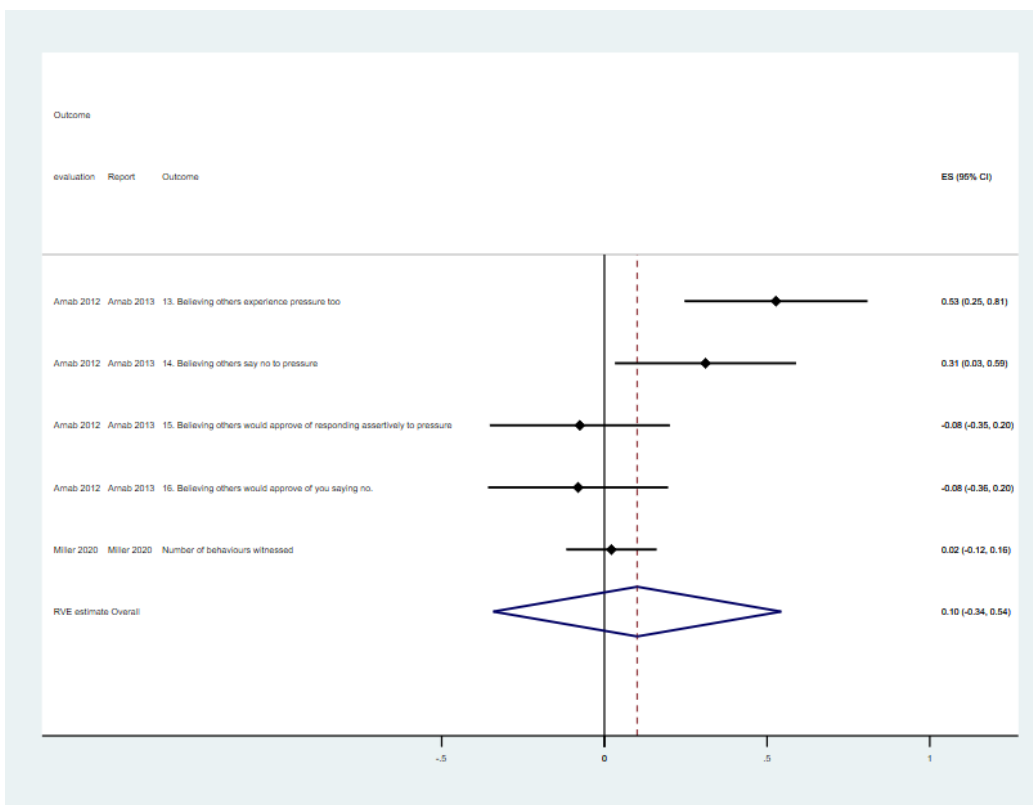


Figure 71: Forest plot of interventions for ST DRV social norms

Long-term

A meta-analysis of two trials suggested a small marginally significant effect of long-term effectiveness of interventions in improving DRV-related social norms ($d=0.10$, 95% CI [-0.003, 0.20]; [Figure 72](#)~~Figure-72~~). This analysis had minimal heterogeneity ($I^2=0%$).

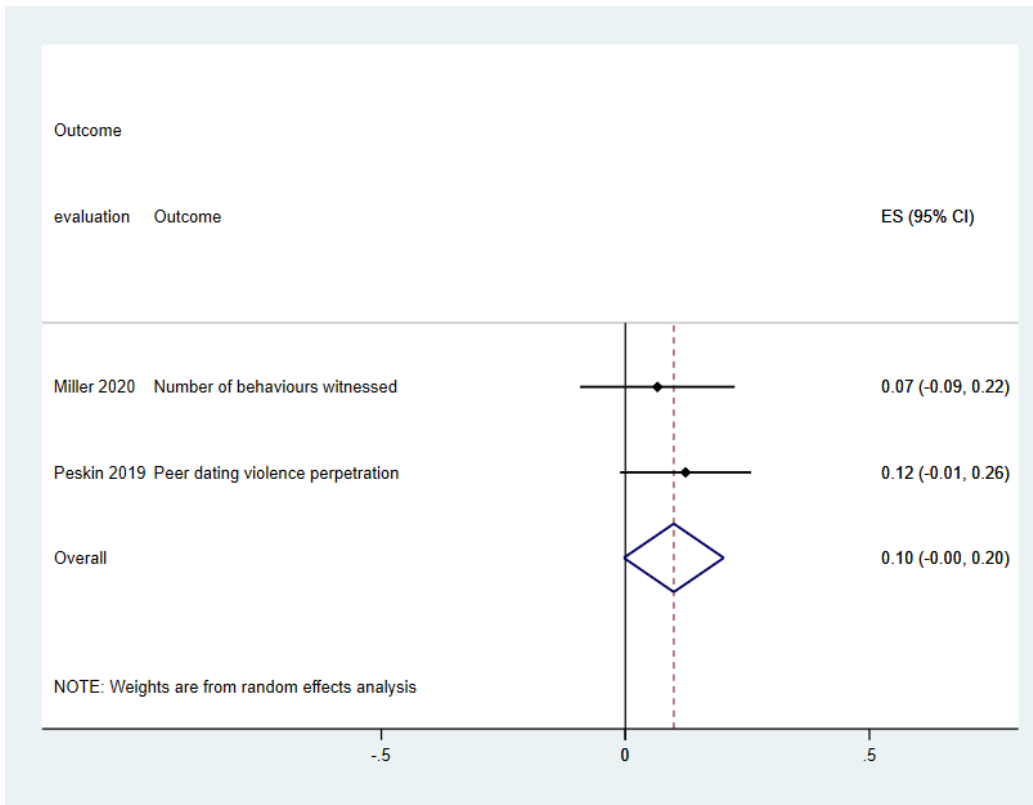


Figure 72: Forest plot of interventions for LT DRV social norms

DRV knowledge, attitudes and behaviours: DRV-related behaviours

As noted above, this category was not meta-analysed due to the diversity of behaviours included. Findings are presented narratively by intervention type. No trials of curriculum interventions contributed to this outcome domain.

Single-component interventions

One trial(100) of a single component intervention presented evidence for DRV-related behaviours in the short term. This trial reported a large but imprecise effect of the intervention for increasing students' perceived benefits for action to DRV.

One trial(10) of a single component intervention presented evidence for DRV-related behaviours in the long term, which did not show a clear increase in help-seeking behaviour.

Multi-component interventions

Only one trial(161) of a multi-component intervention presented evidence for DRV-related behaviours, with short-term outcomes only. This trial did not report an effect of the intervention for negative interactions with others.

Multilevel interventions

Three trials(3, 23, 47) of multilevel interventions presented evidence for DRV-related behaviours, but only for short-term outcomes. One trial(47) reported a positive effect of the intervention for preventative behaviours, while another trial(3) did not report an effect of the intervention for increasing harm reduction behaviours or accessing DRV resources. There was no effect of Safe dates(23) for help-seeking by either victims or perpetrators.

GBV victimisation

All four intervention types were represented in syntheses of short-term and long-term outcomes for GBV victimisation, though single-component interventions were only represented in short-term outcomes, and curriculum interventions could not be meta-analysed for long term outcomes due to sparseness of evidence.

Single component interventions

Three trials contributing 31 effect sizes did not suggest evidence of effectiveness in reducing GBV victimisation in the short term (OR=0.85, 95% CI [0.49, 1.46]; [Figure 73](#)~~Figure 73~~). Heterogeneity was substantial ($I^2=74%$), though the vast majority of effects were clustered around the line of null effect. No intervention was associated with a consistent reduction in victimisation across outcomes.

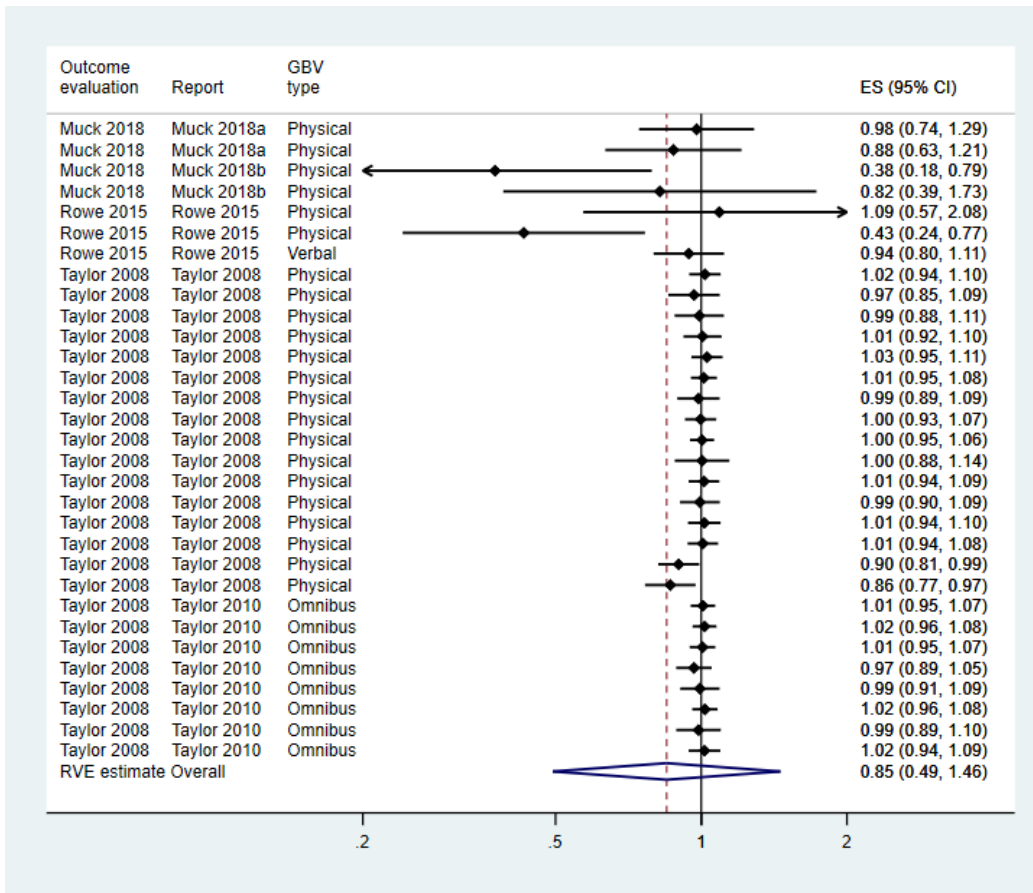


Figure 73: Forest plot of single-component interventions for ST GBV victimisation

No single component interventions contributed long-term GBV victimisation outcomes.

Curriculum interventions

Three trials contributing four effect sizes did not suggest short-term effectiveness in reducing GBV victimisation (OR=0.57, 95% CI [0.27, 1.22]; [Figure 74](#)). Heterogeneity was minimal ($I^2=0\%$) due to wide, overlapping 95% confidence intervals, though all trials reported an overall reduction in GBV victimisation.

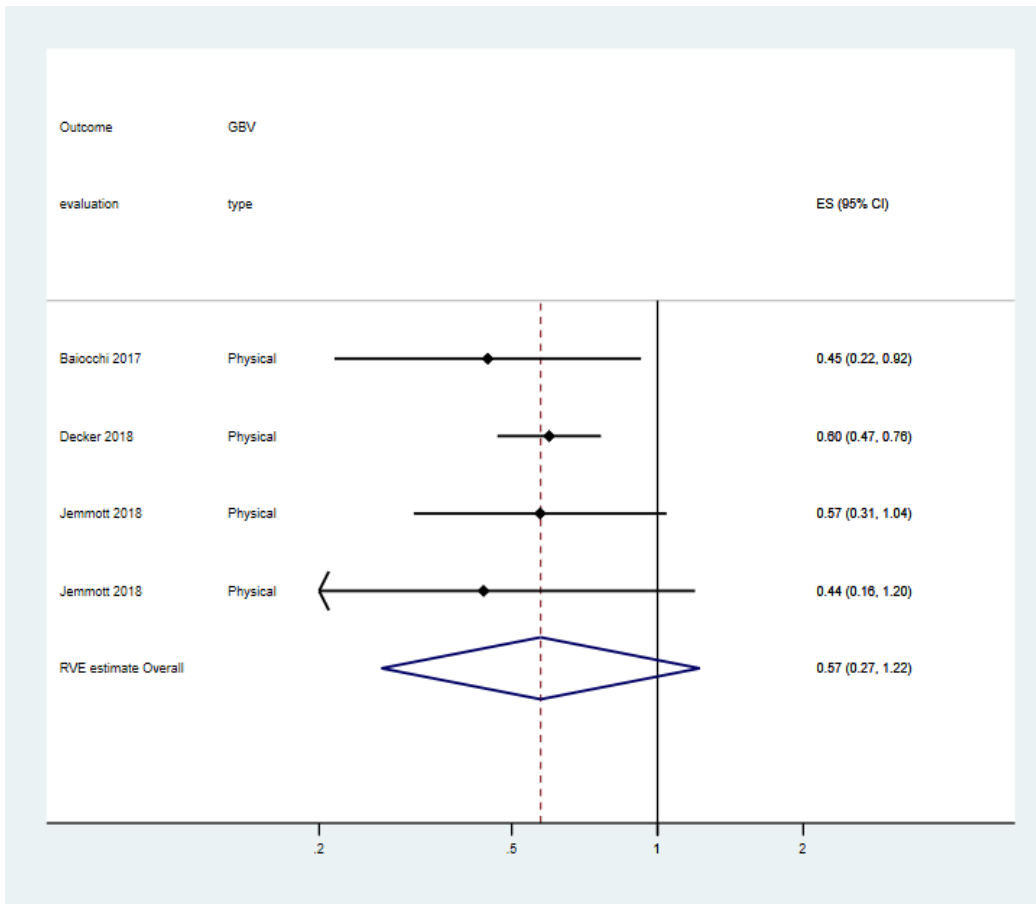


Figure 74: Forest plot of curriculum interventions for ST GBV victimisation

Only one trial, (21) contributing four effect sizes, tested the effectiveness of a curriculum intervention for long-term GBV victimisation outcomes, but did not report a reduction in GBV victimisation.

Multi-component interventions

Multi-component interventions were not effective in reducing GBV victimisation in the short term, based on four trials and 15 effect sizes (OR=0.96, 95% CI [0.90, 1.03]; [Figure 75](#)). Heterogeneity was minimal in this meta-analysis ($I^2=0\%$).

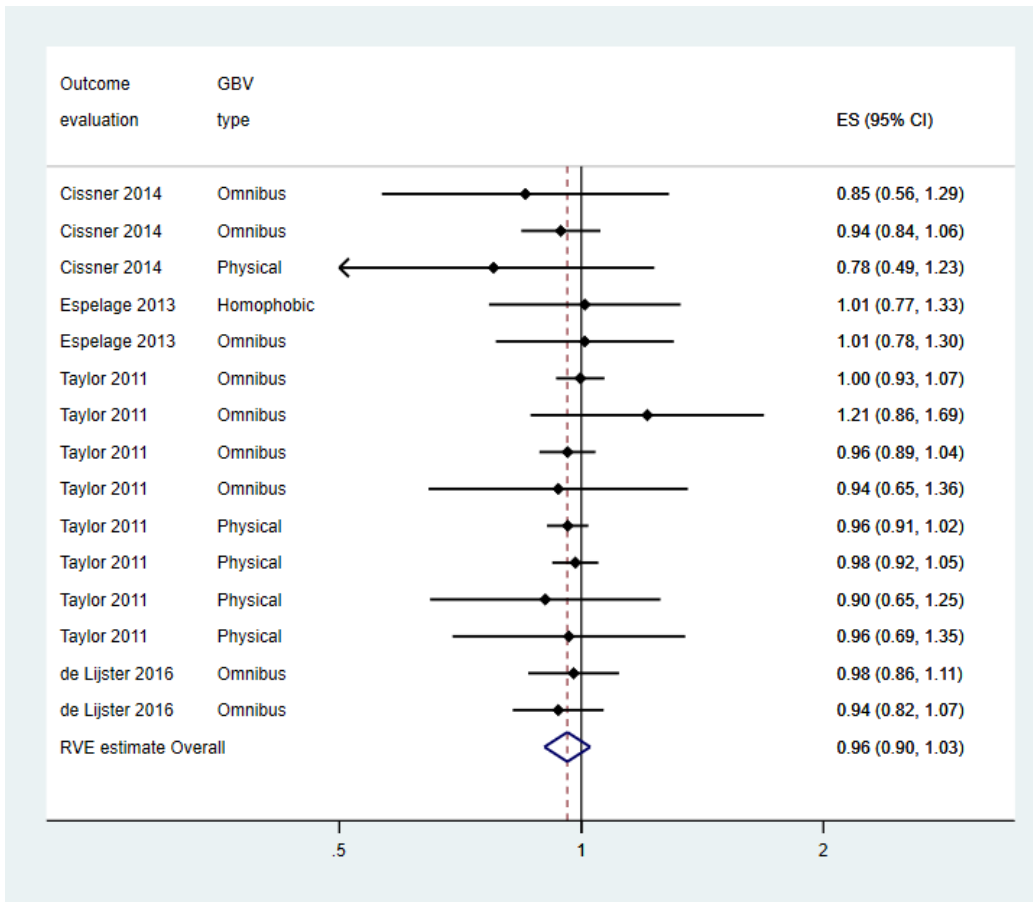


Figure 75: Forest plot of multi-component interventions for ST GBV victimisation

A meta-analysis based on three trials(2, 6, 12) and 37 effect sizes did not demonstrate effectiveness of multicomponent interventions in reducing GBV victimisation in the long term (OR=0.86, 95% CI [0.67, 1.10]; [Figure 76](#)~~Figure 76~~). Heterogeneity was substantial in this meta-analysis ($I^2=80\%$), however despite a small number of outliers reporting large effects, most effects were clustered close to the line of null effect, and no intervention was associated with a consistent reduction in GBV victimisation.

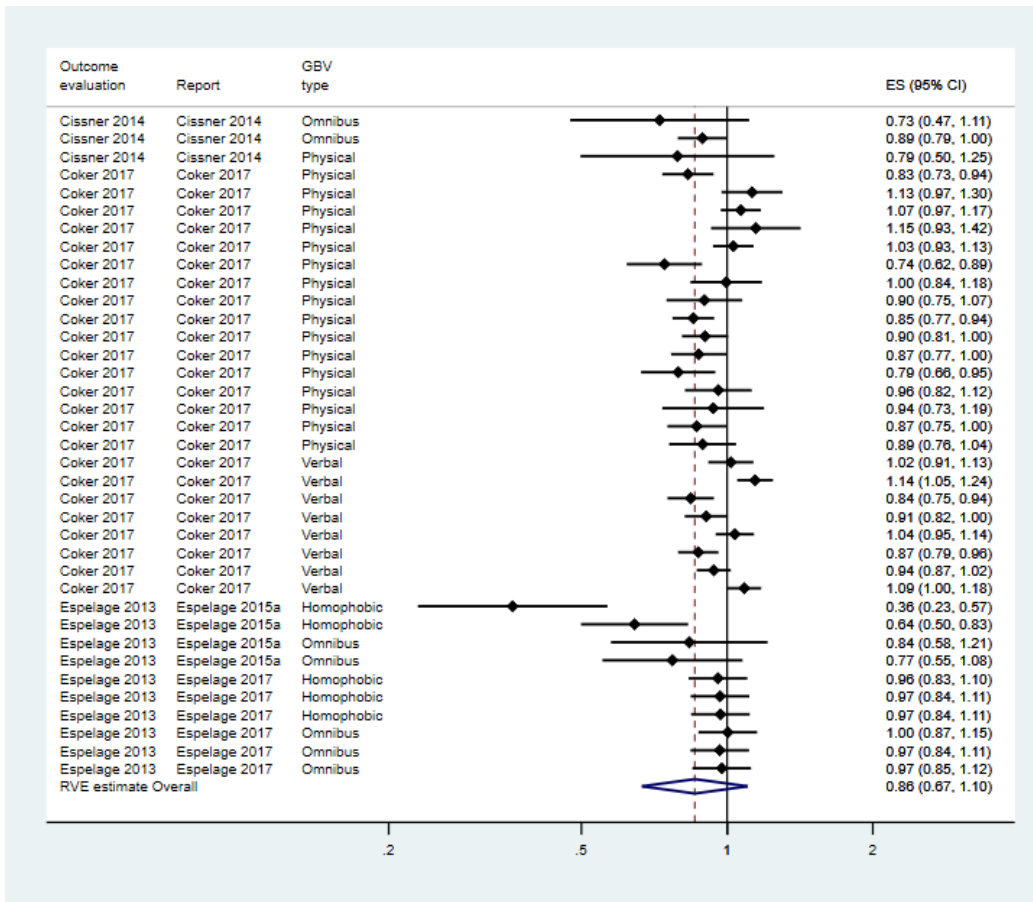


Figure 76: Forest plot of multi-component interventions for LT GBV victimisation

Multilevel interventions

Multilevel interventions were not effective at reducing GBV victimisation in the short term (OR=1.00, 95% CI [0.69, 1.46]; [Figure 77](#)). This meta-analysis, which was based on four trials (13, 49, 51, 87) contributing 22 effect sizes, had substantial heterogeneity ($I^2=74%$), with both positive and negative effects reported by the included trials. Only versions of shifting boundaries that included a building component (Taylor 2011(49)) showed a significant reduction in GBV victimisation.

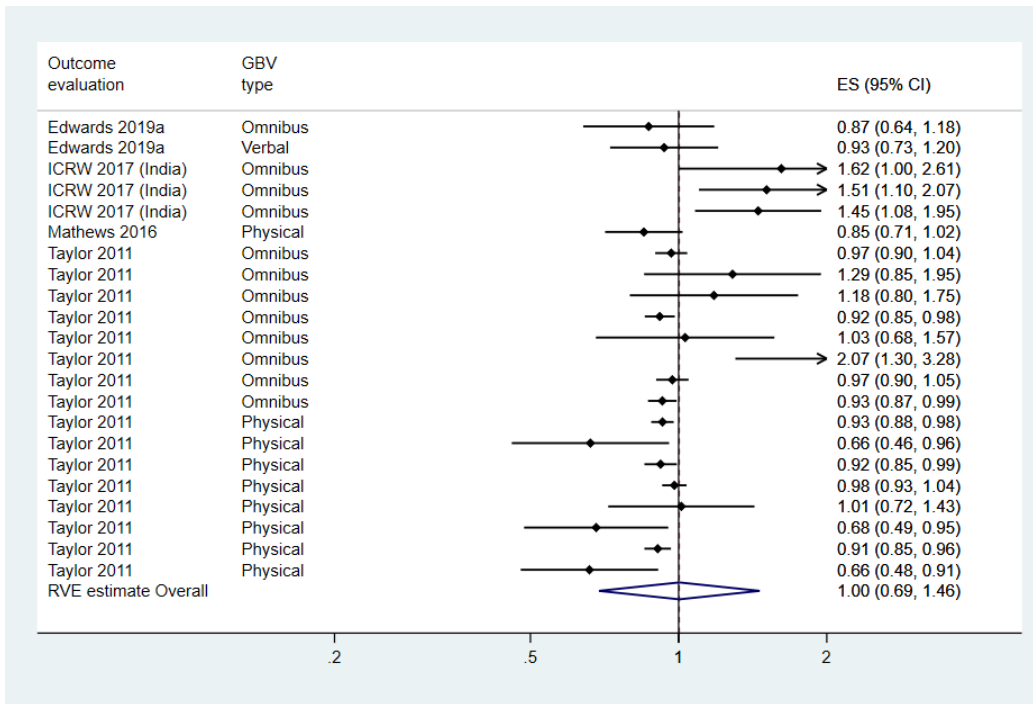


Figure 77: Forest plot of multilevel interventions for ST GBV victimisation

Multilevel interventions were similarly ineffective at reducing GBV victimisation in the long term (OR=1.03, 95% CI [0.77, 1.38]; [Figure 78](#)). This meta-analysis, which was based on seven trials contributing 17 effect sizes, had moderate heterogeneity as measured using I^2 ($I^2=44\%$), though while 95% confidence intervals overlapped broadly, there was wide variation in effect estimates on either side of the line of null effect. No trial reported a moderate or statistically significant reduction in GBV victimisation.

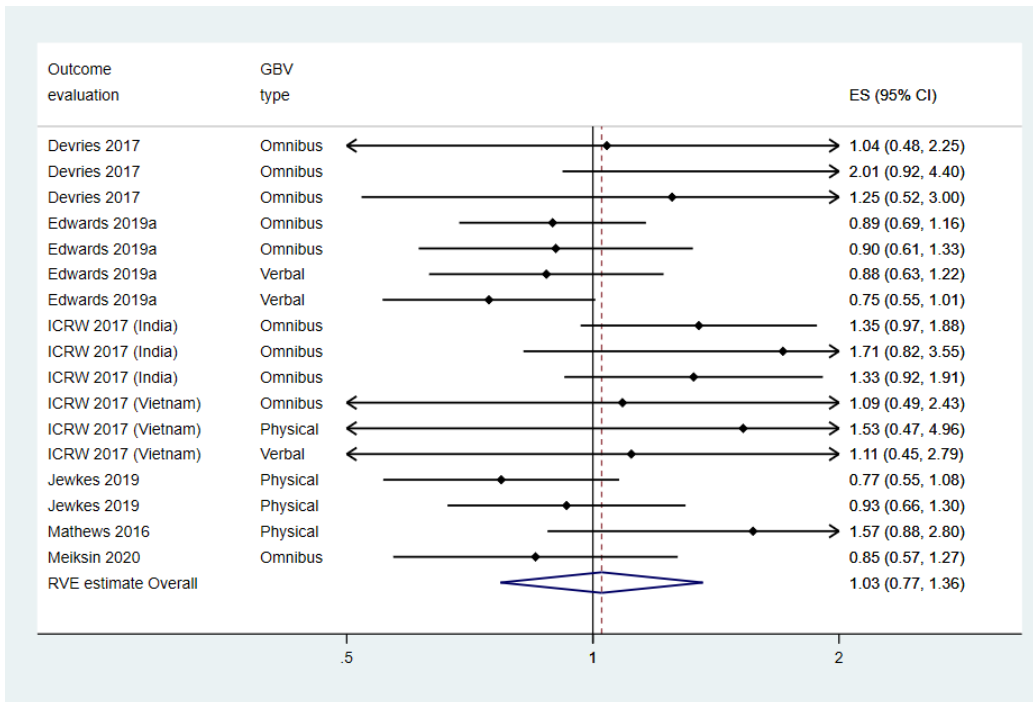


Figure 78: Forest plot of multilevel interventions for LT GBV victimisation

Overall meta-analyses

Short-term

An overall meta-analysis of short-term effects in reducing GBV victimisation drawing on 13 studies and 72 effect sizes did not suggest clear evidence of an effect (OR=0.88, 95% CI [0.76, 1.02]; [Figure 79](#)[Figure 79](#)), though with substantial heterogeneity ($I^2=75\%$).

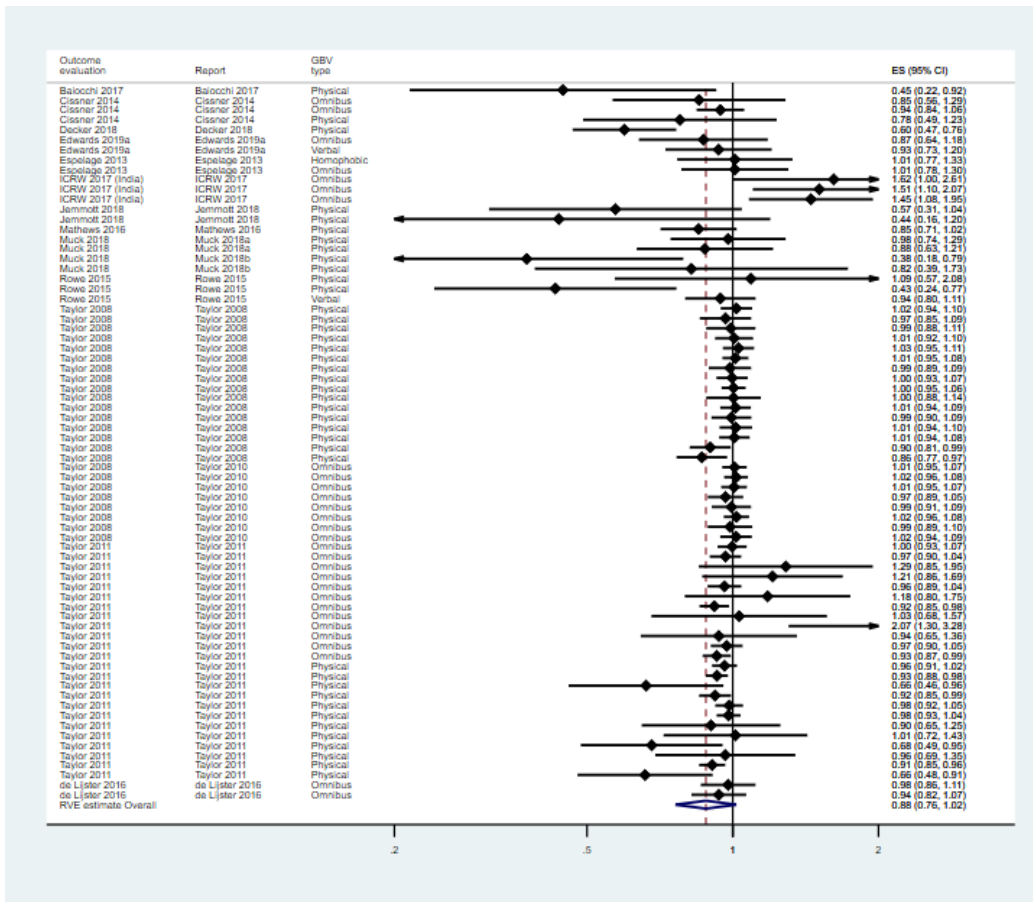


Figure 79: Forest plot of interventions for ST GBV victimisation

Outcome-specific meta-analyses found no effects across specific GBV outcomes:

Omnibus measures of GBV victimisation (OR=1.00, 95% CI [0.91, 1.10]; $I^2=60\%$; seven studies, 29 effect sizes; [Figure 80](#)Figure-80).

In this analysis trial effect estimates were generally clustered closely either side of the line of null effect. In two trials, there was also an increase in victimisation (Achyut 2011(20) and Taylor 2011(49)).

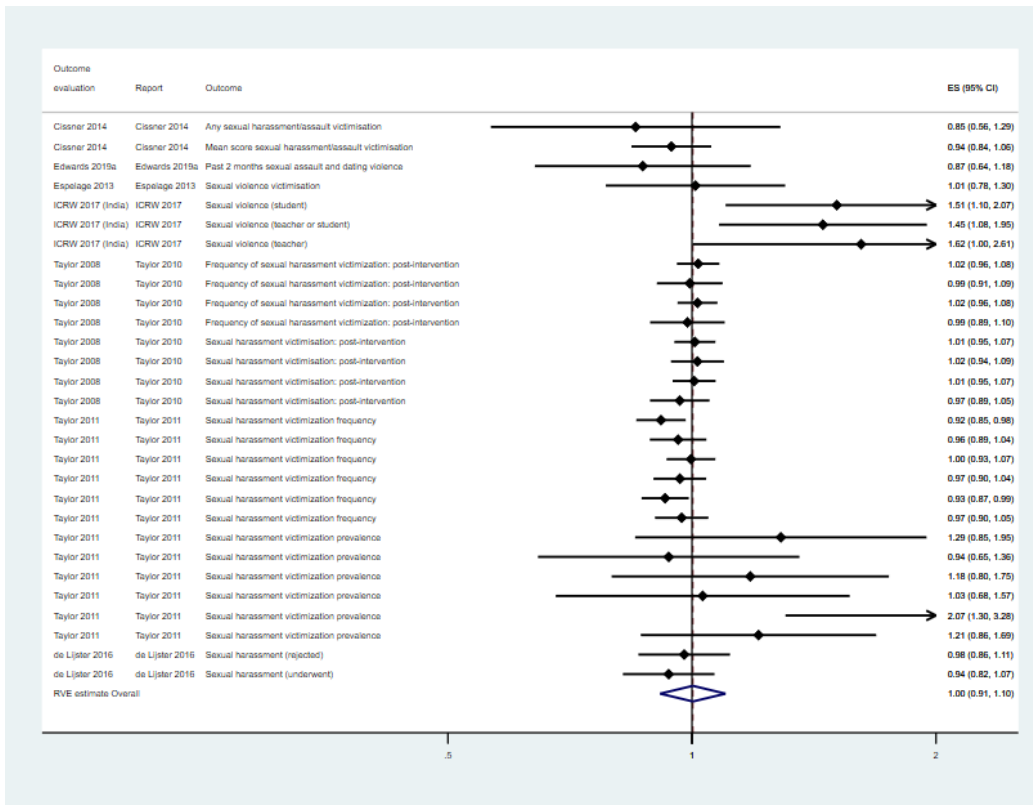


Figure 80: Forest plot of interventions for ST omnibus GBV victimisation

Verbal/psychological GBV victimisation (OR=0.94, 95% CI [0.82, 1.08]; $I^2=0\%$; two trials; [Figure 81](#) ~~Figure 81~~).

In this analysis neither trial reported an effect.

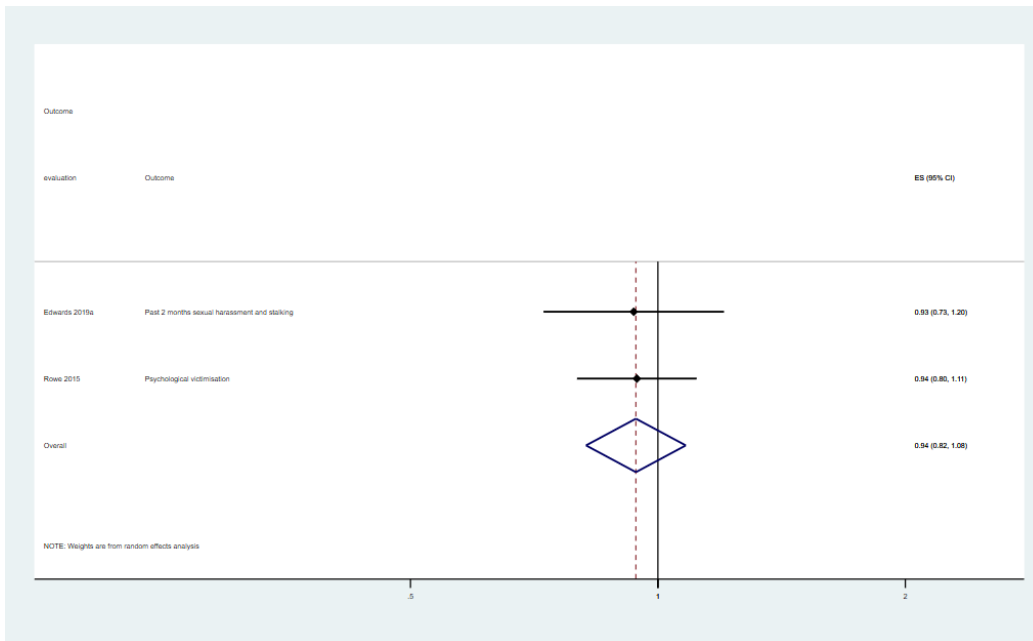


Figure 81: Forest plot of interventions for ST verbal and/or psychological GBV victimisation

Physical GBV victimisation (OR=0.76, 95% CI [0.62, 0.93], $I^2=78\%$, nine trials and 40 effect sizes; [Figure 82](#)Figure 82).

This analysis found significant short-term effects on physical GBV, though with substantial heterogeneity ($I^2=78\%$). **IMPOWER/50:50** (Baiocchi 2017),(31) **IMPOWER** (Decker 2018),(28) **PREPARE** (Mathews 2016),(51) **My voice my choice** (Rowe 2015),(22) the building and classroom implementation of **Shifting boundaries** (Taylor 2011),(49) and **Let us protect the future** (Jemmott 2018)(21) all showed evidence of a reduction in violence compared to control (though 95%cis for the latter were broad). The building implementation of Shifting boundaries (Taylor 2011)(49) also showed a reduction after 8 months. There was no or mixed evidence for a reduction in violence following the Fourth R (Cissner 2014),(2) PP (Muck 2018),(143) SPP (Muck 2018),(143) and GV/SH (Taylor 2008).(170) Heterogeneity was not explained by the type of outcome (physical or sexual violence), measurement (scale or dichotomous), timepoint, or notable study-level characteristics.

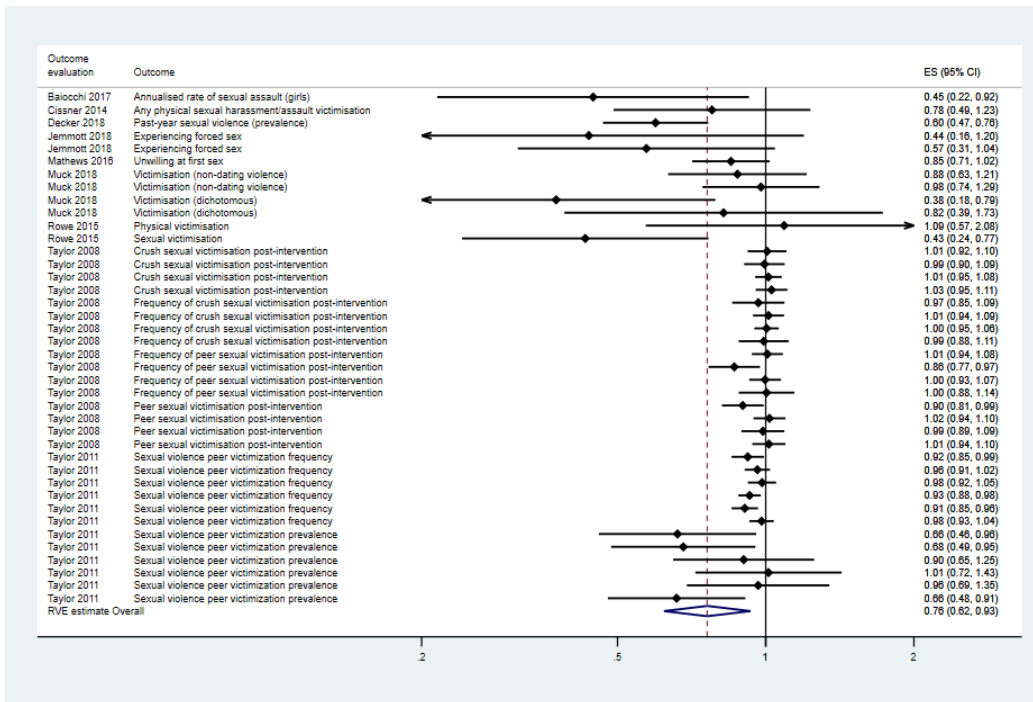


Figure 82: Forest plot of interventions for ST physical GBV victimisation

Homophobic GBV victimisation (OR=1.01, 95% CI ;0.77, 1.33]).

Only one trial(6) contributed estimates of short-term effects on homophobic GBV victimisation, with no evidence of effectiveness.

Long-term

An overall meta-analysis of long-term effects in reducing GBV victimisation drawing on 11 studies and 58 effect sizes (see **Error! Reference source not found.**) did not find evidence of effectiveness (OR=0.93, 95% CI [0.80, 1.09]; [Figure 83](#)[Figure 83](#)). This meta-analysis had substantial heterogeneity ($I^2=65%$).

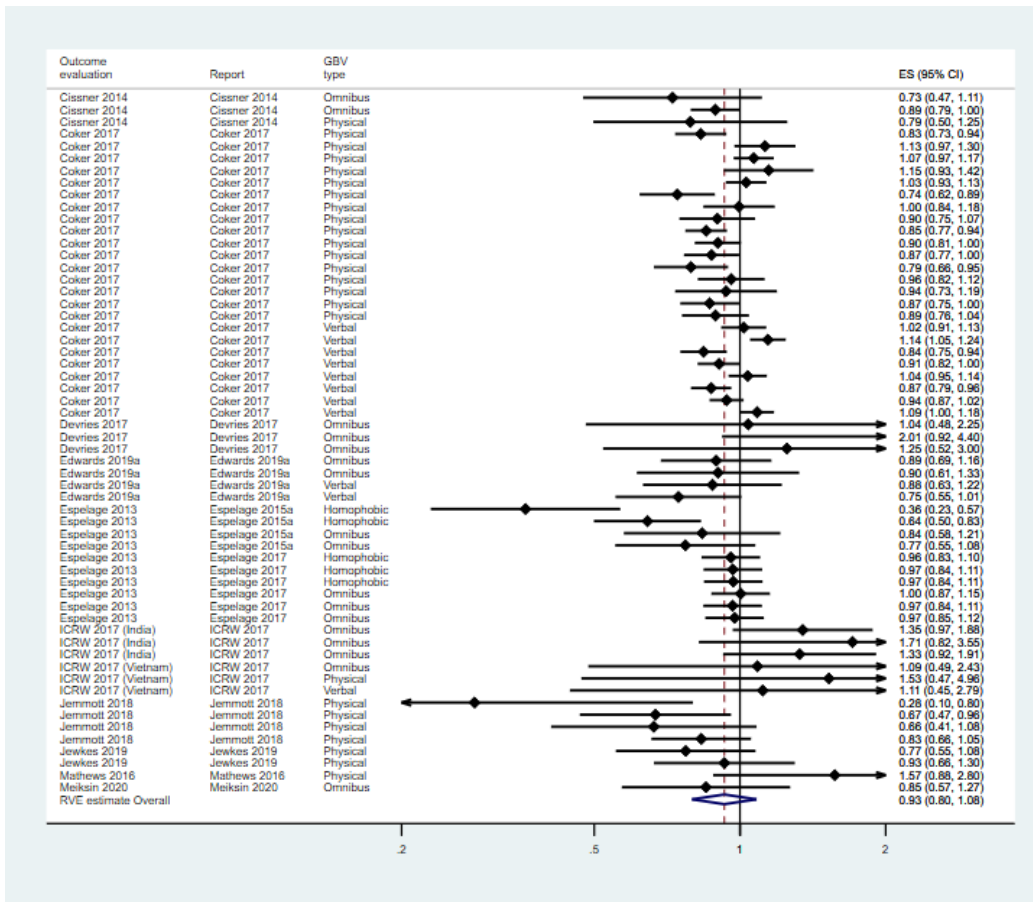


Figure 83: Forest plot of interventions for LT GBV victimisation

Point estimates of effect were similar, albeit less precise, for different subtypes of GBV victimisation:

Omnibus measures of GBV victimisation (OR=0.93, 95% CI [0.79, 1.10]; $I^2=41%$; seven trials, 17 effect sizes; [Figure 84](#))

In this analysis all effect estimates were close to the line of null effect, or were surrounded by extremely wide 95% confidence intervals spanning either side of the null. However there was a trend for a reduction in violence following **Green Dot** (Cissner 2014).(2)

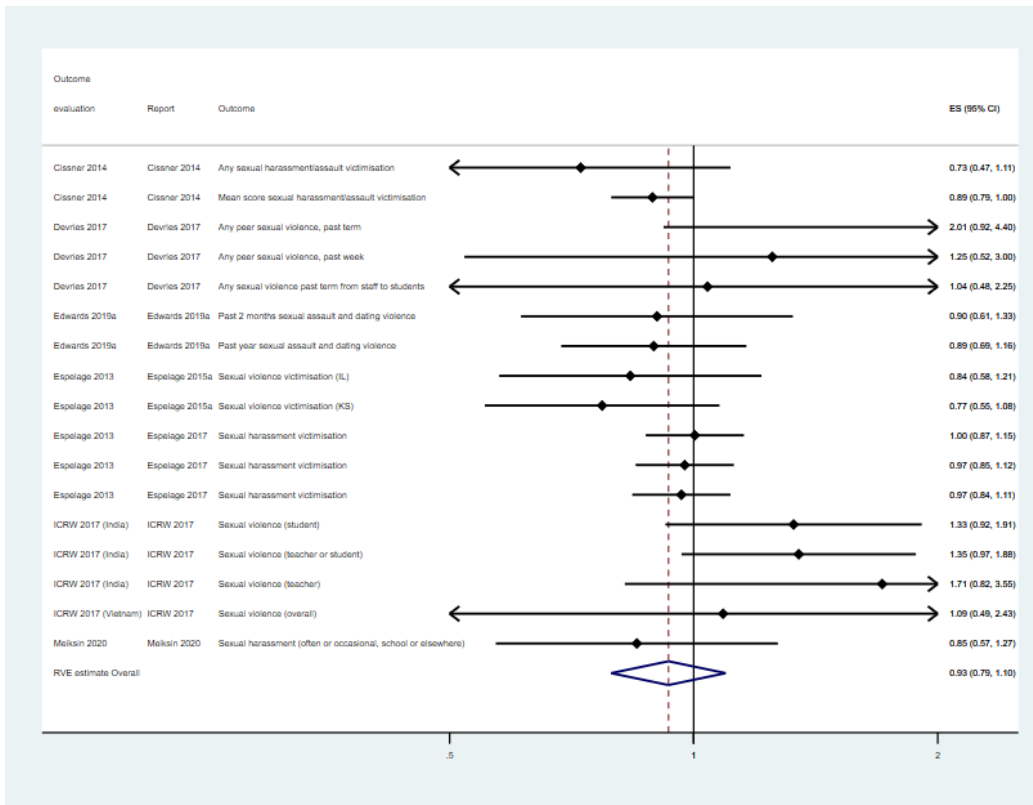


Figure 84: Forest plot of interventions for LT omnibus GBV victimisation

Physical GBV victimisation (OR=0.91, 95% CI [0.67, 1.25]; $I^2=65%$; six trials, 25 effect sizes; [Figure 85](#)Figure 85).

There was some evidence for a reduction in violence following **Let us protect our future** (Jemmott 2018),(21) but no clear evidence for all other interventions (Fourth R (Cissner 2014),(2) Green Dot (Coker 2017),(12) Skhokho (Jewkes 2019),(17) PREPARE (Mathews 2016),(51) and GEA (Achyt 2011)(20)). A statistically significant reduction in violence was shown across multiple outcomes at the 3 year follow-up after Green Dot (Coker 2017),(12) but the effect regressed towards the line of null effect in year 4.

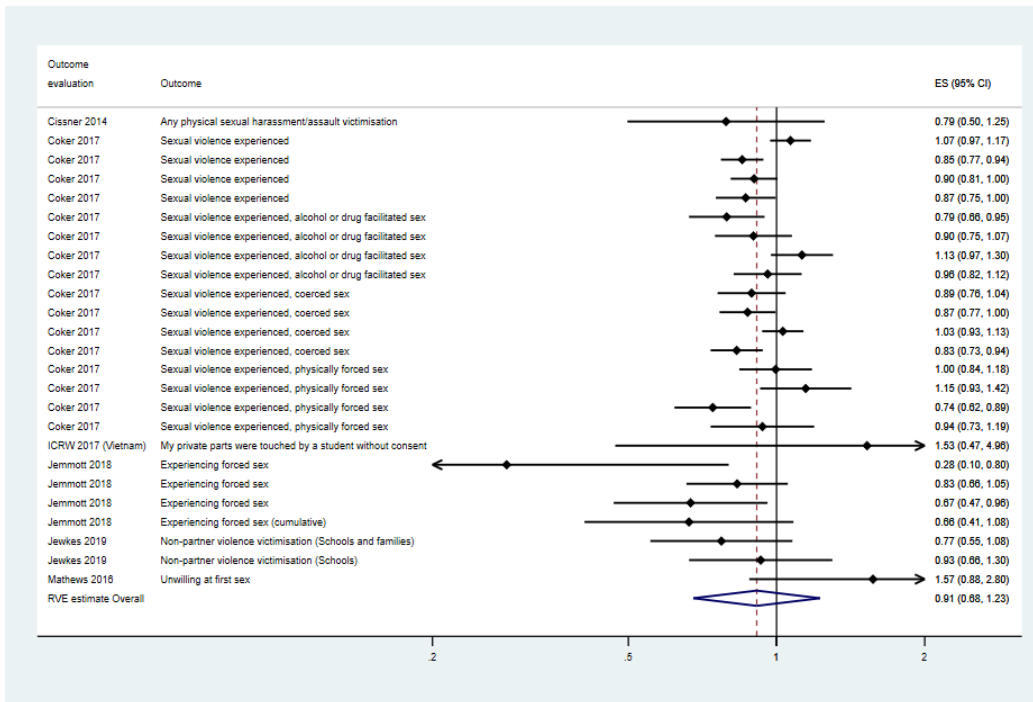


Figure 85: Forest plot of interventions for LT physical GBV victimisation

Verbal/psychological GBV victimisation (OR=0.92, 95% CI [0.56, 1.52]; $I^2=76\%$; three trials, 11 effect sizes; [Figure 86](#)~~Figure 86~~).

In this analysis effects were either side of the line of null effect. Effects following **Green dot** (Coker 2017)(12) varied across timepoints, with reductions in violence only shown at years 3 and 4 following the interventions. Effects following BITB-HSC (Edwards 2019a)(87) and GEMS (Achyut 2011)(20) were highly uncertain.

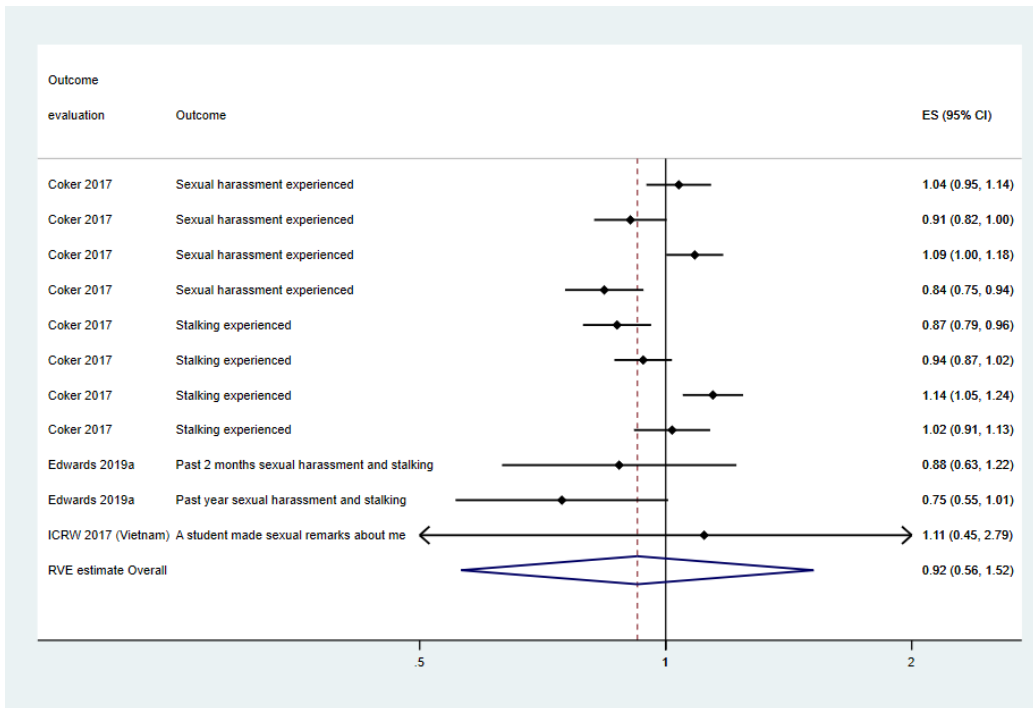


Figure 86: Forest plot of interventions for LT verbal and/or psychological GBV victimisation

Only one trial(6) contributed estimates of long-term effects on homophobic victimisation, with three effect sizes, none of which showed an effect of the intervention.

GBV perpetration

All four intervention types were represented in syntheses of short-term and long-term outcomes for GBV perpetration, though single-component interventions were only represented in short-term meta-analyses and evidence from curriculum interventions could not be meta-analysed due to sparseness of evidence.

Single component interventions

Single component interventions were not effective in reducing short-term GBV perpetration, based on three studies and 27 effect sizes (OR=1.00, 95% CI [0.91, 1.09]; [Figure 87](#)[Figure 87](#)). This analysis had little heterogeneity ($I^2=0\%$), with most effect estimates close to the line of null effect.

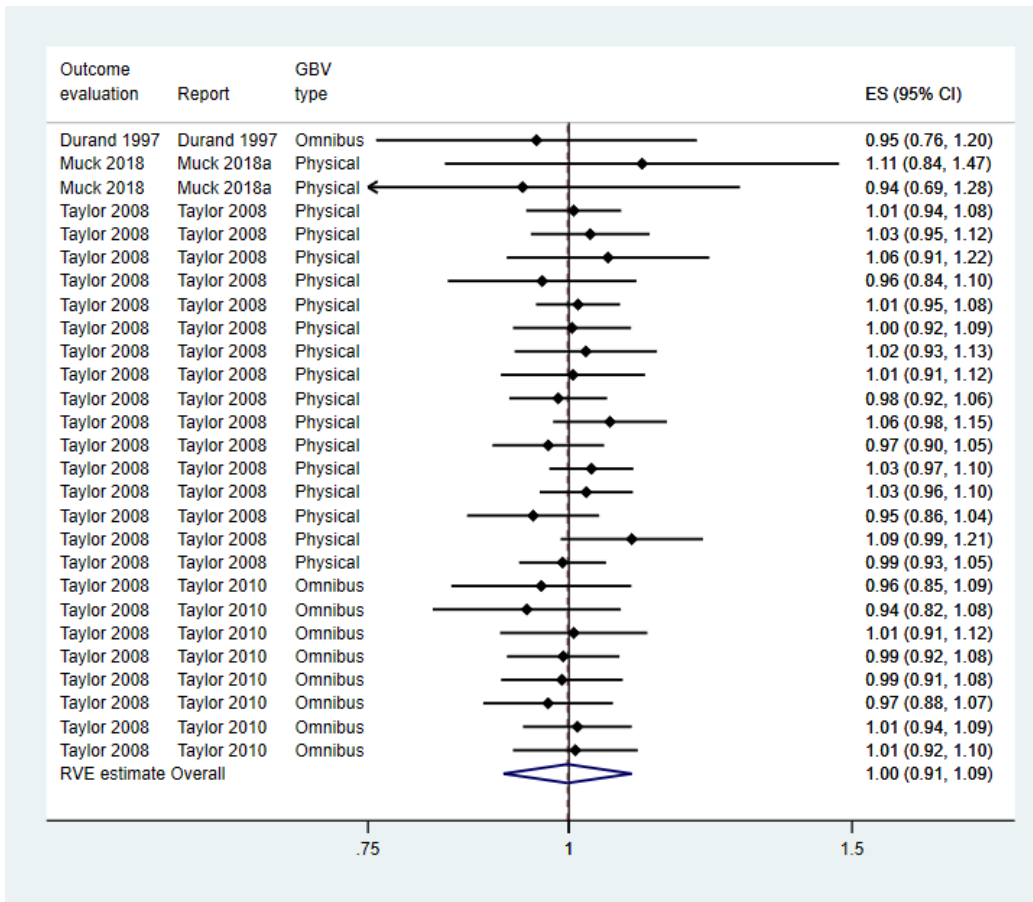


Figure 87: Forest plot of single component interventions for ST GBV perpetration

No single component interventions included long-term GBV perpetration outcomes.

Curriculum interventions

Only one trial (Jemmott 2018)(21) presented evidence for curriculum interventions in reducing short-term (two effect sizes) or long-term (four effect sizes) GBV perpetration, however there was no effect for the intervention.

Multi-component interventions

Multi-component interventions did not present evidence of effectiveness in short-term impacts on GBV perpetration (OR=0.93, 95% CI [0.76, 1.15]; [Figure 88](#)). This analysis, which included five trials and 19 effect sizes, had minimal heterogeneity ($I^2=27\%$), and no intervention was associated with a reduction in victimisation.

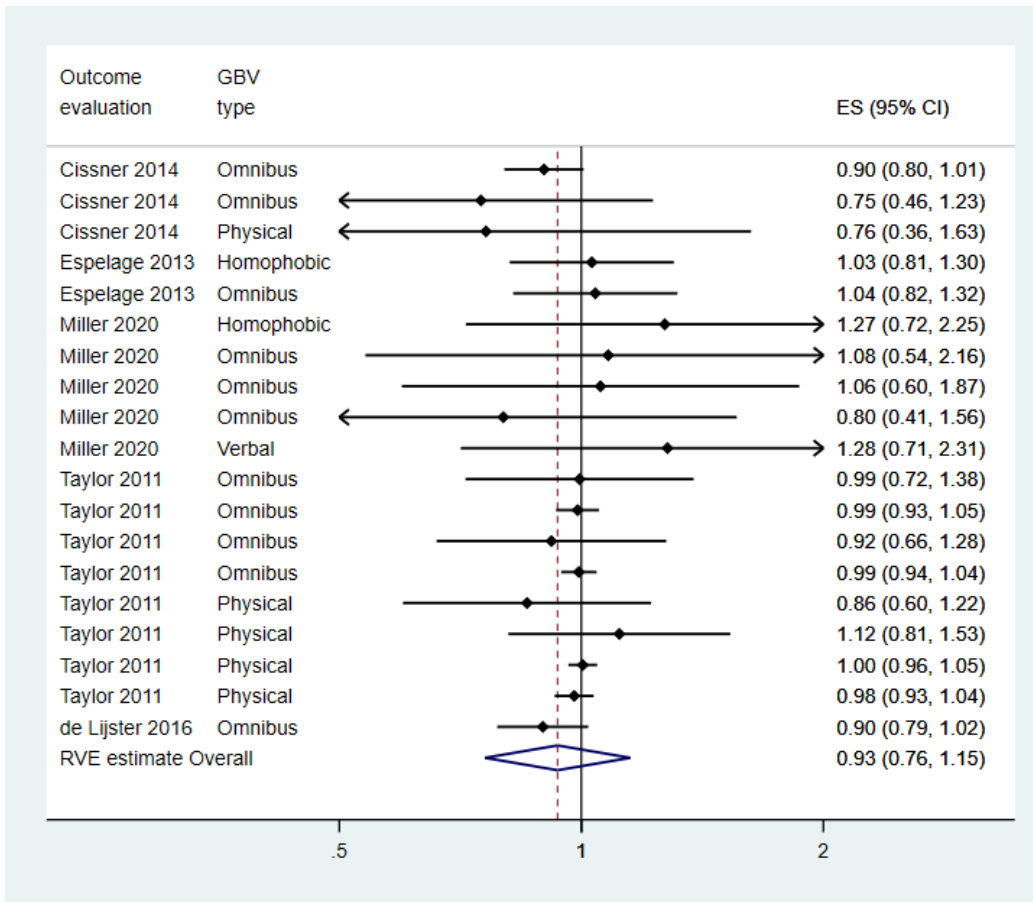


Figure 88: Forest plot of multi-component interventions for ST GBV perpetration

Multi-component interventions did present significant evidence of effectiveness in long-term impacts on GBV perpetration (OR=0.99, 95% CI [0.78, 0.998]; [Figure 89](#)). This analysis, which had substantial heterogeneity ($I^2=60\%$), was based on four trials contributing 44 effect sizes. Heterogeneity was noted across outcomes within trials, but the vast majority of effects were close to the line of null effect, with little evidence of effectiveness of the interventions for GBV perpetration. An effect of time was noted for Green Dot,(12) with effects across GBV outcomes greater in years 3 and 4. However, after improving between years 1 and 3, effects regressed towards the null by year 4.

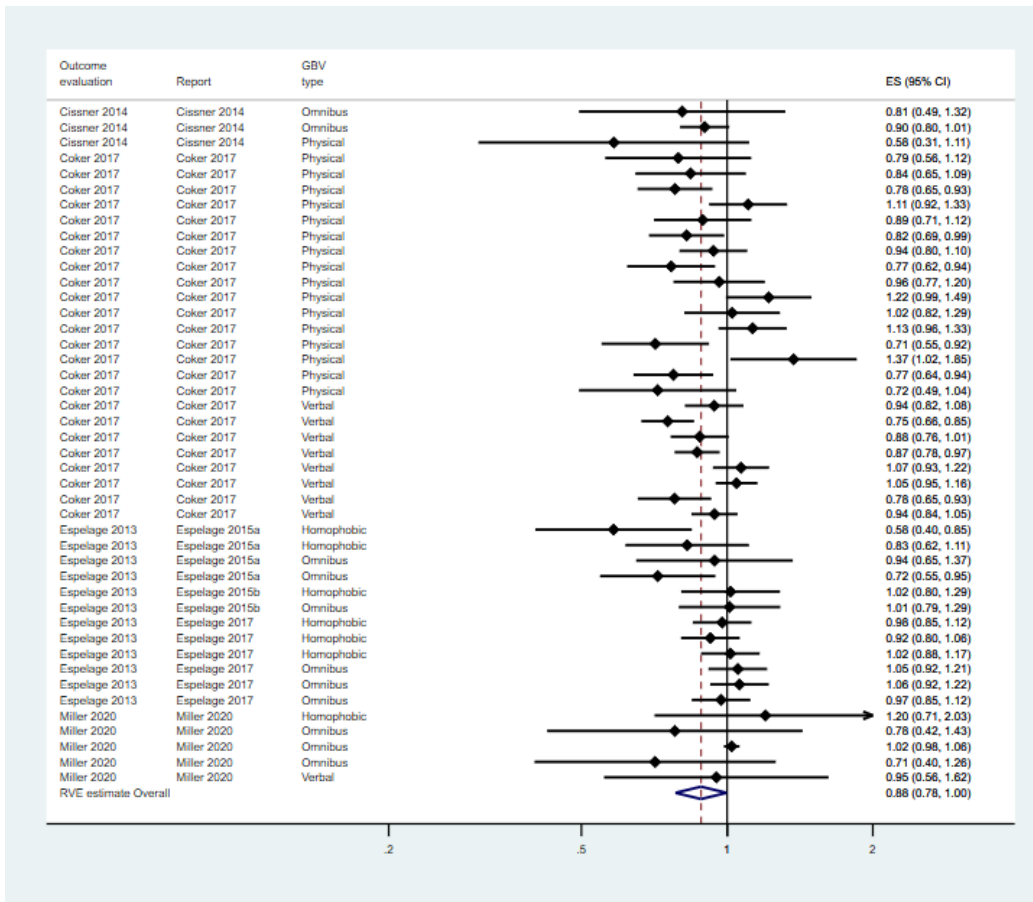


Figure 89: Forest plot of multi-component interventions for LT GBV perpetration

Multilevel interventions

Multilevel interventions were not effective in the short term for reducing GBV perpetration (OR=0.96, 95% CI [0.40, 2.28]; [Figure 90](#)~~Figure 90~~). This analysis, which was based on three trials contributing 19 effect sizes, had substantial heterogeneity ($I^2=83%$). **BITB-HSC** (Edwards 2019a)(87) resulted in a reduction in sexual harassment, stalking, and sexual assault, though only the effect for sexual harassment and stalking was statistically significant. Other effects in the remaining trials did not support a clear reduction in violence across outcomes.

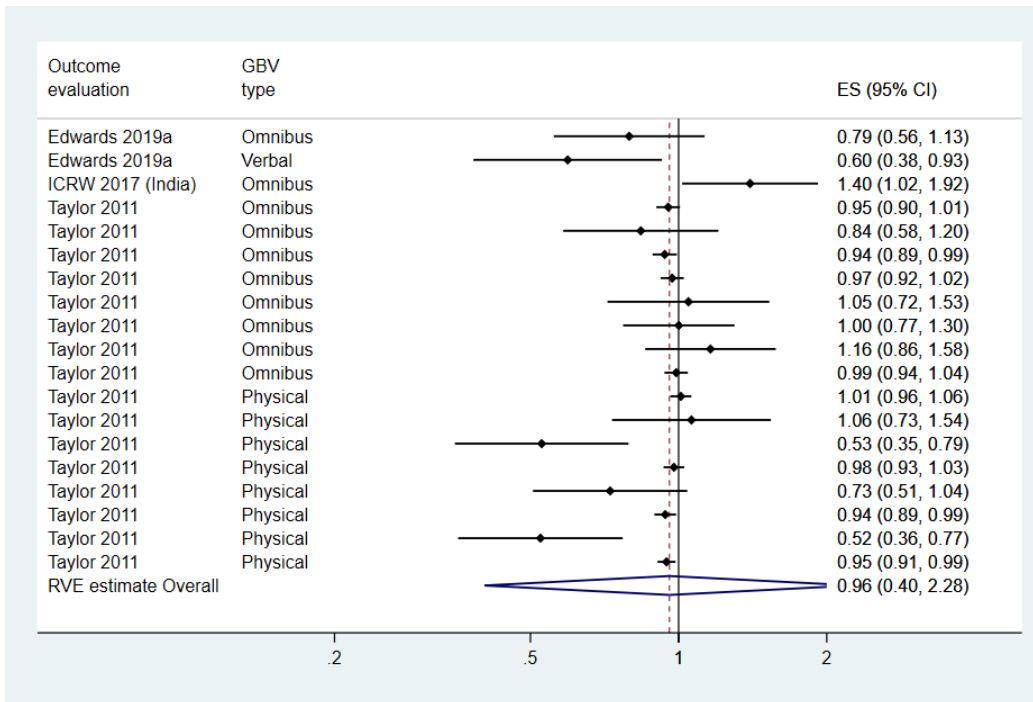


Figure 90: Forest plot of multilevel interventions for ST GBV perpetration

Multilevel interventions were not effective in the long term for reducing GBV perpetration (OR=1.04, 95% CI [0.57, 1.89]; [Figure 91](#)[Figure 94](#)), based on four trials and 10 effect sizes. This analysis was substantially heterogeneous ($I^2=73%$). There was a trend for a reduction in sexual harassment, stalking and sexual violence following **BITB-HSC** (Edwards 2019a),(87) however these effects were imprecise. Large effects were also reported following the implementation of GEMS at the Vietnam study site (ICRW, 2017),(13) but 95% confidence intervals spanned widely across the line of null effect. In India, an increase in perpetration was shown following GEMS, and no effect was shown following Skhokho.(17)

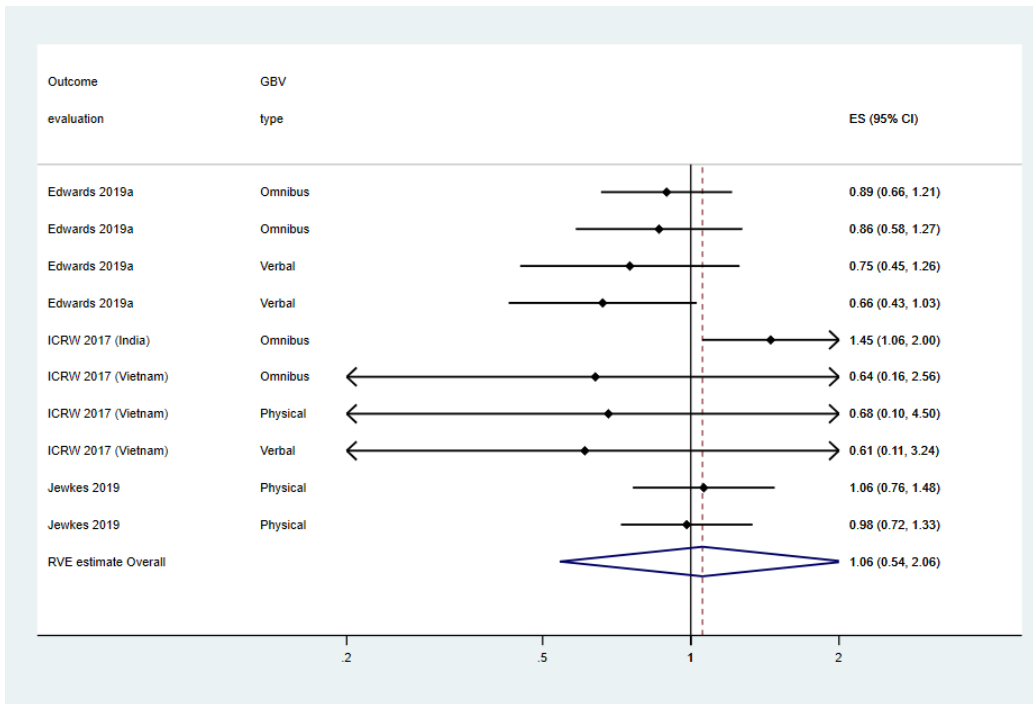


Figure 91: Forest plot of multilevel interventions for LT GBV perpetration

Overall meta-analyses

Short-term

Over 11 trials contributing 67 effect sizes (see **Error! Reference source not found.**), interventions were not effective at reducing GBV perpetration in the short term (OR=0.95, 95% CI [0.85, 1.07]; [Figure 92](#)). This analysis had substantial heterogeneity ($I^2=66\%$).

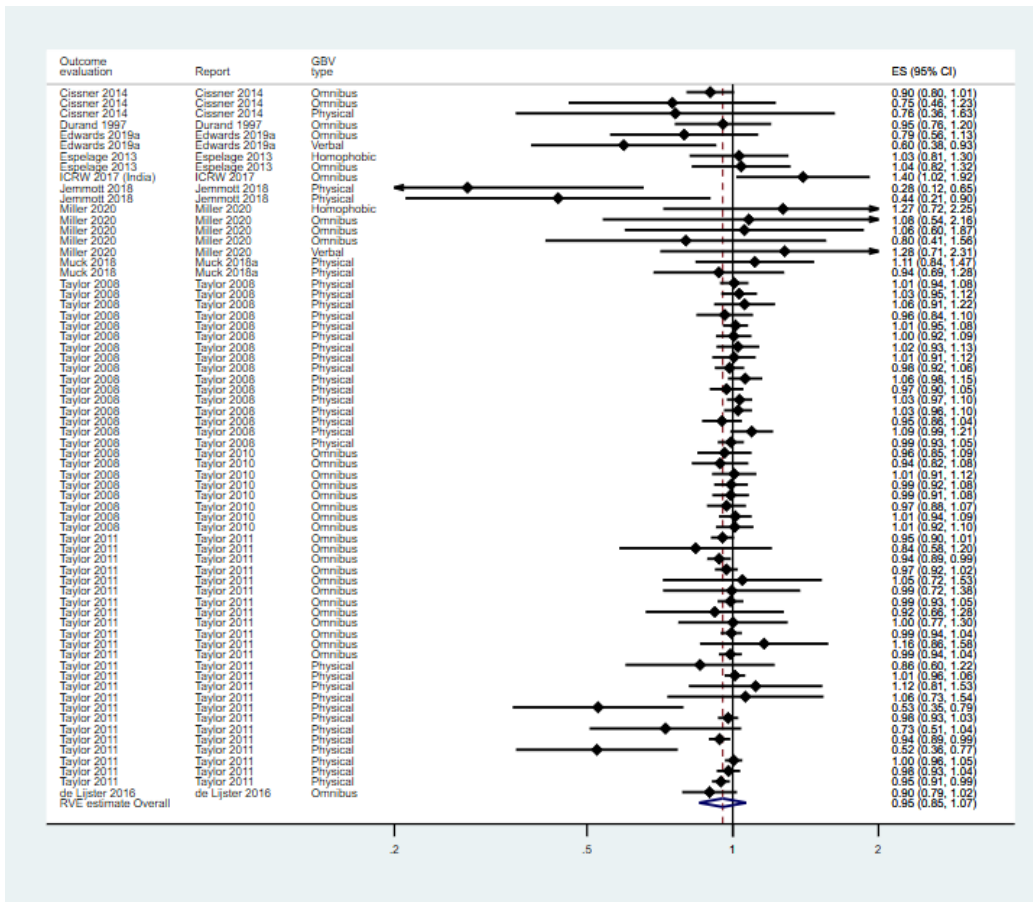


Figure 92: Forest plot of interventions for ST GBV perpetration

Findings were similar for subtypes of violence:

Omnibus measures of GBV victimisation (OR=0.97, 95% CI [0.88, 1.06]; $I^2=55\%$; nine trials, 30 effect sizes; [Figure 93](#)Figure-93).

In this analysis all effect estimates were close to the line of null effect, or 95% confidence intervals crossed the line of null effect.

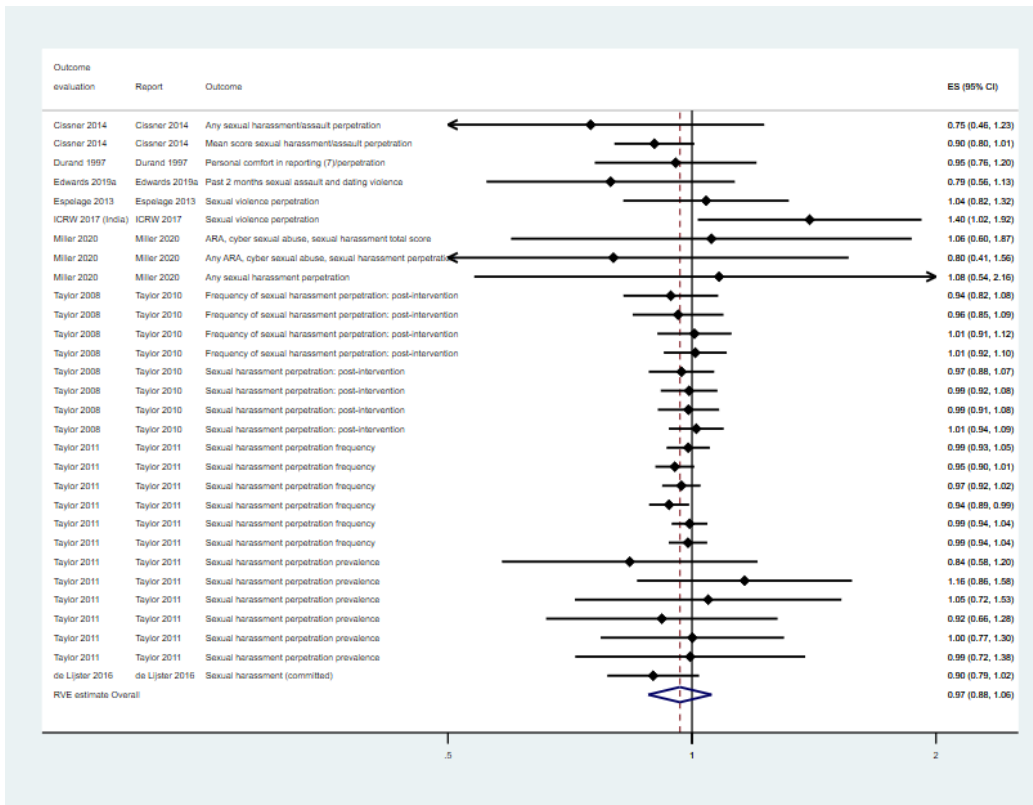


Figure 93: Forest plot of interventions for ST omnibus GBV perpetration

Physical GBV victimisation (OR=0.87, 95% CI [0.62, 1.23]; $I^2=77%$; five trials, 33 effect sizes; [Figure 94](#)Figure 94).

A reduction in violence was shown following **Let us protect our future** (Jemmott 2018),(21) and also following the **Fourth R** (Cisner 2014),(2) though 95% CIs were wide and crossed the line of no effect. The building and classroom implementation of **Shifting boundaries** (Taylor 2011)(49) showed a reduction in the number of students reporting violence at both follow-up timepoints, while the building implementation alone showed a reduction at the latter (8 month) timepoint. However, neither implementation showed a reduction in the frequency of violent events. There was no clear evidence for a reduction in violence following PP (Muck 2018),(143) SPP (Muck 2018),(143) GV/SH (Taylor 2008).(170)

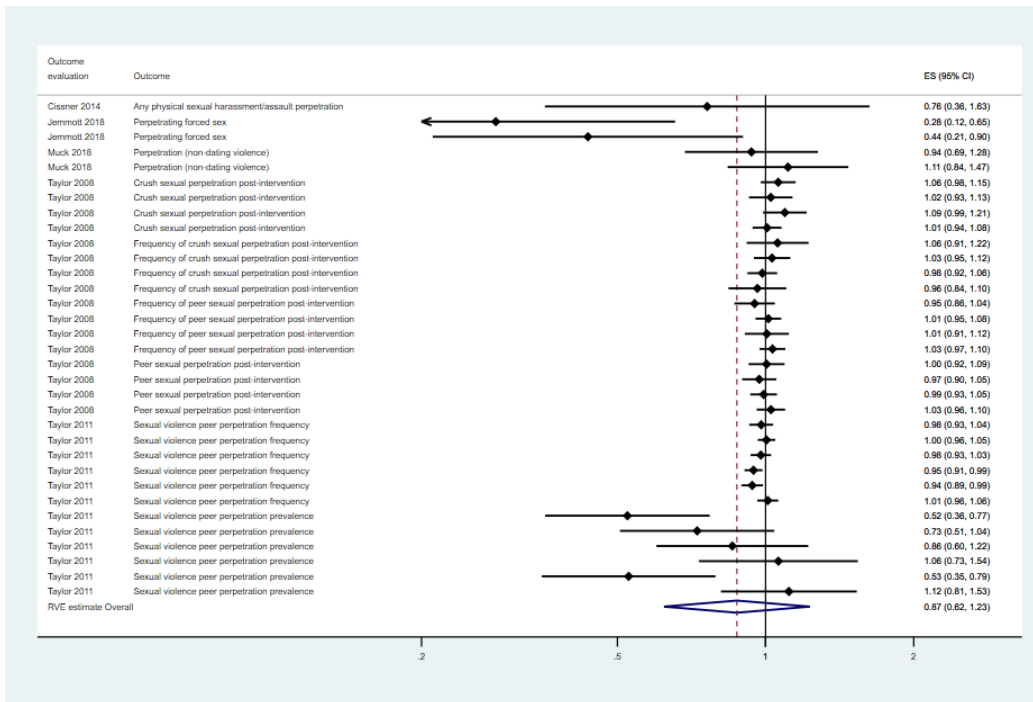


Figure 94: Forest plot of interventions for ST physical GBV perpetration

Verbal/psychological GBV perpetration (OR=0.85, 95% CI [0.40, 1.80]; $I^2=76%$; [Figure 95](#)).

A reduction in sexual harassment and stalking was shown following **BITB-HSC** (Edwards (2019a),(87) but no reduction in cyber abuse was shown following CBIM (Miller 2020).(141)

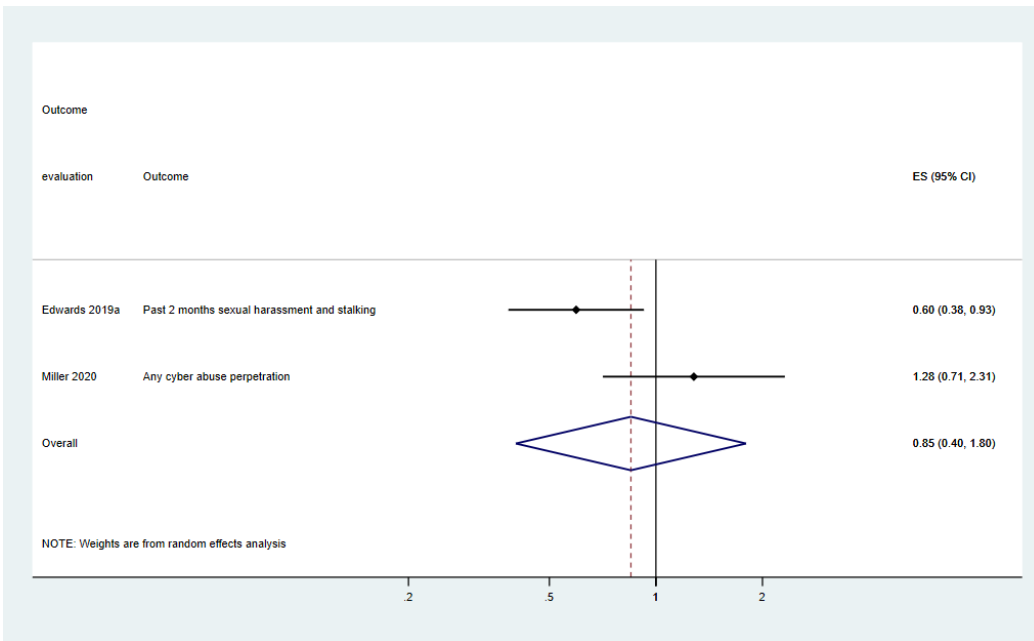


Figure 95: Forest plot of interventions for ST verbal and/or psychological GBV perpetration

Homophobic GBV perpetration (OR=1.06, 95% [0.85, 1.32]; $I^2=0\%$; [Figure 96](#)Figure 96).

In this analysis neither trial(6, 141) showed a reduction in homophobic violence.

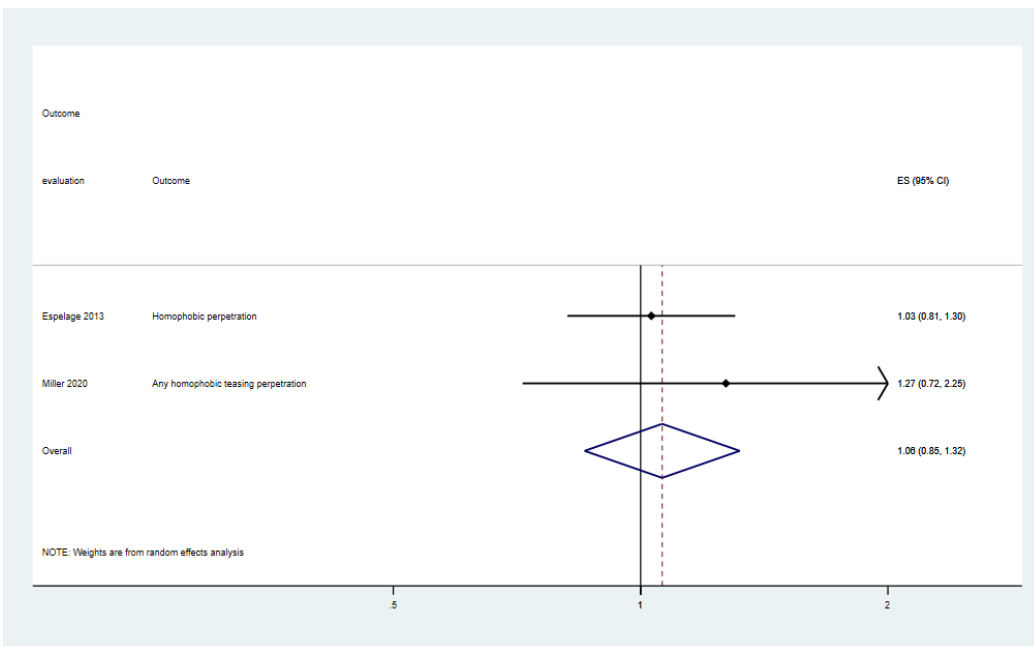


Figure 96: Forest plot of interventions for ST homophobic GBV perpetration

Long-term

Over nine trials contributing 58 effect sizes, interventions were not effective at reducing GBV perpetration in the long term (OR=0.90, 95% CI 0.73, 1.12]; [Figure 97](#)[Figure 97](#)). This analysis was substantially heterogeneous ($I^2=67%$).

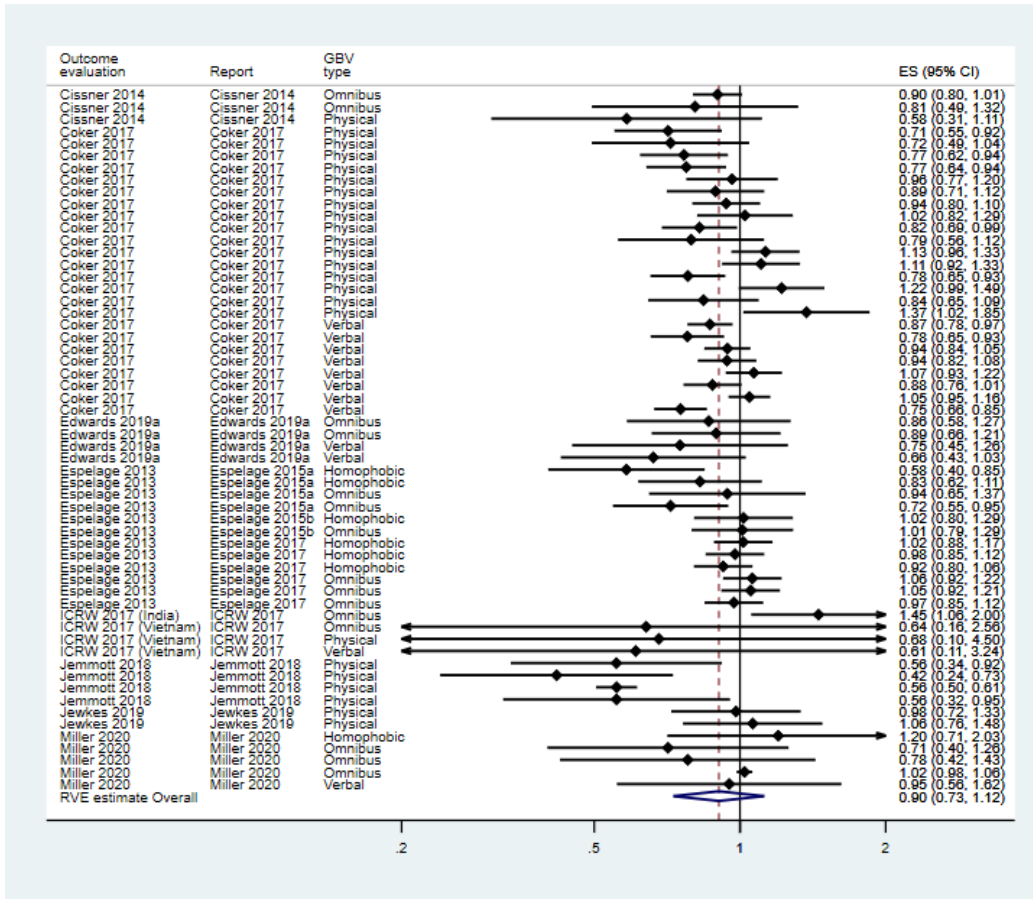


Figure 97: Forest plot of interventions for LT GBV perpetration

Findings for specific types of GBV perpetration mirrored the overall effect:

Omnibus GBV perpetration (OR=0.98, 95% CI [0.73, 1.30]; $I^2=57%$; six trials, 15 effect sizes; [Figure 98](#)[Figure 98](#)).

There was no sign of effectiveness for omnibus measures of GBV perpetration.

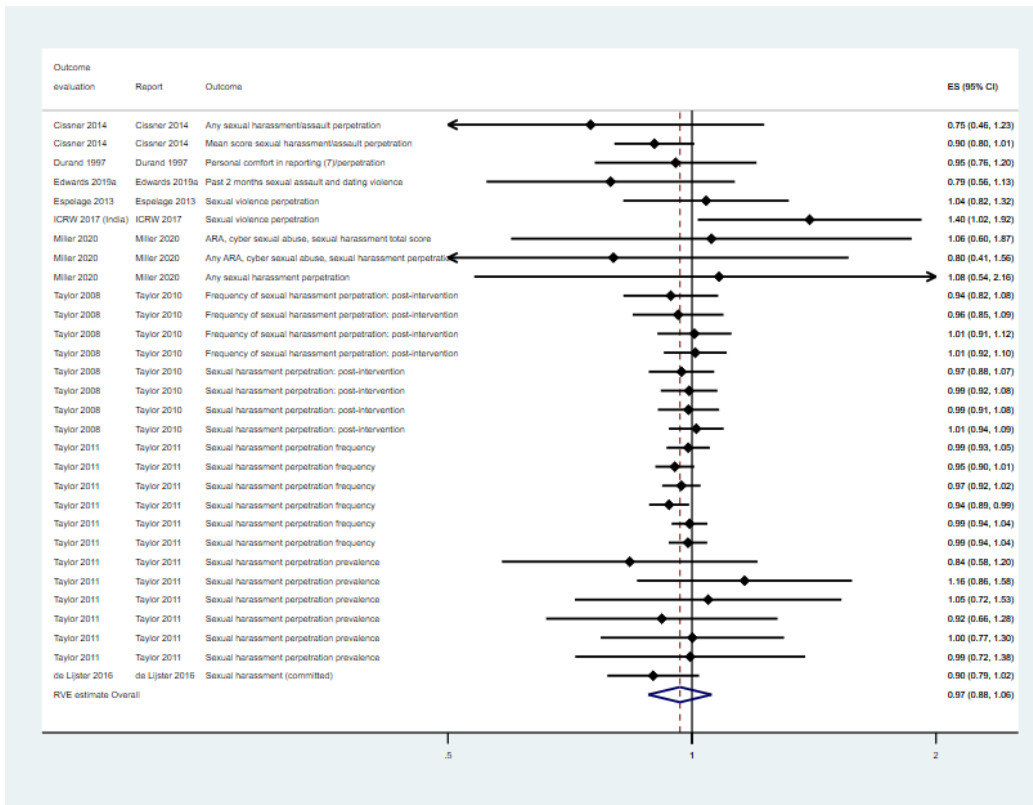


Figure 98: Forest plot of interventions for LT omnibus GBV perpetration

Physical GBV perpetration (OR=0.79, 95% CI [0.48, 1.28]; $I^2=68\%$; five trials, 24 effect sizes; [Figure 99](#)Figure 99).

A reduction in violence was shown for **Let us protect our future** (Jemmott 2018)(21) and the **fourth R** (Cisner 2014;(2) though this was not statistically significant). There was also an effect of time for **Green Dot** (Coker 2017),(12) which showed a reduction in violence victimisation between 2 and 4 years after implementation. There was no clear evidence for a reduction in violence following GEA (Achyut 2011)(20) or Skhokho (Jewkes 2019).(17)

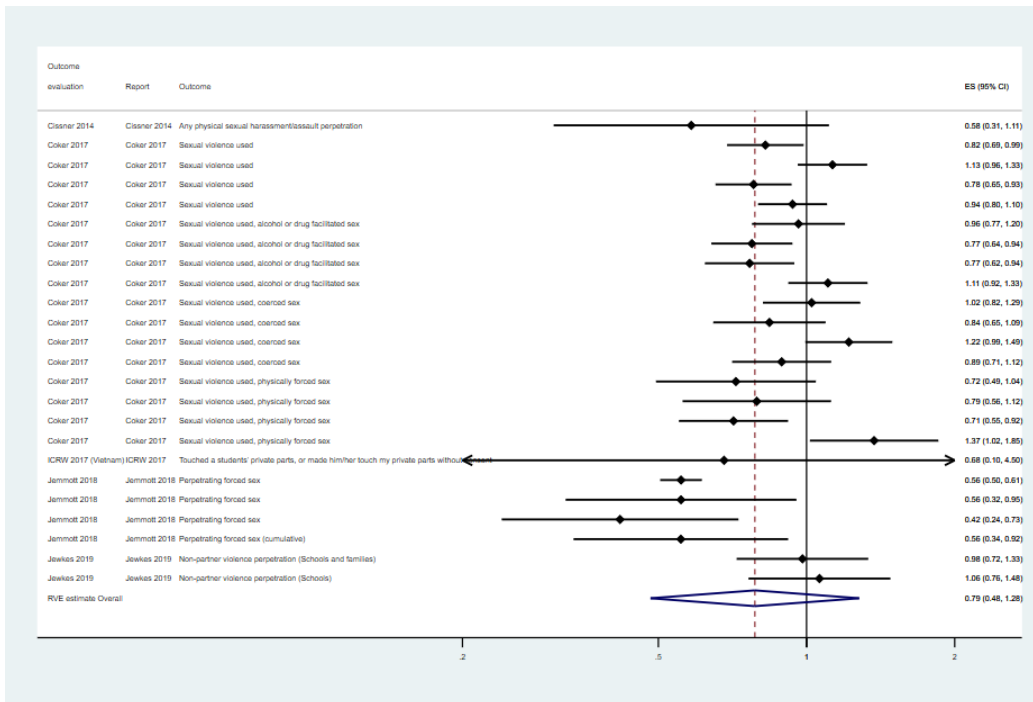


Figure 99: Forest plot of interventions for LT physical GBV perpetration

Verbal/psychological GBV perpetration (OR=0.86, 95% CI [0.60, 1.24]; $I^2=63\%$; four trials, 12 effect sizes; [Figure 100](#) ~~Figure 100~~).

A reduction in violence was shown at 3- and 4- years following **Green Dot** (Coker 2017),(12) though the effect at year 4 was smaller than at year 3. A numerical reduction in violence was shown following **BITB-HSC** (Edwards 2019a)(87) and **GEA** (ICRW 2017),(13) though 95%cis were wide and each crossed the line of null effect. There was no evidence for a reduction in violence following CBIM (Miller 2020).(141)

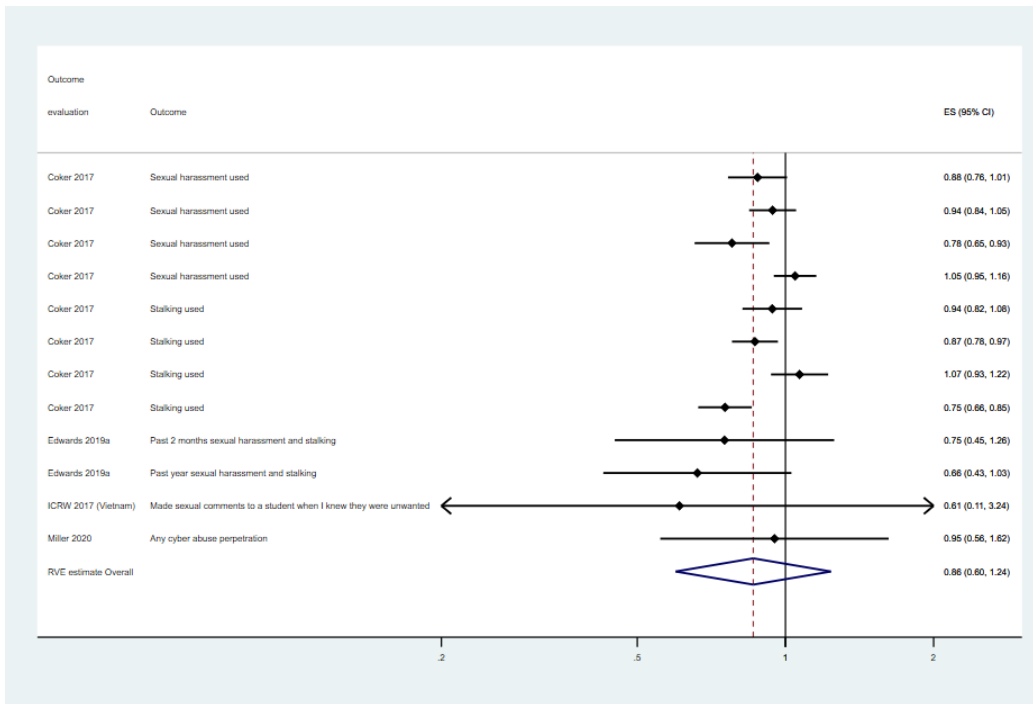


Figure 100: Forest plot of interventions for LT verbal and/or psychological GBV perpetration

Homophobic GBV perpetration (OR=0.95, 95% CI [0.89, 1.02]; $I^2=38\%$; two trials, seven effect sizes; [Figure 101](#)~~Figure 104~~).

A reduction in homophobic violence was shown in both study sites at 2 years following Second Step (Espelage 2013),(6) however these effects were not shown in subsequent years (3-5 years). There was no reduction in homophobic violence following CBIM (Miller 2020).(141)

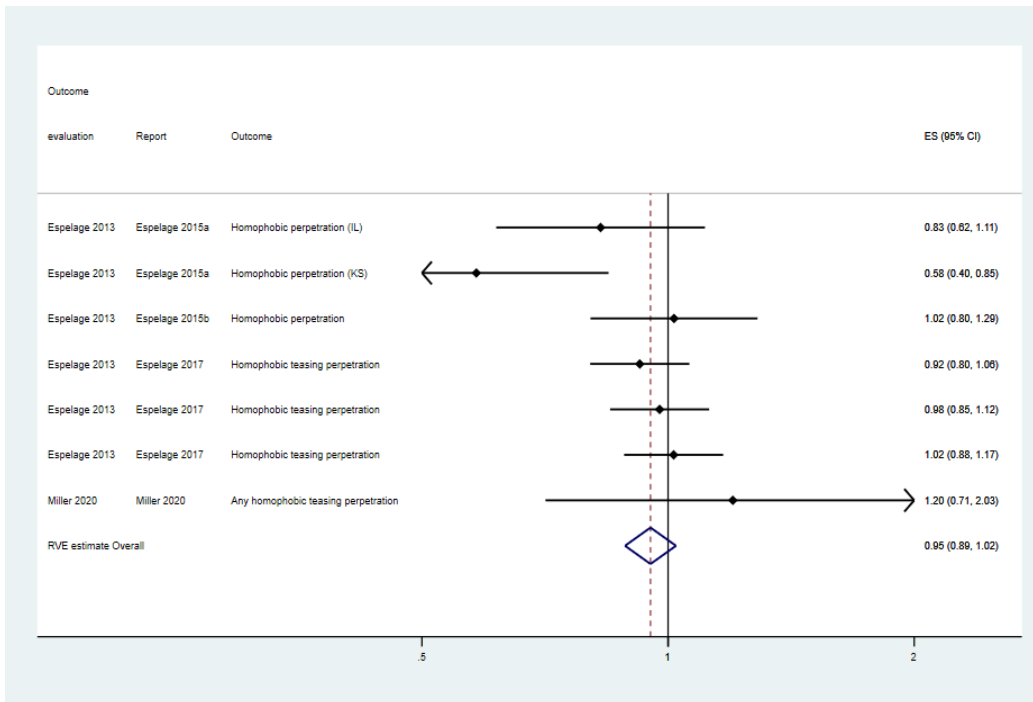


Figure 101: Forest plot of interventions for LT homophobic GBV perpetration

GBV knowledge, attitudes and behaviours: violence acceptance

All intervention types contributed evidence to this domain; however, only multi-component and multilevel interventions presented long-term evidence, of which only evidence for multilevel interventions was meta-analysable.

Single component interventions

Evidence from nine trials and 28 effect sizes contributed to a meta-analysis demonstrating that single component interventions are effective for improving short-term GBV-related violence acceptance ($d=0.17$, 95% CI [0.01, 0.34]; [Figure 102](#)[Figure 102](#)). This analysis had substantial heterogeneity ($I^2=82%$), due to a small number of estimates within trials indicating no difference or an increase in GBV perpetration.

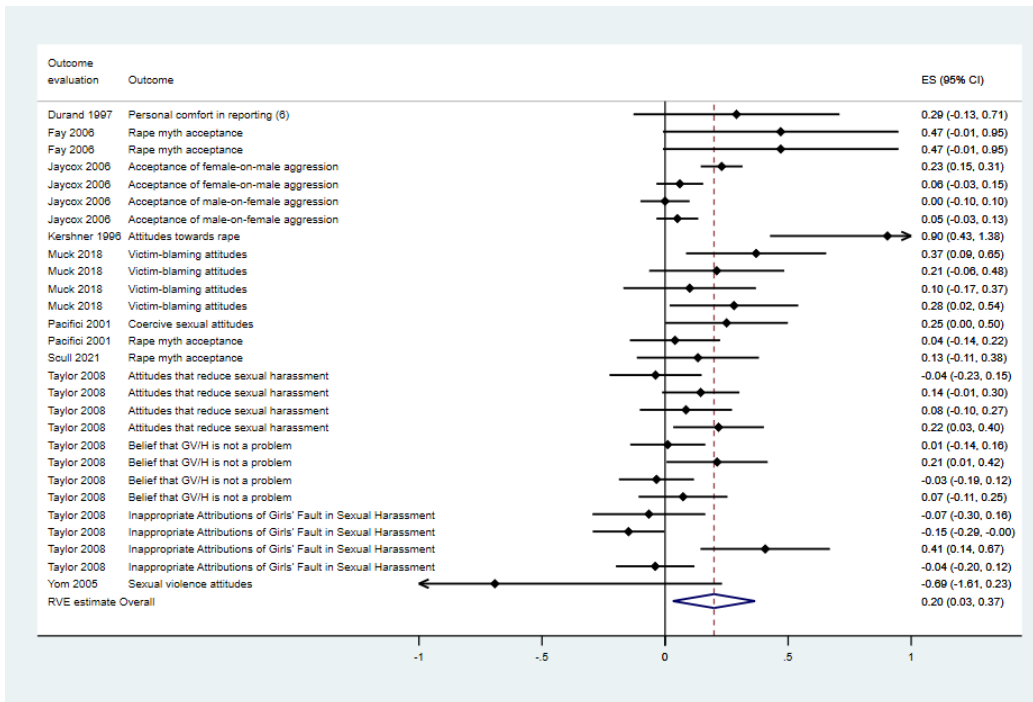


Figure 102: Forest plot of single-component interventions for ST GBV violence acceptance

No trials of single component interventions contributed evidence for long-term impacts on GBV-related violence acceptance.

Curriculum interventions

Two trials of curriculum interventions including three effect sizes contributed to a meta-analysis demonstrating effectiveness for short-term impacts on GBV-related violence acceptance ($d=0.84$, 95% CI [0.54, 1.14]; [Figure 103](#)~~Figure 103~~). This analysis was moderately heterogeneous ($I^2=32%$), due to variation in the magnitude of the effects. Both Bystander intervention (Lee 2018)(11) and self-led SH prevention (Sabella 1995)(41) were followed by an improvement in attitudes, though the effect was not statistically significant for the latter.

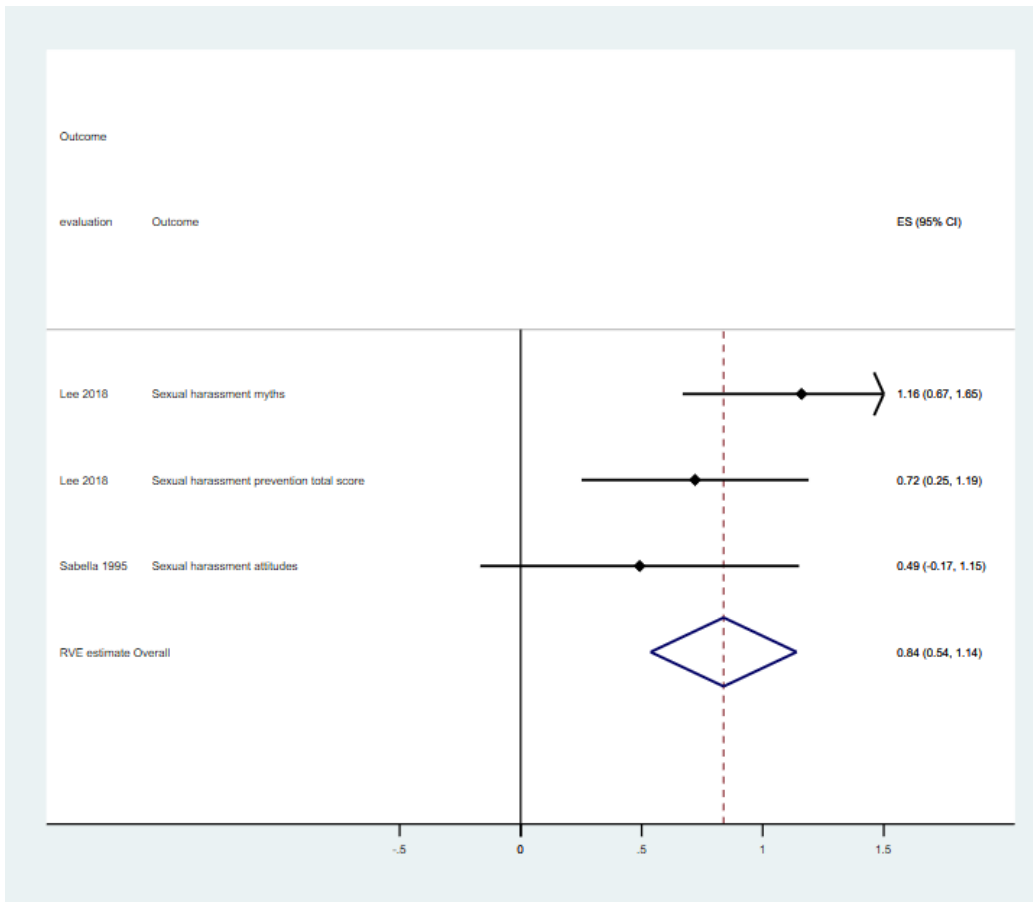


Figure 103: Forest plot of curriculum interventions for ST/GBV violence acceptance

No trials of curriculum interventions contributed evidence for long-term impacts on GBV-related violence acceptance.

Multi-component interventions

Four trials of multi-component interventions including 13 effect sizes did not yield evidence of effectiveness in a meta-analysis ($d=0.13$, 95% CI [-0.49, 0.75]; [Figure 104](#) ~~Figure 104~~).

This analysis was substantially heterogeneous ($I^2=84\%$), with two trials reported large, imprecise improvements in attitudes (Malo-Juvera 2014(206) and Sabella 1995(41)), and one trial reporting an increase in violence acceptance at two time points (Mabin 2019).(48)

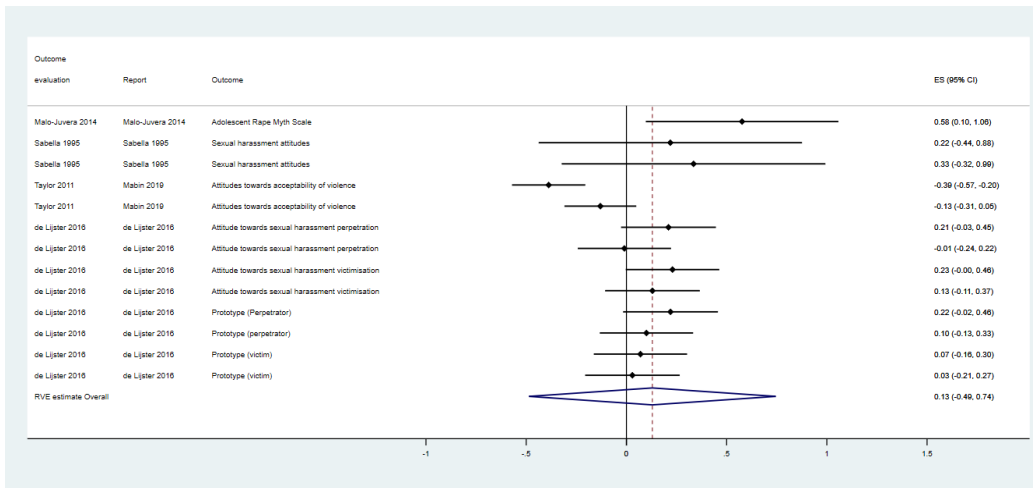


Figure 104: Forest plot of multi-component interventions for ST GBV violence acceptance

One trial(12) of a multi-component intervention contributed long-term evidence for impacts on GBV-related violence acceptance, but did not show a conclusive effect.

Multilevel interventions

Four trials of multilevel interventions contributing 13 effect sizes yielded evidence of effectiveness for short-term improvements in GBV-related violence acceptance ($d=0.18$, 95% CI [0.12, 0.24]; [Figure 105](#)~~Figure 105~~). This analysis had substantial heterogeneity ($I^2=72%$) in size and direction of effect.

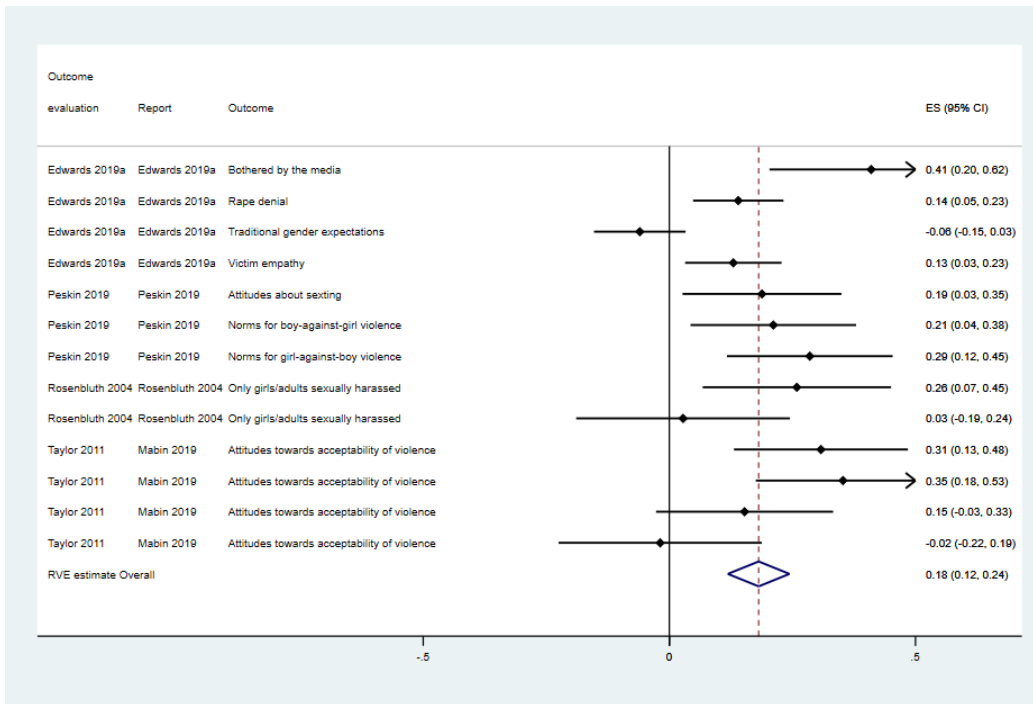


Figure 105: Forest plot of multilevel interventions for ST GBV violence acceptance

Six trials of multilevel interventions contributing 27 effect sizes found similar impacts in GBV-related violence acceptance in the long term ($d=0.14$, 95% CI [0.05, 0.22]; [Figure 106](#)[Figure 406](#)). This analysis had substantial heterogeneity ($I^2=75%$), with variability across outcomes and subgroups within trials, though with no consistent pattern.

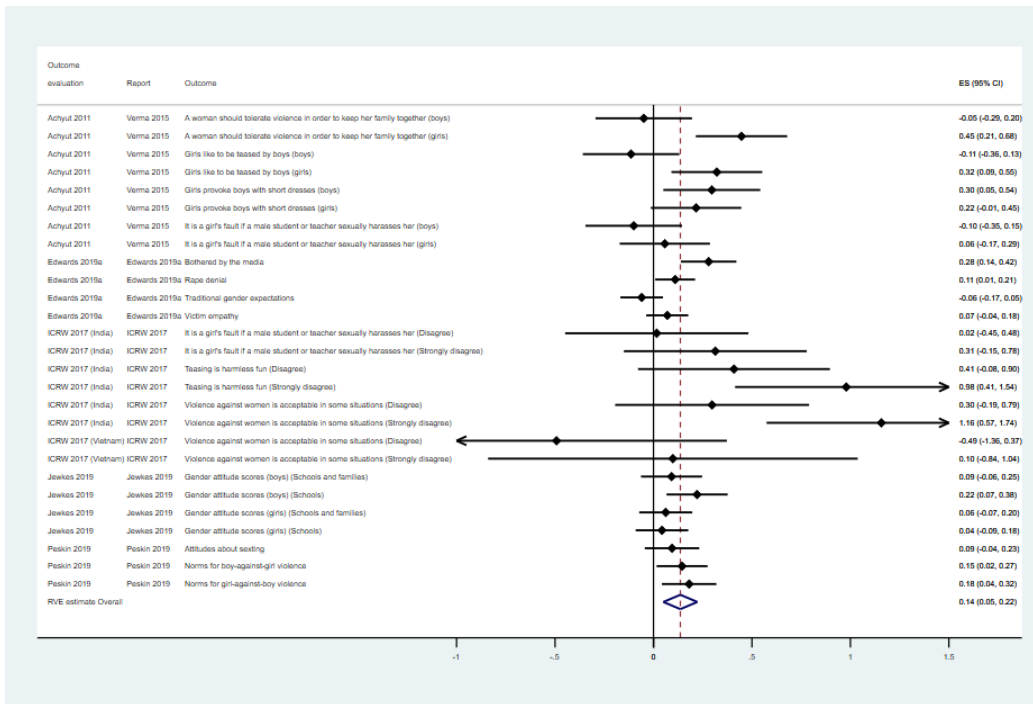


Figure 106: Forest plot of multilevel interventions for LT GBV violence acceptance

Overall meta-analyses

Short-term

An overall meta-analysis of short-term impacts on GBV-related violence acceptance drew on 17 trials contributing 57 effect sizes, and presented evidence of effectiveness in this domain ($d=0.29$, 95% CI [0.11, 0.33]; [Figure 107](#)~~Figure 107~~). This analysis had substantial heterogeneity ($I^2=83%$).

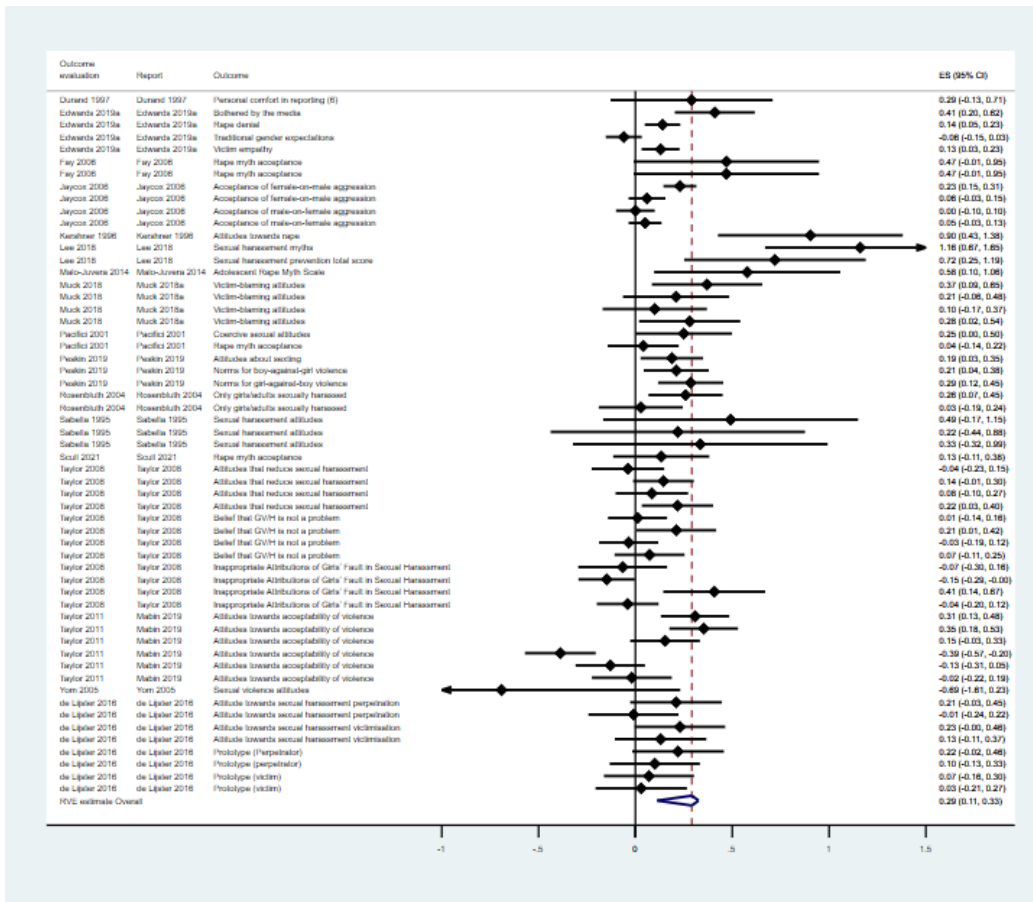


Figure 107: Forest plot of interventions for ST GBV violence acceptance

Long-term

Long-term impacts on GBV-related violence acceptance were smaller but still statistically significant. Drawing on seven trials and 37 effect sizes, a meta-analysis demonstrated significant evidence of long-term effectiveness in this domain ($d=0.12$, 95% CI [0.06, 0.19];). This analysis had substantial heterogeneity ($I^2=74%$), with effects both sides of the line of null effect. Those effects that indicated a large effect of interventions on violence acceptance were highly imprecise.

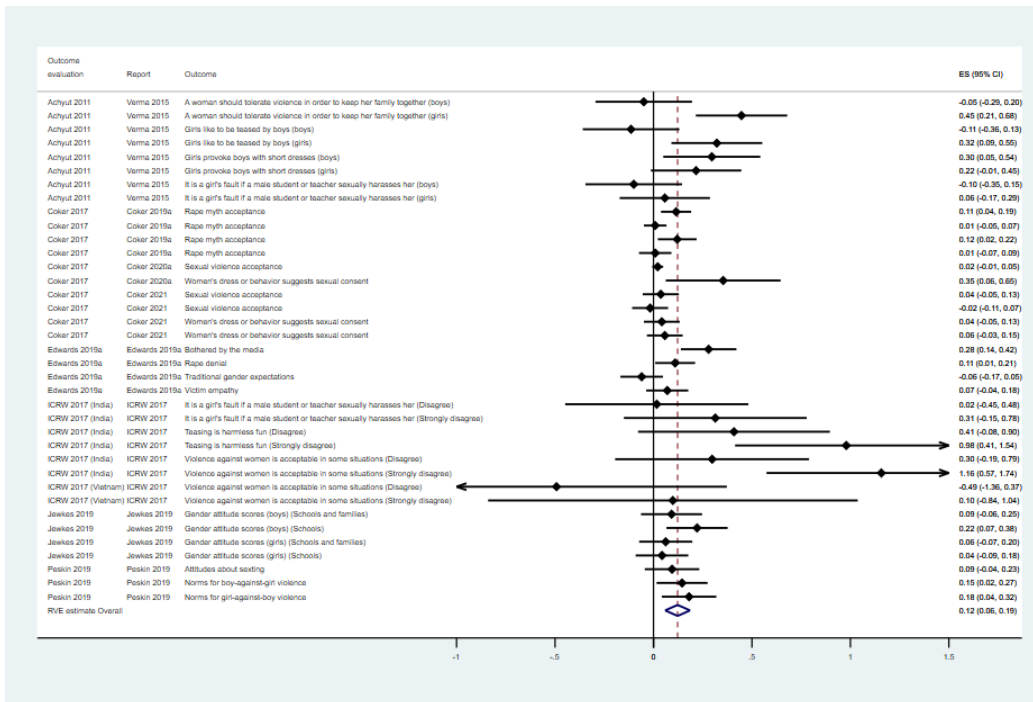


Figure 108: Forest plot of interventions for LT GBV violence acceptance

GBV knowledge, attitudes and behaviours: knowledge

All intervention types contributed evidence to this domain. However, only multilevel interventions presented long-term evidence, thus an overall meta-analysis is not presented for long-term impacts.

Single component interventions

A meta-analysis of five trials and 24 effect sizes did not suggest that single component interventions were effective for short-term impacts in GBV knowledge ($d=0.77$, 95% CI [-0.15, 1.68]; [Figure 109](#)). This analysis had substantial heterogeneity ($I^2=96%$).

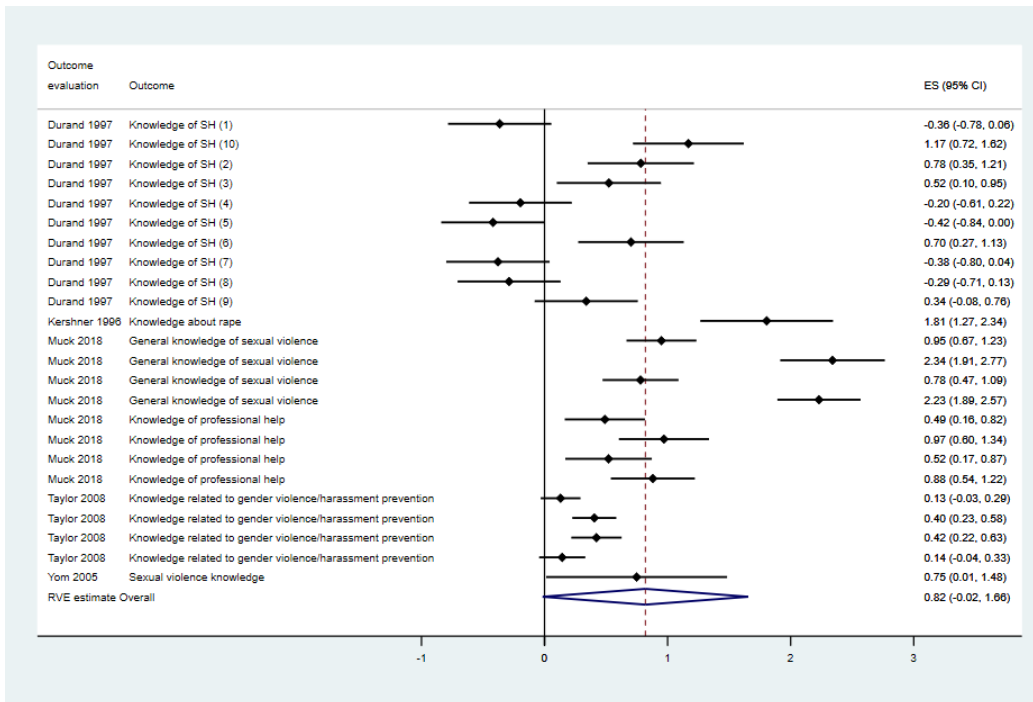


Figure 109: Forest plot of single-component interventions for ST GBV knowledge

No trials of single component interventions presented long-term evidence for this domain.

Curriculum interventions

A meta-analysis of three trials of curriculum interventions did not find evidence of effectiveness in improving GBV-related knowledge in the short term ($d=0.90$, 95% CI [-0.15, 1.96]; [Figure 110](#)[Figure 110](#)). This analysis had substantial heterogeneity ($I^2=90%$), largely due to one trial (Decker 2018)(28) reporting an extreme positive effect of the intervention.

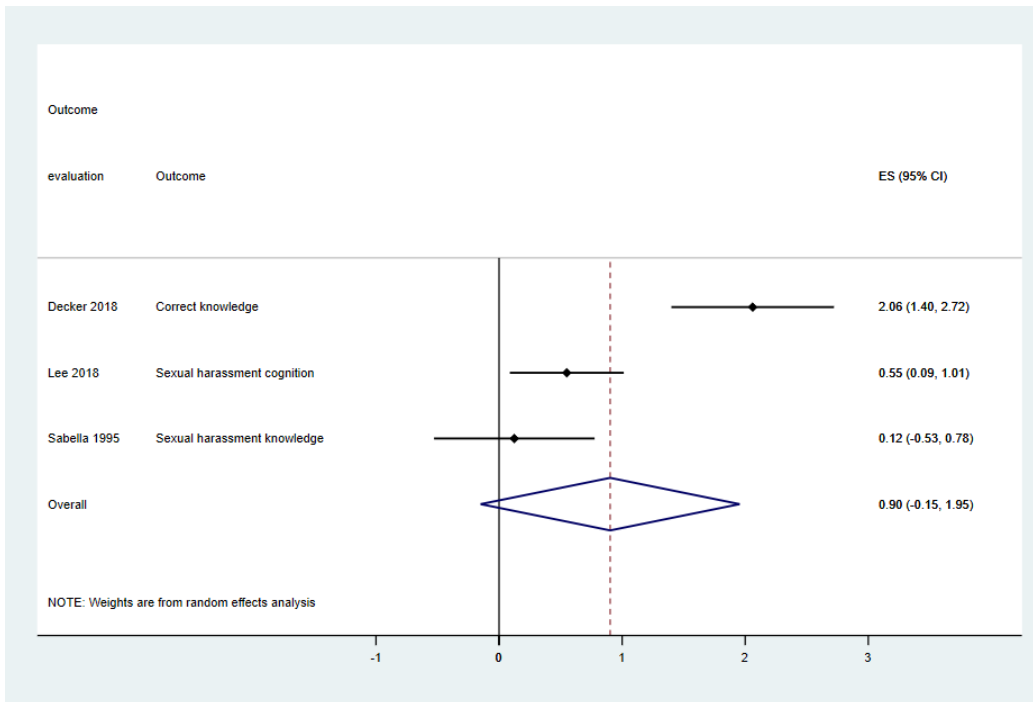


Figure 110: Forest plot of curriculum interventions for ST GBV knowledge

No trials of curriculum interventions presented long-term evidence for this domain.

Multi-component interventions

A meta-analysis of two trials and four effect sizes suggested that multi-component interventions were effective at generating short-term improvements in GBV-related knowledge ($d=0.16$, 95% CI [0.02, 0.30]; [Figure 111](#)~~Figure 114~~). This analysis had minimal heterogeneity ($I^2=0\%$).

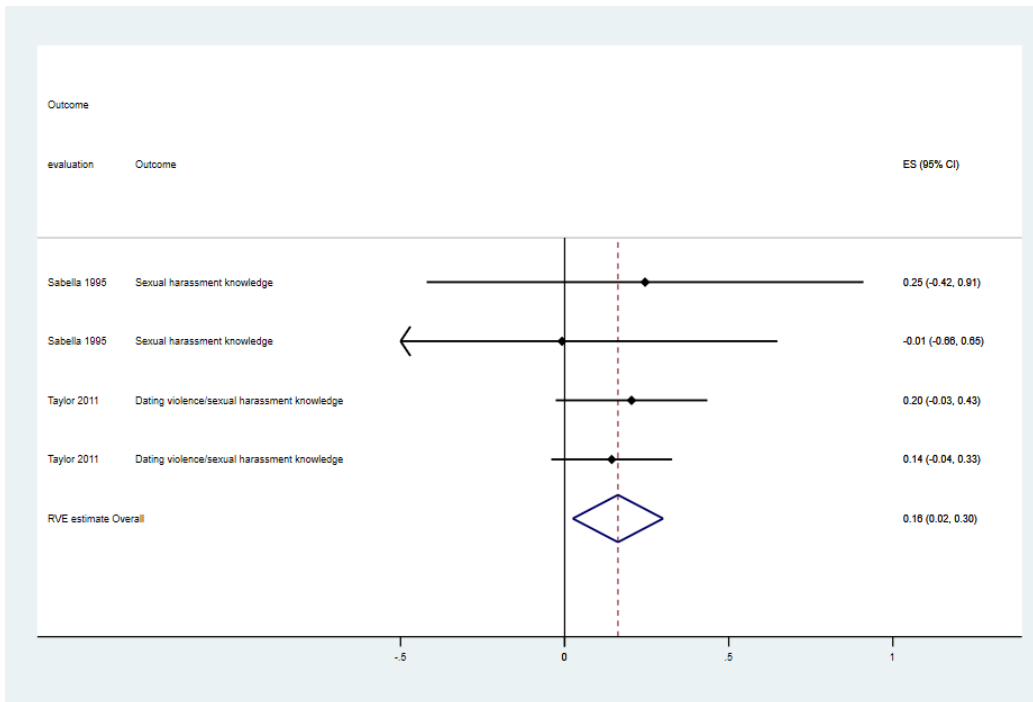


Figure 111: Forest plot of multi-component interventions for ST GBV knowledge

No trials of multi-component interventions presented long-term evidence for this domain.

Multilevel interventions

A meta-analysis of three trials and eight effect sizes did not find evidence of the effectiveness of multilevel interventions in improving short-term GBV-related knowledge ($d=0.32$, 95% CI [-0.26, 0.89]; [Figure 112](#)[Figure 112](#)). This analysis had substantial heterogeneity ($I^2=65\%$), though all interventions (BITB-HSC,(87) Expect respect,(52) and shifting boundaries(49) showed a trend for a positive effect across outcomes.

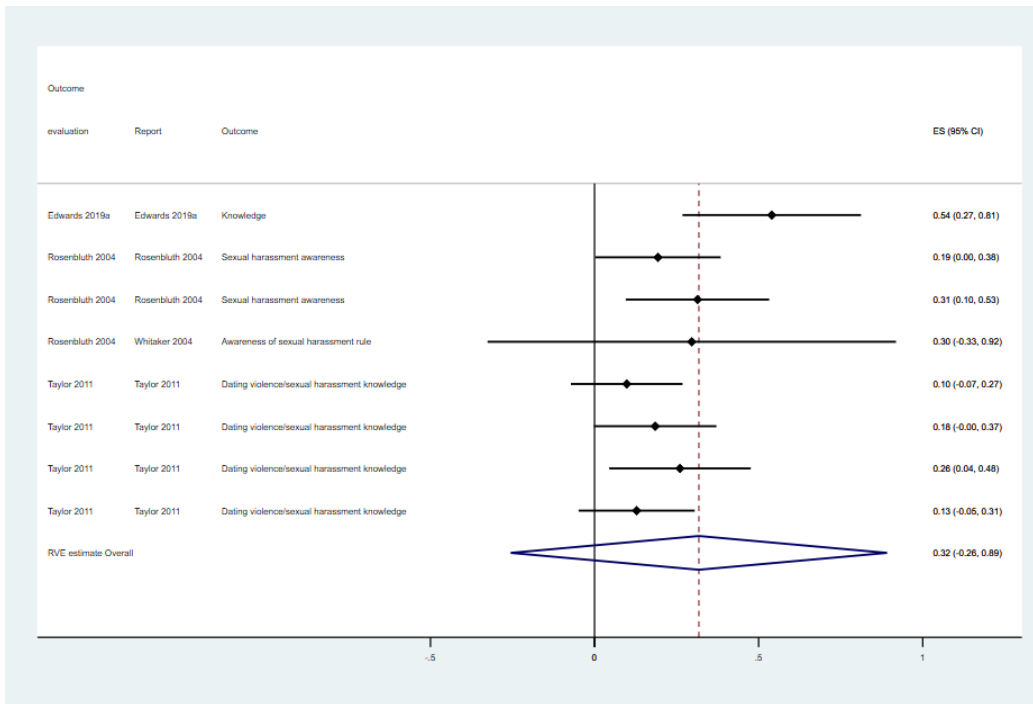


Figure 112: Forest plot of multilevel interventions for ST GBV knowledge

A meta-analysis of two trials and three effect sizes did, however, find evidence of the effectiveness of multilevel interventions for long-term GBV-related knowledge ($d=0.38$, 95% CI [0.22, 0.54]; [Figure 113](#)~~Figure 113~~). This analysis was moderately heterogeneous ($I^2=40\%$), though both interventions (BITB-HSC and Program H & M) showed a positive effect.

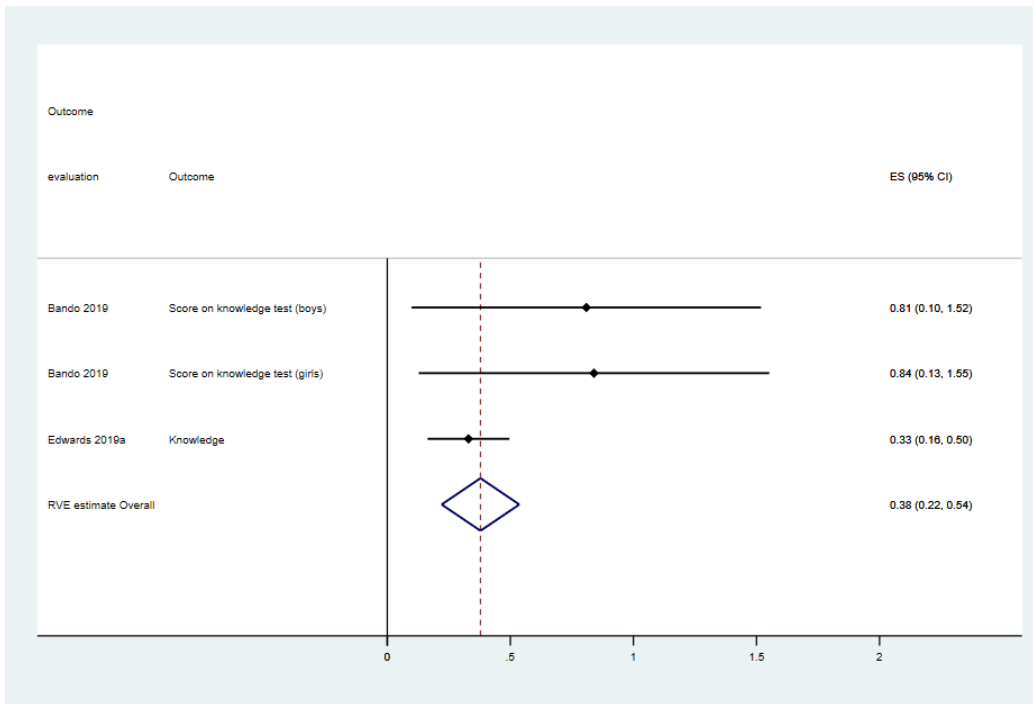


Figure 113: Forest plot of multi-level interventions for LT GBV knowledge

Overall meta-analyses

Short-term

An overall meta-analysis of short-term impacts on GBV-related knowledge drew on 11 trials and 39 effect sizes. Though the analysis was substantially heterogeneous ($I^2=94\%$), it indicated that interventions were effective for this outcome ($d=0.65$, 95% CI [0.21, 1.10];

[Figure 114](#) [Figure 114](#)). Heterogeneity was principally due to variation in the magnitude of intervention effects, with the vast majority of effect estimates suggesting a positive effect of interventions for knowledge.

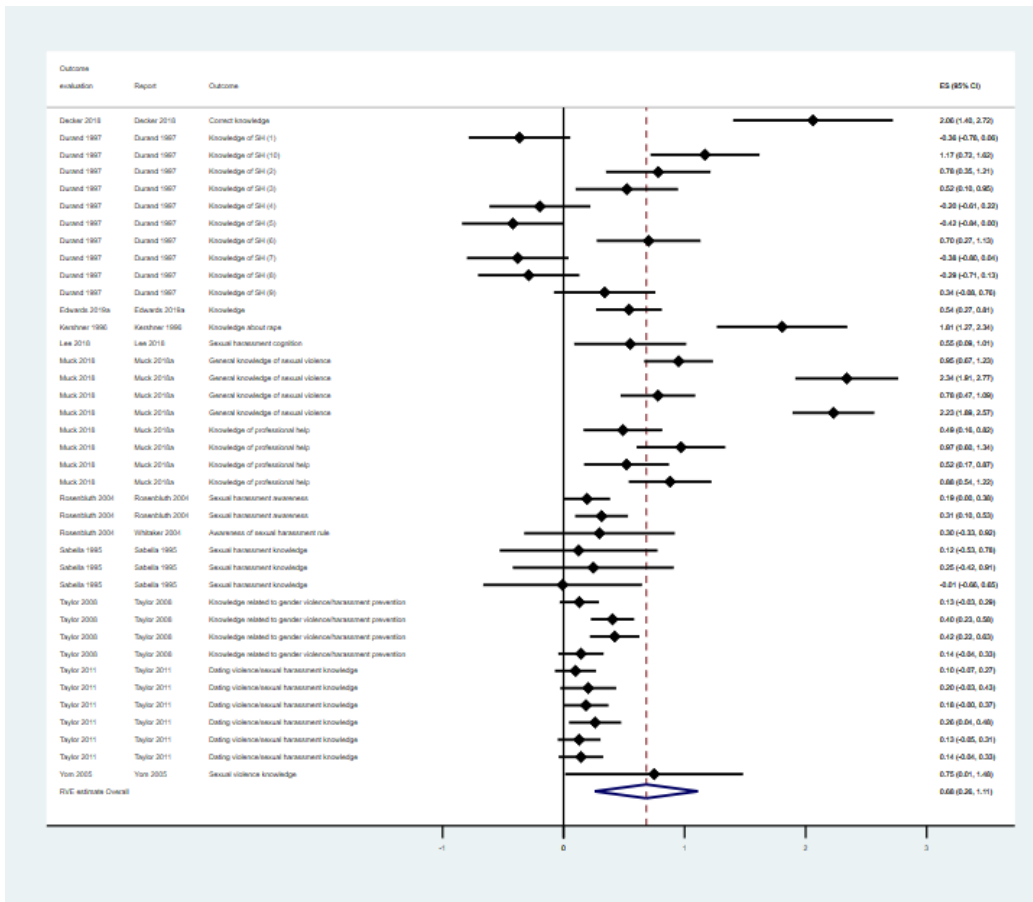


Figure 114: Forest plot of interventions for ST GBV knowledge

GBV knowledge, attitudes and behaviours: attitudes to intervening

All four intervention types contributed to syntheses in this domain. However, only multi-component and multilevel interventions contributed to long-term syntheses, of which only multilevel interventions were meta-analysable.

Single component interventions

A meta-analysis of two trials and 18 effect sizes found evidence for a small but significant short-term effect of single-component interventions on GBV-related attitudes to intervening ($d=0.10$, 95% CI [0.05, 0.15]; [Figure 115](#)[Figure 115](#)). This analysis had minimal heterogeneity ($I^2=0\%$).

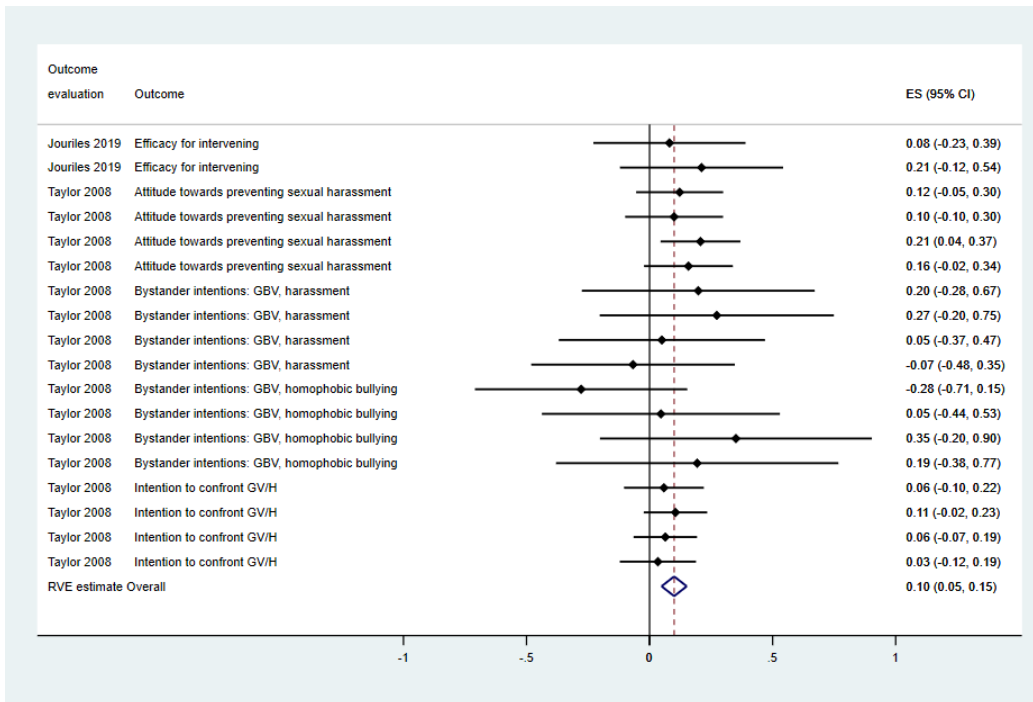


Figure 115: Forest plot of single component interventions for ST GBV attitudes to intervening

No trials of single component interventions presented long-term evidence for this domain.

Curriculum interventions

A meta-analysis of two trials and five effect sizes found evidence for a significant short-term effect of curriculum interventions on GBV-related attitudes to intervening ($d=0.54$, 95% CI [0.10, 0.97]; [Figure 116](#)[Figure 146](#)). This analysis had moderate heterogeneity ($I^2=39\%$), with broad variation in the magnitude of effects. All effect estimates also had wide 95% confidence intervals.

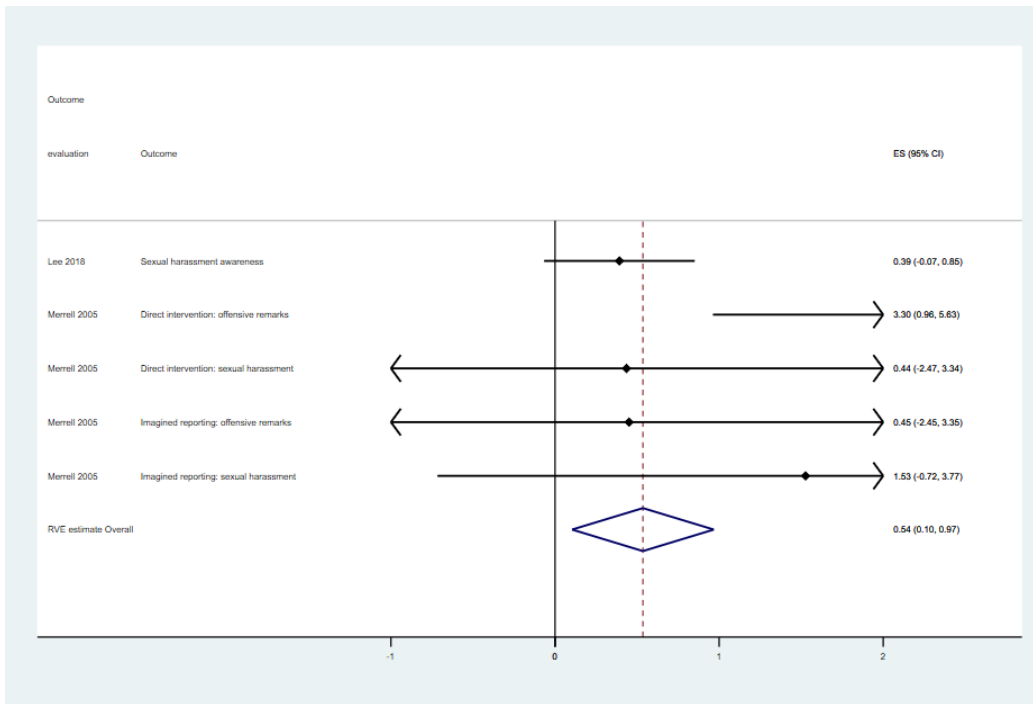


Figure 116: Forest plot of curriculum interventions for ST GBV attitudes to intervening

No trials of curriculum interventions presented long-term evidence for this domain.

Multi-component interventions

A meta-analysis of two trials and three effect sizes did not suggest multi-component interventions were effective in the short term for GBV-related attitudes to intervening ($d=0.00$, 95% CI [-0.09, 0.09]; [Figure 117](#)/[Figure 117](#)). This analysis had minimal heterogeneity ($I^2=0%$).

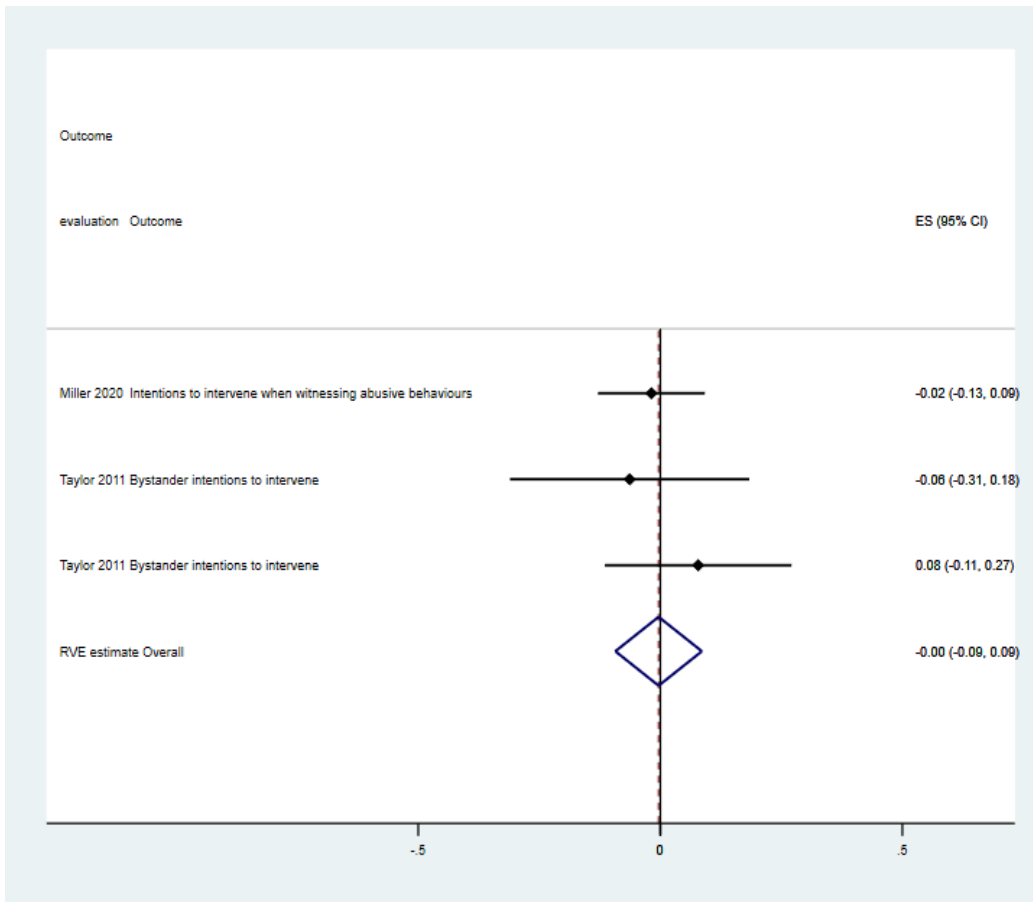


Figure 117: Forest plot of multi-component interventions for ST GBV attitudes to intervening

One trial(141) of a multi-component intervention presented long-term evidence for effectiveness on GBV-related attitudes to intervening, finding no evidence of effectiveness ($d=-0.05$, 95% CI [-0.15, 0.05]).

Multilevel interventions

A meta-analysis of two trials and seven effect sizes found evidence for a significant short-term effect of multilevel interventions on GBV-related attitudes to intervening ($d=0.11$, 95% CI [0.04, 0.19]; [Figure 118](#)~~Figure 118~~). This analysis had moderate heterogeneity ($I^2=48%$) in both the direction and magnitude of effect.

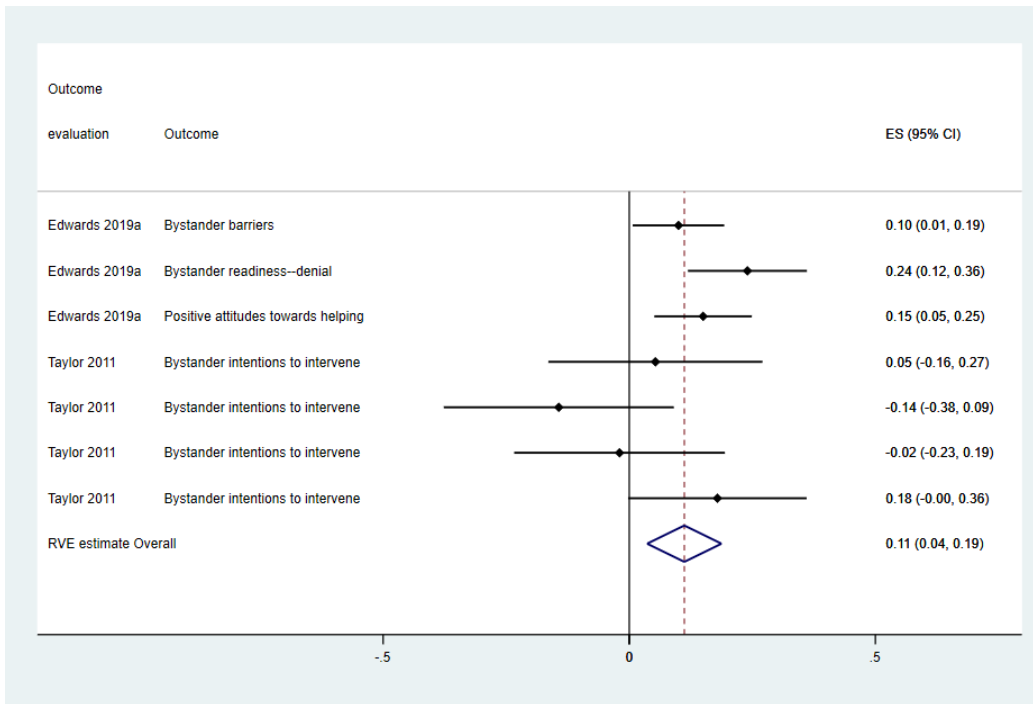


Figure 118: Forest plot of multilevel interventions for ST GBV attitudes to intervening

However, a meta-analysis of two trials and five effect sizes did not suggest evidence of effectiveness for long-term effects of multilevel interventions on GBV-related attitudes to intervening ($d=0.18$, 95% CI [-0.08, 0.42]; [Figure 119](#)~~Figure 119~~). This analysis had substantial heterogeneity ($I^2=79%$).

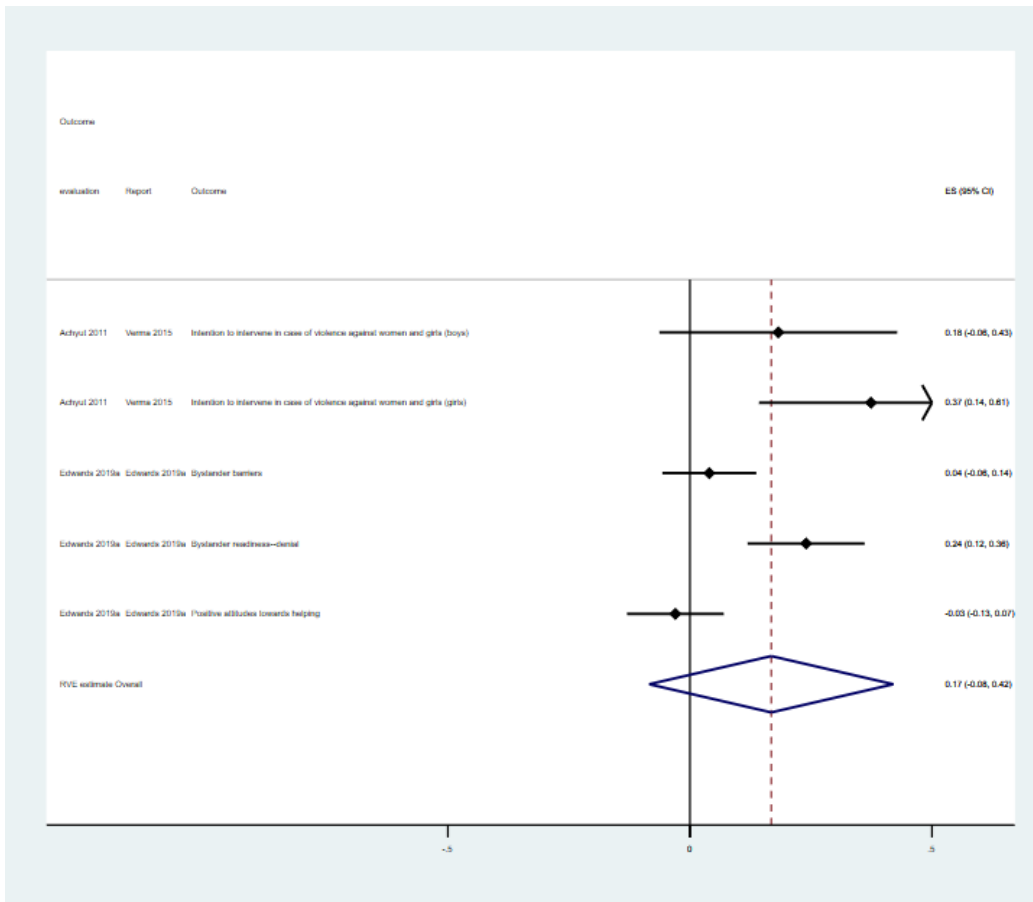


Figure 119: Forest plot of multilevel interventions for LT GBV attitudes to intervening

Overall meta-analyses

Short-term

A meta-analysis drawing on seven trials and 33 effect sizes did not suggest that interventions were effective overall in improving GBV-related attitudes to intervening in the short term ($d=0.07$, 95% CI [-0.05, 0.19]; [Figure 120](#)). However, this analysis had substantial heterogeneity ($I^2=75%$).

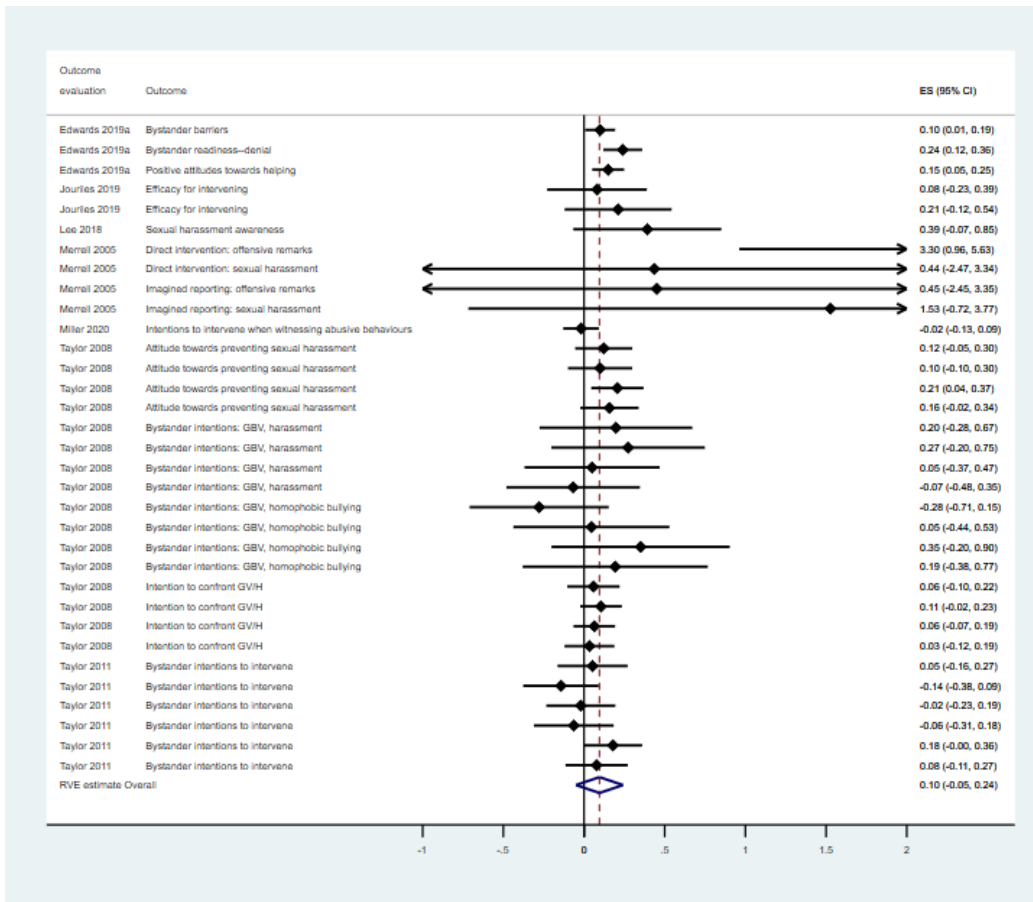


Figure 120: Forest plot of interventions for ST GBV attitudes to intervening

Long-term

A meta-analysis drawing on three trials and six effect sizes did not suggest that interventions were effective overall in improving GBV-related attitudes to intervening in the long term ($d=0.08$, 95% CI [-0.30, 0.46]; [Figure 121](#)). However, this analysis had substantial heterogeneity ($I^2=85%$).

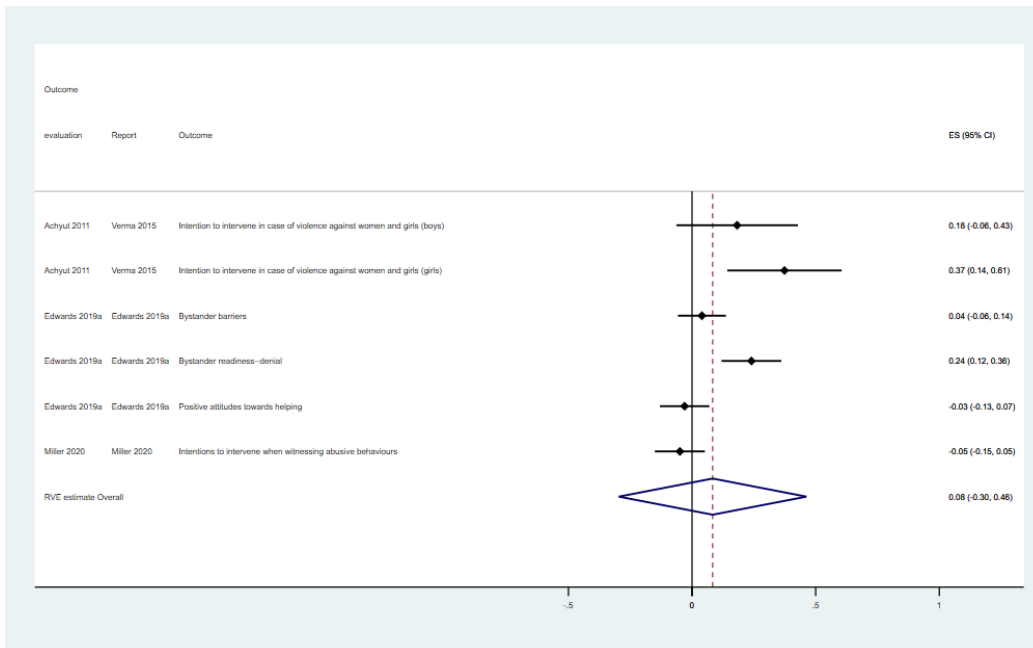


Figure 121: Forest plot of interventions for LT GBV attitudes to intervening

GBV knowledge, attitudes and behaviours: attitudes to personal help-seeking

All intervention types contributed evidence for GBV-related attitudes to personal help-seeking. However, meta-analysis was only possible for single-component interventions in the short term, and only one trial, which was of a multilevel intervention, contributed to long-term syntheses.

Single component interventions

A meta-analysis based on two trials and 41 effect sizes did not suggest that single component interventions were effective in the short term at improving GBV-related attitudes to personal help-seeking ($d=0.11$, 95% CI [-0.13, 0.35]; [Figure 122](#)). This analysis had little heterogeneity ($I^2=9\%$).

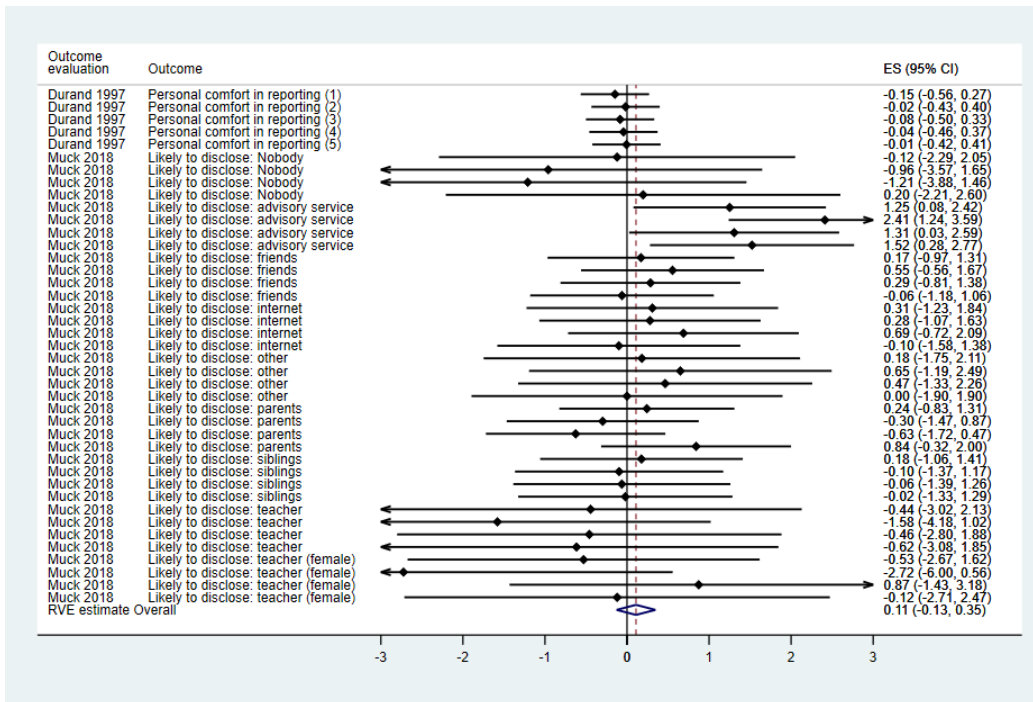


Figure 122: Forest plot of single component interventions for ST GBV attitudes to personal help-seeking

No trials of single component interventions contributed long-term evidence for this domain.

Curriculum interventions

One trial of a curriculum intervention(41) did not find evidence of effectiveness for short-term improvements in GBV-related attitudes to personal help-seeking ($d=0.42$, 95% CI [-0.23, 1.08]).

No trials of curriculum interventions contributed long-term evidence for this domain.

Multi-component interventions

One trial of a multi-component(41) intervention presented evidence for short-term impacts on GBV-related attitudes to personal help-seeking.

No trials of multi-component interventions contributed long-term evidence for this domain.

Multilevel interventions

No trials of multilevel interventions contributed short-term evidence for this domain.

One trial of a multilevel intervention(20) presented long-term evidence for impacts on GBV-related attitudes to personal help-seeking, which showed an increase in intentions of both male and female students to seek help for sexual violence.

Overall meta-analyses

A meta-analysis of short-term impacts of interventions on GBV-related attitudes to personal help-seeking did not suggest interventions were effective ($d=0.04$, 95% CI [-1.36, 1.44];

Figure 123). This analysis, which was based on three trials and 44 effect sizes, had moderate heterogeneity ($I^2=44%$)

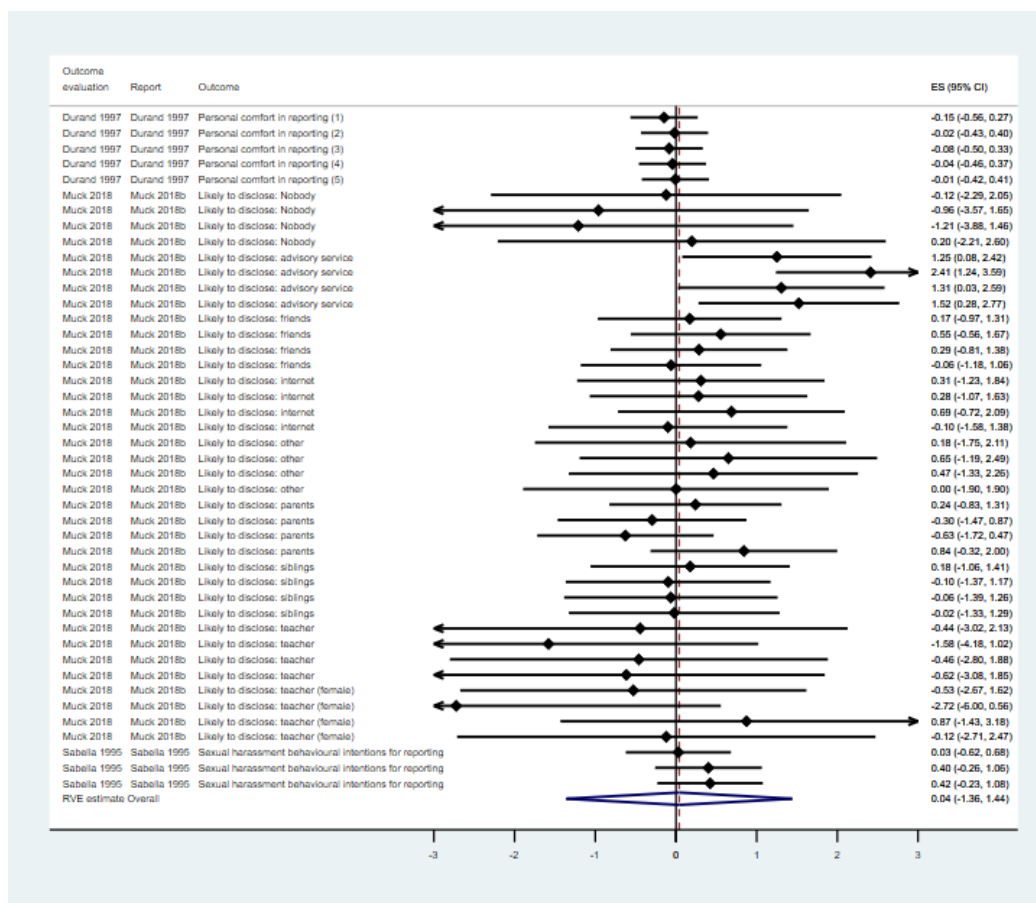


Figure 123: Forest plot of interventions for ST GBV attitudes to personal help-seeking

GBV knowledge, attitudes and behaviours: individual self-efficacy

Only curriculum and multi-component interventions contributed evidence for GBV-related individual self-efficacy. All evidence presented was short-term.

Curriculum interventions

Only one trial of a curriculum intervention(28) presented short-term evidence for GBV-related individual self-efficacy, finding a non-significant improvement on this outcome ($d=0.15$, 95% CI [-0.47, 0.77]).

Multi-component interventions

Only one trial(33) of a multi-component intervention presented short-term evidence for GBV-related individual self-efficacy, and which showed an increase in self-efficacy and intentions following the intervention.

Overall meta-analyses

A meta-analysis drawing on both trials and nine effect sizes suggested a significant impact of interventions on short-term GBV-related individual self-efficacy ($d=0.16$, 95% CI [0.08, 0.25]; [Figure 124](#)Figure 124).

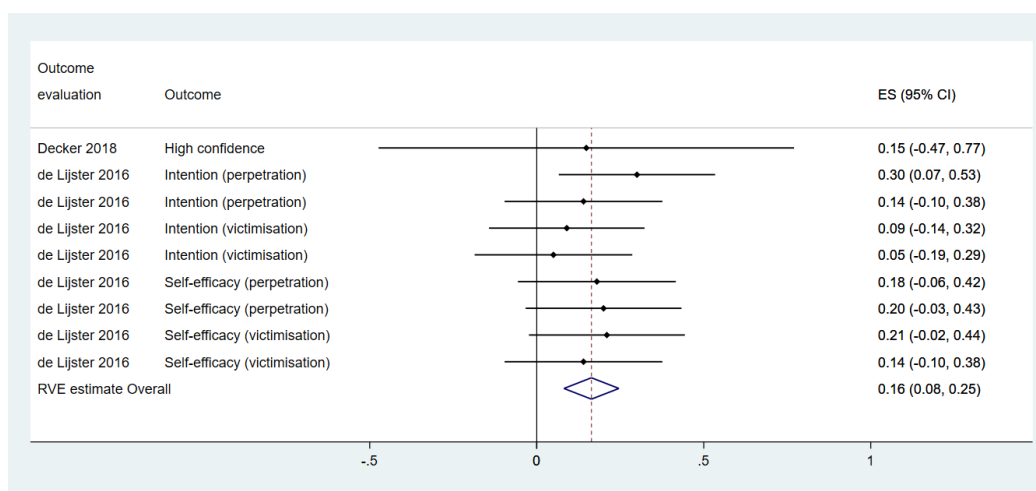


Figure 124: Forest plot of interventions for ST GBV attitudes to personal help-seeking

GBV knowledge, attitudes and behaviours: social norms

Only one trial(33) of a multi-component intervention contributed evidence for short-term impacts on GBV-related social norms, which did not show evidence of effectiveness.

GBV knowledge, attitudes and behaviours: GBV-related behaviours

As noted above, this category was not meta-analysed due to the diversity of behaviours included. Findings are presented narratively by intervention type. No trials of curriculum interventions contributed to this outcome domain.

Single component interventions

One trial(143) presented evidence for GBV-related behaviours in the short term only (anxiety about sexual violence), which did not show evidence of change.

Multi-component interventions

One trial(12) presented evidence for GBV-related behaviours in the long term only. At 3- and 4-years following Green Dot, students showed an increased likelihood for seeking help for sexual violence.

Multilevel interventions

One trial(54) presented evidence for GBV-related behaviours both in the short term and in the long term, and showed evidence of effectiveness in the short- but not the long-term.

Bystander behaviours

Bystander outcomes are presented as overall meta-analyses only given the sparsity of evidence by intervention type, even after pooling DRV and GBV into one analysis; in addition, differences in outcome definition by intervention type would have made type-specific synthesis unreliable and difficult to interpret.

Short-term

An overall meta-analysis combining findings from six trials and 23 effect sizes did not present a clear signal of effectiveness of interventions in generating short-term improvements in bystander behaviours ($d=0.17$, 95% CI [-0.01, 0.34]; [Figure 125](#)[Figure 125](#)). However, this analysis was substantially heterogeneous ($I^2=76%$).

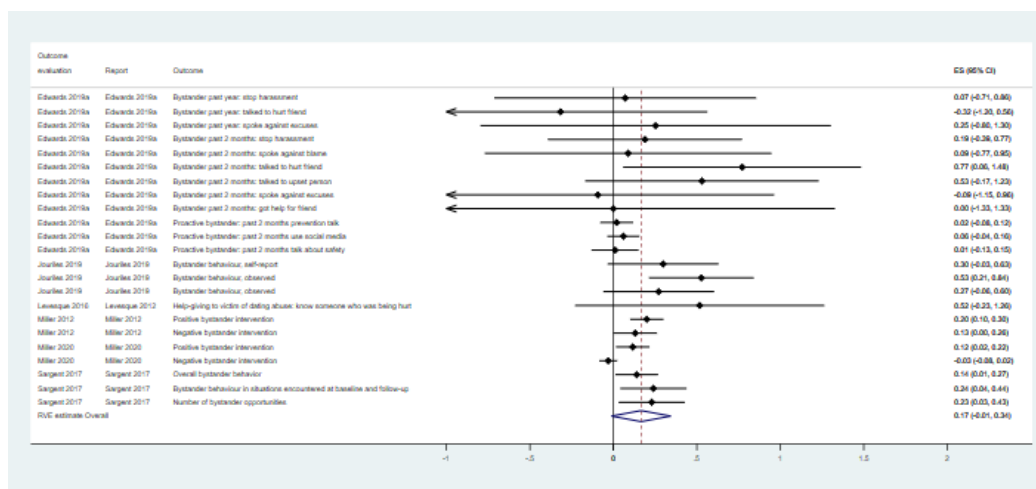


Figure 125: Forest plot of interventions for ST GBV bystander behaviour

Long-term

An overall meta-analysis combining findings from six trials and 25 effect sizes did not suggest that interventions were effective in generating long-term improvements in bystander

behaviours ($d=0.15$, 95% CI [-0.32, 0.61]; [Figure 126](#)Figure 126). This analysis was also substantially heterogeneous ($I^2=89\%$).

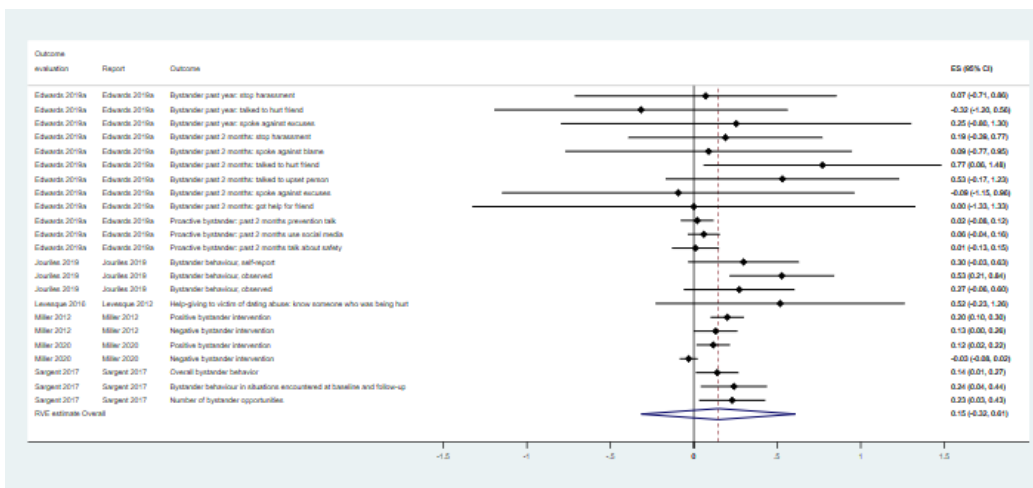


Figure 126: Forest plot of interventions for LT GBV bystander behaviour

Active vs active comparisons

In this section, we present narrative syntheses drawing on the two trials that presented active vs active comparisons only.

Multilevel interventions vs curriculum interventions

One trial presented a comparison of a multilevel intervention against a curriculum intervention (Dating Matters vs. Safe Dates; Niolon 2019(44)). Both short-term and long-term findings were presented for each of DRV victimisation, DRV perpetration, GBV victimisation, and GBV perpetration. Overall, findings were similar or showed a benefit of Dating Matters.

Comparing multilevel interventions

One trial presented comparisons of different dosages and levels of the same multilevel intervention (Shifting boundaries; Taylor 2015(209)). Both short-term and long-term findings were presented for each of DRV victimisation, DRV perpetration, GBV victimisation, and GBV perpetration. This comparison resulted in mixed findings, with no clear benefit of increasing saturation of the intervention across all outcomes.

Assessment of publication bias and funnel plots DRV victimisation

Funnel plots for short-term and long-term DRV victimisation are presented in [Figure 127](#) and [Figure 128](#) respectively. Given the asymmetry in distribution of effects for short-term DRV victimisation, particularly with regard to effect estimates with larger standard errors that are close to the pooled effect, there is some evidence of publication bias. This is less clear for long-term DRV victimisation, where the distribution of effect estimates does not display evidence of asymmetry around the pooled effect.

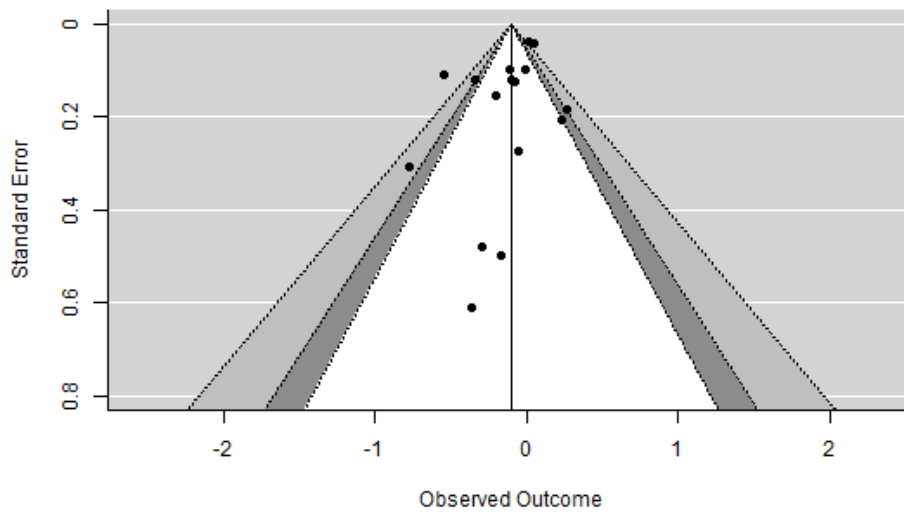


Figure 127: Funnel plot, short-term DRV victimisation

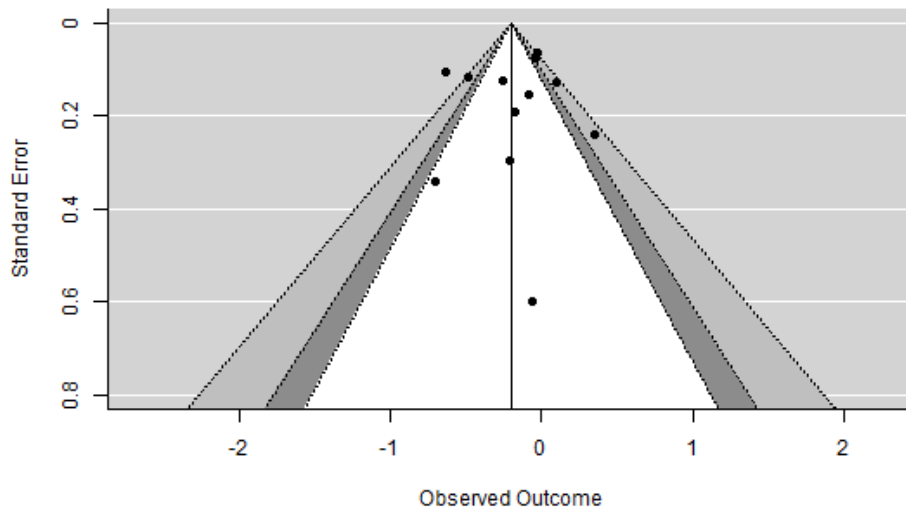


Figure 128: Funnel plot, long-term DRV victimisation

DRV perpetration

Funnel plots for short-term and long-term DRV perpetration are presented in **Error! Reference source not found.** and **Error! Reference source not found.** respectively. In short-term DRV perpetration, there is a clear asymmetry of effects around the pooled estimate, characterised particularly by effects with larger standard errors. This suggests a strong likelihood of publication bias. There is a similarly strong asymmetry in the plot for long-term DRV perpetration, with stronger effectiveness appearing linked with less precision.

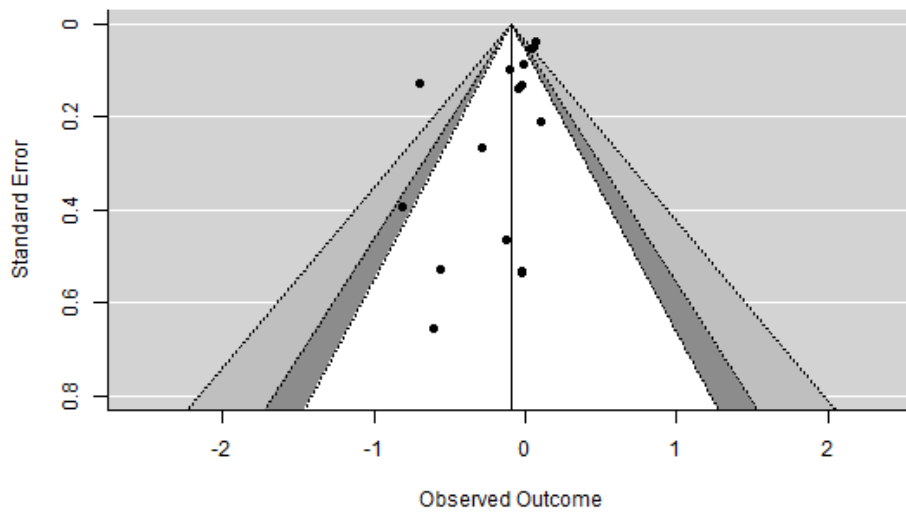


Figure 129: Funnel plot, short-term DRV perpetration

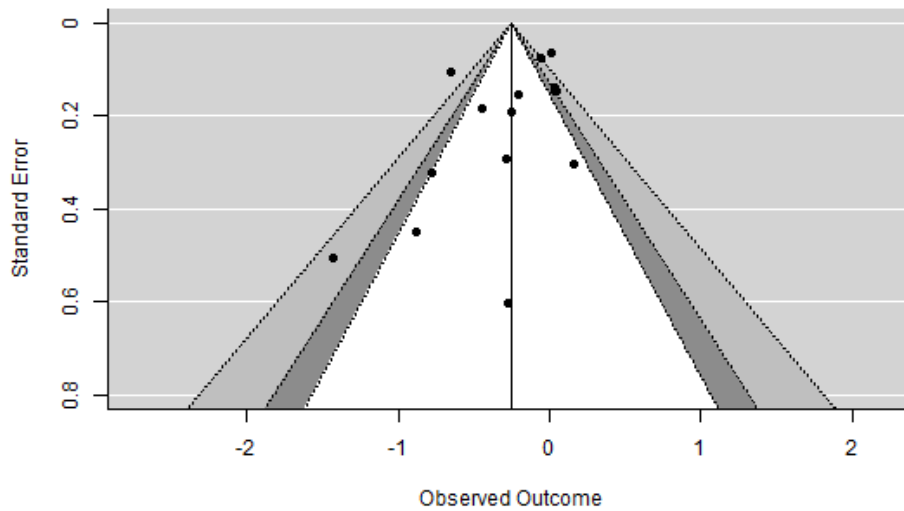


Figure 130: Funnel plot, long-term DRV perpetration

DRV knowledge, attitudes and behaviours

The funnel plot for short-term DRV violence acceptance outcomes is presented in [Figure 131](#). Study-level effects are relatively symmetric in this plot, suggesting low risk of publication bias.

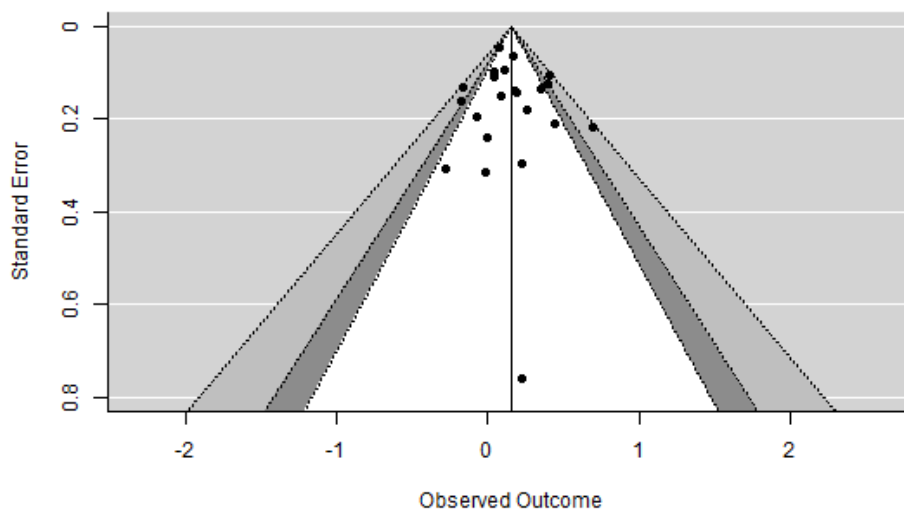


Figure 131: Funnel plot, short-term DRV violence acceptance

The funnel plot for short-term DRV knowledge outcomes is presented in [Figure 132](#). The distribution of study-level effects in this funnel plot suggests clear asymmetry, albeit without a clear impact on likely magnitude of the 'true' effect. The plot is characterised by a cluster of relatively precise study-level effects suggesting intervention effectiveness,

then a relatively precise set of outliers suggesting strong effects, and then a relatively less precise set of outliers indicating no or possibly harmful effectiveness.

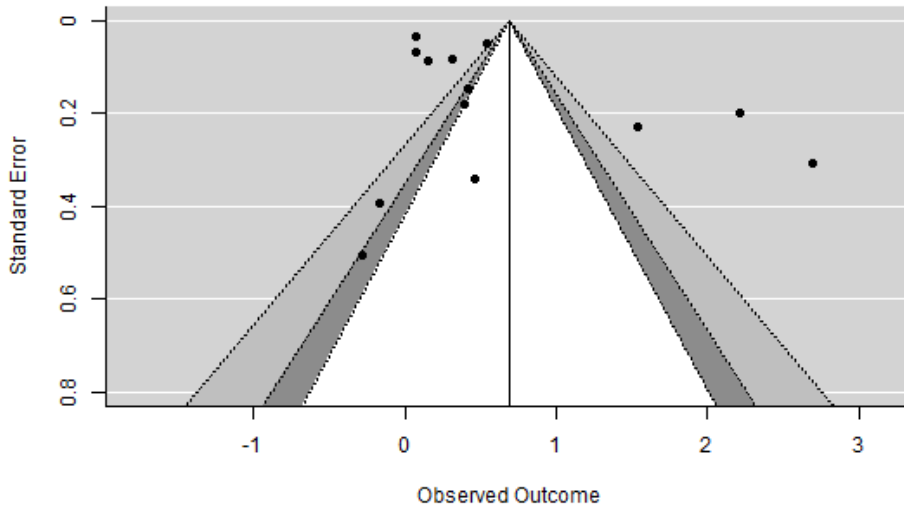


Figure 132: Funnel plot, short-term DRV knowledge

GBV victimisation

Funnel plots for short-term and long-term GBV victimisation are presented in [Figure 133](#) and [Figure 134](#) respectively. There is evidence of asymmetry in the plot for short-term GBV victimisation, with a clear relationship between the magnitude of study-level effects and their precision. The plot for long-term GBV victimisation shows a surprising inversion of this relationship, with less precision apparently linked to greater evidence of harm.

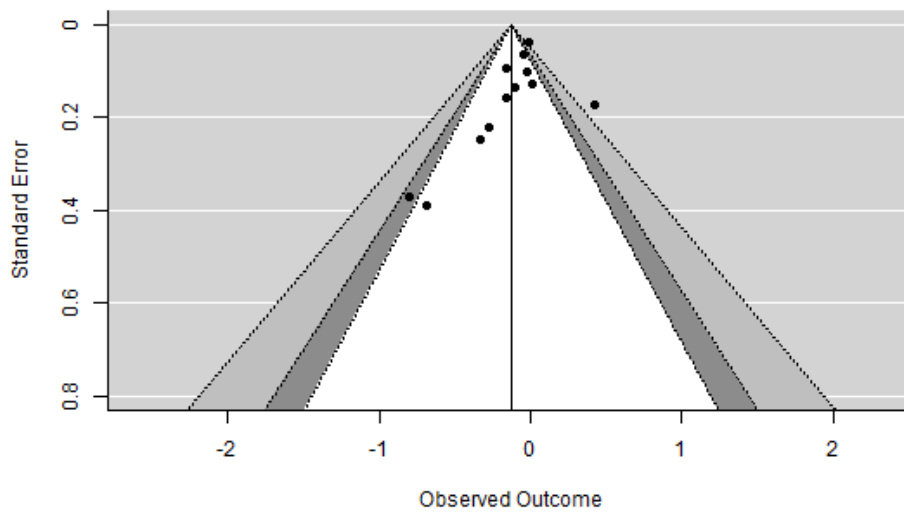


Figure 133: Funnel plot, short-term GBV victimisation

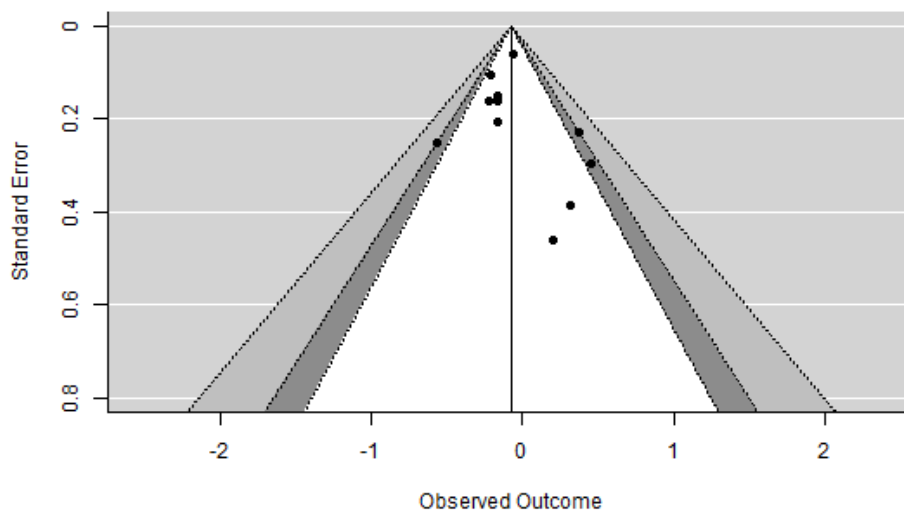


Figure 134: Funnel plot, long-term GBV victimisation

GBV perpetration

Funnel plots for short-term and long-term GBV perpetration are presented in [Figure 135](#) and [Figure 136](#), respectively. In neither plot is there clear evidence of asymmetry, suggesting a low risk of publication bias for both outcomes.

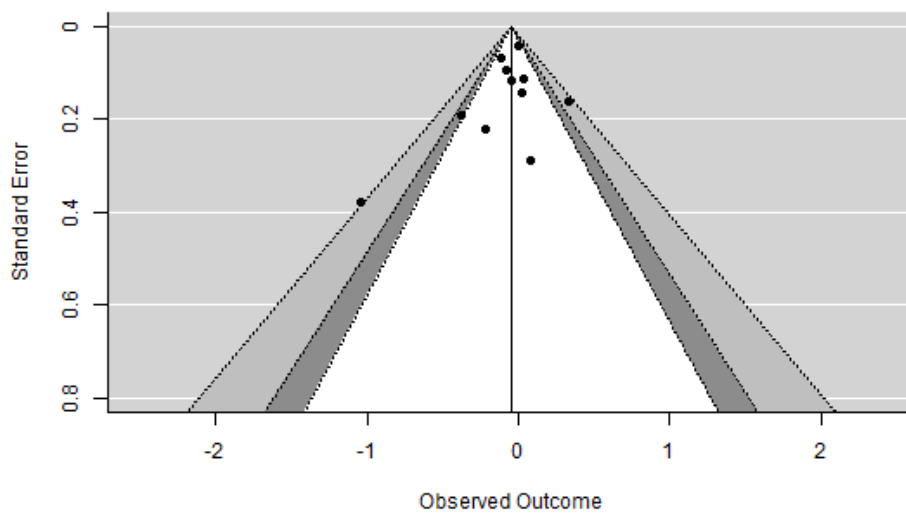


Figure 135: Funnel plot, short-term GBV perpetration

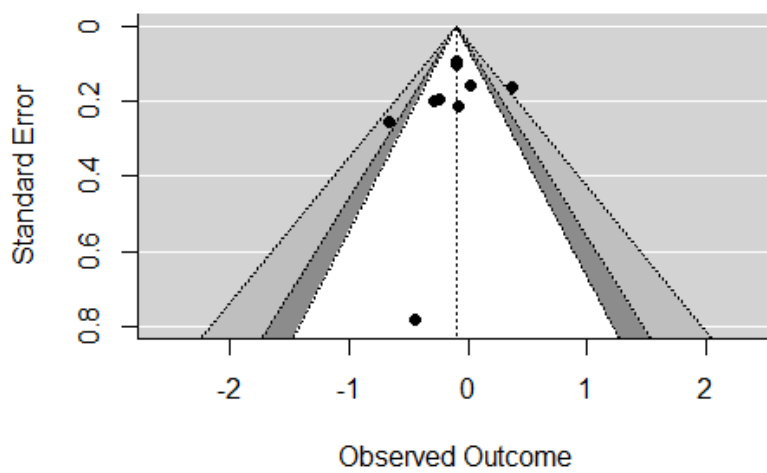


Figure 136: Funnel plot, long-term GBV perpetration

GBV knowledge, attitudes and behaviours

The funnel plot for short-term GBV violence acceptance outcomes is presented in [Figure 137](#). There is a clear visual relationship between the magnitude and precision of study-level effects suggesting a strong risk of publication bias.

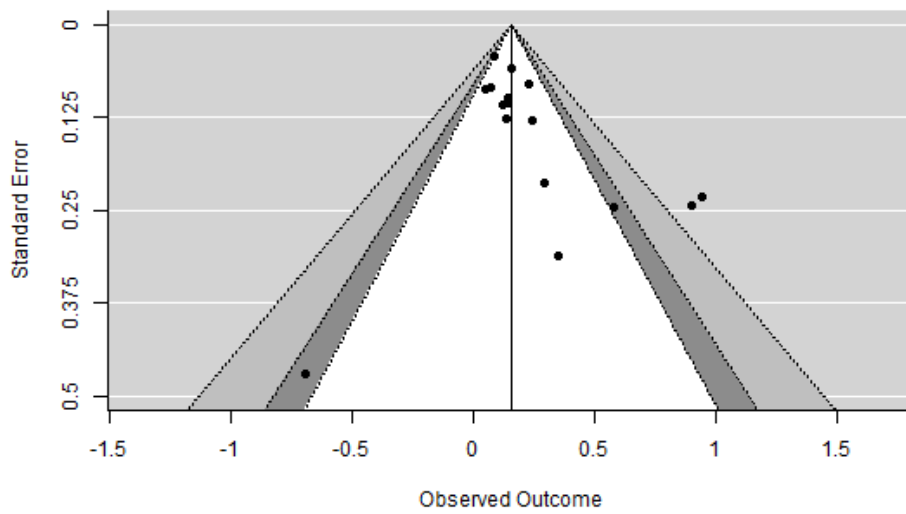


Figure 137: Funnel plot, short-term GBV violence acceptance

The funnel plot for short-term GBV knowledge outcomes is presented in [Figure 138](#). Asymmetry in this plot also suggests a relationship between magnitude and precision of study-level effects, with a strong risk of publication bias.

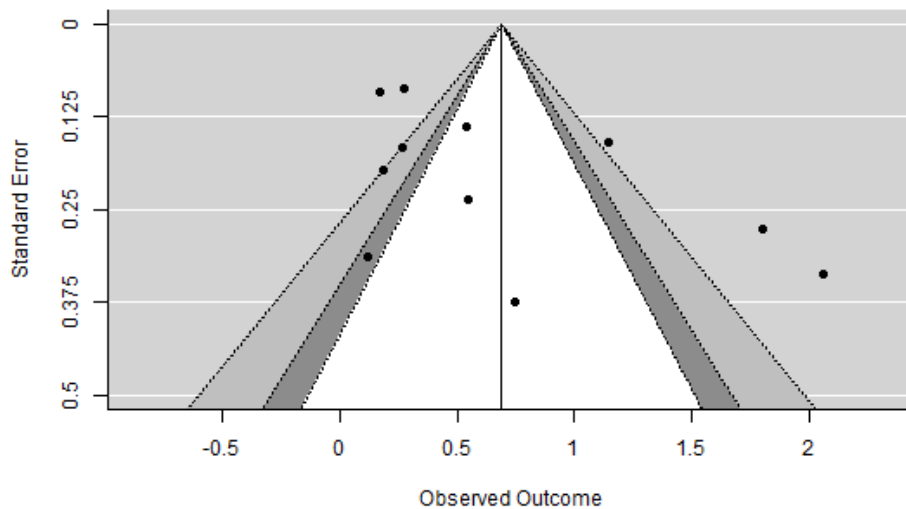


Figure 138: Funnel plot, short-term GBV knowledge

Stratification by country context DRV victimisation

Findings for short-term DRV victimisation (see **Error! Reference source not found.**) do not suggest a meaningful difference in effectiveness between LMIC context interventions and

interventions in high-income countries (OR=0.98, 95% CI [0.60, 1.59]). Findings for long-term DRV victimisation suggest a numerical, but not statistical, difference with interventions in LMIC contexts less effective than interventions in high-income contexts (OR=1.24, 95% CI [0.70, 2.19]).

DRV perpetration

Findings for short-term DRV perpetration do not provide evidence of a difference in effectiveness between LMIC interventions and interventions in high-income country contexts (OR=0.88, 95% CI [0.21, 3.66]). This difference, while suggestive of a numerical improvement in effectiveness in LMIC contexts, was highly imprecise. Findings for long-term DRV perpetration do, however, indicate a difference in effectiveness in which interventions in LMIC contexts are significantly less effective (OR=1.50, 95% CI [1.07, 2.09]).

DRV knowledge, attitudes and behaviours

Findings for short-term DRV-related violence acceptance suggest a numerical but not statistical increment in effectiveness in LMIC context interventions ($d=0.23$, 95% CI [-1.49, 1.95]). This difference was imprecisely estimated given the relatively few studies reporting LMIC context interventions. Findings for short-term DRV-related knowledge followed a similar pattern, with a large but imprecisely estimated improvement in effectiveness linked to LMIC contexts ($d1.07$, 95% CI [-0.65, 2.79]).

GBV victimisation

Findings for short-term GBV victimisation suggest a numerical but not statistical improvement in effectiveness in LMIC context interventions (OR=0.86, 95% CI [0.53, 1.39]). However, the direction is reversed for long-term GBV victimisation, with LMIC contexts associated with a numerical decrement in effectiveness (OR=1.24, 95% CI [0.83, 1.85]). Interestingly, stratifying long-term GBV victimisation by LMIC context suggests a statistical impact of interventions in high-income contexts (OR=0.86, 95% CI [0.78, 0.94]) that was not present in the overall pooled analysis.

GBV perpetration

A model for short-term GBV perpetration was not estimable due to the small number of LMIC trials included in this analysis. Thus, we present a pooled estimate for high-income countries specifically. The resultant point estimate (OR=0.95, 95% CI [0.87, 1.04]) is numerically identical to the overall pooled effect (OR=0.95, 95% CI [0.85, 1.07]). Findings for long-term GBV perpetration suggested a numerical worsening in effectiveness in LMIC interventions as compared to high-income context interventions (OR=1.13, 95% CI [0.58, 2.21]), but this was imprecisely estimated. Stratifying long-term GBV perpetration by LMIC context revealed

a statistical impact of high-income context interventions (OR=0.86, 95% CI [0.77, 0.96]) that was not present in the overall pooled analysis.

GBV knowledge, attitudes and behaviours

A model for short-term GBV-related violence acceptance outcomes was not estimable as only one LMIC intervention was included in this analysis. A stratified analysis focusing only on interventions implemented in high-income contexts suggested a medium-sized effect ($d=0.19$, 95% CI [0.10, 0.27]). Findings for short-term GBV-related knowledge suggest a numerical but not statistical increment in effectiveness in LMIC context interventions ($d=0.68$, 95% CI [-4.29, 5.64]). This difference was highly imprecise in its estimation given that only two studies of LMIC interventions with very different effect estimates were included in this analysis.

Interventions associated with reductions in violence

As compared to control, the interventions listed in showed efficacy for a reduction in DRV or GBV violence at short and/or long follow-up.

Table 18: Interventions associated with reductions in violence compared to control interventions

	DRV victimisation	DRV perpetration	GBV victimisation	GBV perpetration
Omnibus	None SHARP (Miller 2015(3)) ^a	Alcohol and dating violence intervention (Filho 2017a(38)) CBIM (Miller 2012(40) and Miller 2020(141)) Fourth R (Cissner 2014(2)) Incremental Theory of Personality (Fernandez-Gonzalez 2020(30)) Me and you (Peskin 2019(157)) The Katie Brown Educational Program, (Joppa 2016(25))	None	None
Emotional/verbal	It's your game (Peskin 2014(29)) SHARP (Miller 2015(3)) ^a Teen choices (Levesque 2016(10)) The Katie Brown Educational Program (Joppa 2016(25))	Alcohol and dating violence intervention (Filho 2017a(38)) ^b CBIM (Miller 2012(40)) ^b Dat-e (Sanchez-Jimenez 2018(161)) ^b Green Dot (Coker 2017(12)) Safe dates (Foshee 1998(23)) It's your game (Peskin 2014(29)) JOVEN (Gonzalez-Guarda 2015(45)) ^b Me and You (Peskin 2019(157)) Single-sex intervention (Filho 2017b(38)) ^b Teen choices (Levesque 2016(10)) The Katie Brown Educational Program	None	BITB-HSC (Edwards 2019a(87)) ^b GEA (ICRW 2017(13)) ^b Green Dot (Coker 2017(12))

	DRV victimisation	DRV perpetration	GBV victimisation	GBV perpetration
		(Joppa 2016(25))		
Physical	Alcohol and dating violence intervention (Filho 2017a(38)) ^a It's your game (Peskin 2014(29)) Me and You (Peskin 2019(157)) Safe Dates (Foshee 1998(23)) The Katie Brown Education Program (Joppa 2016(25)) ^b	Alcohol and dating violence intervention (Filho 2017a(38)) Fourth R (Wolfe 2009(1)) Me & You (Peskin 2019(157)) Safe Dates (Foshee 1998(23)) The Katie Brown Educational Program (Joppa 2016(25))	Green dot (Coker 2017(12)) IMPOWER/50:50 (Baiocchi 2017(31)) IMPOWER (Decker 2018(28)) PREPARE (Mathews 2016(51)) [short-term only] Let us protect the future (Jemmott 2018(21)) ^b My voice my choice (Rowe 2015(22)) Shifting boundaries: building and classroom (Taylor 2011(49))	Fourth R (Cissner 2014(2)) ^b Green Dot (Coker 2017(12)) Let us protect our future (Jemmott 2018(21)) Shifting boundaries: building and classroom (Taylor 2011(49))
Sexual	Alcohol and dating violence intervention (Filho 2017a(38)) ^b Me and you (Peskin 2019(157)) PP (Muck 2018(143)) ^b Shifting boundaries (Taylor 2011(49)) ^b Single-sex intervention (Filho 2017b(38)) ^b SPP (Muck 2018(143)) ^b	CBIM (Miller 2012(40)) ^b Me & You (Peskin 2019(157)) Safe Dates (Foshee 1998(23)) Shifting boundaries: building and classroom (Taylor 2011(49)) ^b Single-sex intervention (Filho 2017b(38)) ^b Teen choices (Levesque 2016(10))	-	-
Physical or sexual	Fourth R (Cissner 2014(2)) ^b JOVEN (Gonzalez-Guarda 2015(45)) ^b SHARP (Miller 2015(3)) ^a Skokho (Jewkes 2019(17)) ^b Teen Choices (Levesque 2016(10))	Fourth R (Cissner 2014(2)) JOVEN (Gonzalez-Guarda 2015(45)) ^{a, b} Teen Choices (Levesque 2016(10))	-	-

	DRV victimisation	DRV perpetration	GBV victimisation	GBV perpetration
Cyber	Incremental Theory of Personality (Fernandez-Gonzalez 2020(30)) ^b Me and You (Peskin 2019(157)) ^b SHARP (Miller 2015(3)) ^a	Incremental Theory of Personality (Fernandez-Gonzalez 2020(30)) ^b Me & You (Peskin 2019(157))	-	-
Homophobia	-	-	None	None

Notes: ^aSpecific subgroups only; ^bimprecise

Extra information for RQ3 [mediation/moderation]

Study-level moderation extraction

Table 19: Study-level moderation analysis data

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Cissner 2014(2)	DRV victimisation	Boys v girls	Boys v girls	Dating violence victimisation	End of first intervention year	Interaction MD -0.046, ns	NS, favours boys
Cissner 2014(2)	DRV victimisation	Boys v girls	Boys v girls	Dating violence victimisation	End of second intervention year	Interaction MD 0.171, p<0.05	Favours girls
Cissner 2014(2)	DRV victimisation	Prior history	Baseline score	Dating violence victimisation	End of first intervention year	Interaction MD 0.049, NS	NS, favours no prior history
Cissner 2014(2)	DRV victimisation	Prior history	Baseline score	Dating violence victimisation	End of second intervention year	Interaction MD -0.171, p<0.05	Favours prior history
Cissner 2014(2)	DRV perpetration	Boys v girls	Boys v girls	Dating violence perpetration	End of first intervention year	NS	NS
Cissner 2014(2)	DRV perpetration	Boys v girls	Boys v girls	Dating violence perpetration	End of second intervention year	NS	NS
Cissner 2014(2)	DRV perpetration	Prior history	Baseline score	Dating violence perpetration	End of first intervention year	Interaction MD 0.039, NS	NS, favours no prior history
Cissner 2014(2)	DRV perpetration	Prior history	Baseline score	Dating violence perpetration	End of second intervention year	Interaction MD -0.151, NS	NS, favours prior history
Cissner 2014(2)	GBV victimisation	Boys v girls	Boys v girls	Sexual harassment/assault victimisation	End of first intervention year	NS	NS
Cissner 2014(2)	GBV victimisation	Boys v girls	Boys v girls	Sexual harassment/assault victimisation	End of second intervention year	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
	sation						
Cissner 2014(2)	GBV victimisation	Prior history	Baseline score	Sexual harassment/assault victimisation	End of first intervention year	Interaction MD -0.059, NS	NS, favours prior history
Cissner 2014(2)	GBV victimisation	Prior history	Baseline score	Sexual harassment/assault victimisation	End of second intervention year	Interaction MD 0.082, NS	NS, favours no prior history
Cissner 2014(2)	GBV perpetration	Boys v girls	Boys v girls	Sexual harassment/assault perpetration	End of first intervention year	NS	NS
Cissner 2014(2)	GBV perpetration	Boys v girls	Boys v girls	Sexual harassment/assault perpetration	End of second intervention year	NS	NS
Cissner 2014(2)	GBV perpetration	Prior history	Baseline score	Sexual harassment/assault perpetration	End of first intervention year	Interaction MD -0.026, ns	NS, favours prior history
Cissner 2014(2)	GBV perpetration	Prior history	Baseline score	Sexual harassment/assault perpetration	End of second intervention year	Interaction MD -0.070, NS	NS, favours prior history
Coker 2017(12)	DRV victimisation	Boys v girls	Boys v girls	Psychological dating violence: yes to any of 4 items	One year post-baseline	Interaction PRR 0.96, 95% CI (0.86, 1.08)	NS, favours boys
Coker 2017(12)	DRV victimisation	Boys v girls	Boys v girls	Physical dating violence	One year post-baseline	Interaction PRR 1.03, 95% CI (0.81, 1.30)	NS, favours girls
Coker 2017(12)	DRV victimisation	Boys v girls	Boys v girls	Psychological dating violence: yes to any of 4 items	Two years post-baseline	Interaction PRR 0.98, 95% CI (0.84, 1.14)	NS, favours boys
Coker 2017(12)	DRV victimisation	Boys v girls	Boys v girls	Physical dating violence	Two years post-baseline	Interaction PRR 0.89, 95% CI (0.71, 1.11)	NS, favours boys
Coker 2017(12)	DRV victimisation	Boys v girls	Boys v girls	Psychological dating violence: yes to any of 4 items	Three years post-baseline	Interaction PRR 0.89, 95% CI (0.76, 1.03)	NS, favours boys
Coker 2017(12)	DRV victimisation	Boys v girls	Boys v girls	Physical dating violence	Three years post-baseline	Interaction PRR 0.89, 95% CI (0.72, 1.10)	NS, favours boys

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
	sation						
Coker 2017(12)	DRV victimisation	Boys v girls	Boys v girls	Psychological dating violence: yes to any of 4 items	Four years post-baseline	Interaction PRR 1.04, 95% CI (0.89, 1.23)	NS, favours girls
Coker 2017(12)	DRV victimisation	Boys v girls	Boys v girls	Physical dating violence	Four years post-baseline	Interaction PRR 1.17, 95% CI (0.88, 1.56)	NS, favours girls
Coker 2017(12)	DRV perpetration	Boys v girls	Boys v girls	Psychological dating violence: yes to any of 4 items	One year post-baseline	Interaction PRR 0.93, 95% CI (0.80, 1.21)	NS, favours boys
Coker 2017(12)	DRV perpetration	Boys v girls	Boys v girls	Physical dating violence	One year post-baseline	Interaction PRR 1.03, 95% CI (0.75, 1.42)	NS, favours girls
Coker 2017(12)	DRV perpetration	Boys v girls	Boys v girls	Psychological dating violence: yes to any of 4 items	Two years post-baseline	Interaction PRR 0.92, 95% CI (0.75, 1.12)	NS, favours boys
Coker 2017(12)	DRV perpetration	Boys v girls	Boys v girls	Physical dating violence	Two years post-baseline	Interaction PRR 0.78, 95% CI (0.59, 1.03)	NS, favours boys
Coker 2017(12)	DRV perpetration	Boys v girls	Boys v girls	Psychological dating violence: yes to any of 4 items	Three years post-baseline	Interaction PRR 0.90, 95% CI (0.74, 1.10)	NS, favours boys
Coker 2017(12)	DRV perpetration	Boys v girls	Boys v girls	Physical dating violence	Three years post-baseline	Interaction PRR 0.92, 95% CI (0.63, 1.36)	NS, favours boys
Coker 2017(12)	DRV perpetration	Boys v girls	Boys v girls	Psychological dating violence: yes to any of 4 items	Four years post-baseline	Interaction PRR 1.02, 95% CI (0.82, 1.28)	NS, favours girls
Coker 2017(12)	DRV perpetration	Boys v girls	Boys v girls	Physical dating violence	Four years post-baseline	Interaction PRR 1.13, 95% CI (0.78, 1.64)	NS, favours girls
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Stalking: yes to any of 3 items	One year post-baseline	Interaction PRR 1.00, 95% CI (0.89, 1.13)	NS, no favour
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence: yes to any of 3 items	One year post-baseline	Interaction PRR 1.09, 95% CI (0.88, 1.34)	NS, favours girls

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
	sation						
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence: physically forced sex	One year post-baseline	Interaction PRR 1.20, 95% CI (0.80, 1.79)	NS, favours girls
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence: coerced sex	One year post-baseline	Interaction PRR 1.03, 95% CI (0.80, 1.33)	NS, favours girls
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence: alcohol or drug facilitated sex	One year post-baseline	Interaction PRR 1.07, 95% CI (0.82, 1.41)	NS, favours girls
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual harassment: yes to any of 3 items	One year post-baseline	Interaction PRR 0.96, 95% CI (0.87, 1.07)	NS, favours boys
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Stalking: yes to any of 3 items	Two years post-baseline	Interaction PRR 0.98, 95% CI (0.86, 1.12)	NS, favours boys
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence: yes to any of 3 items	Two years post-baseline	Interaction PRR 1.01, 95% CI (0.80, 1.28)	NS, favours girls
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence: physically forced sex	Two years post-baseline	Interaction PRR 0.94, 95% CI (0.65, 1.36)	NS, favours boys
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence: coerced sex	Two years post-baseline	Interaction PRR 0.97, 95% CI (0.73, 1.28)	NS, favours boys
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence: alcohol or drug facilitated sex	Two years post-baseline	Interaction PRR 1.02, 95% CI (0.76, 1.38)	NS, favours girls
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual harassment: yes to any of 3 items	Two years post-baseline	Interaction PRR 1.03, 95% CI (0.91, 1.16)	NS, favours girls
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Stalking: yes to any of 3 items	Three years post-baseline	Interaction PRR 1.02, 95% CI (0.89, 1.18)	NS, favours girls
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence: yes to any of 3 items	Three years post-baseline	Interaction PRR 0.87, 95% CI (0.69, 1.09)	NS, favours boys

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
	sation						
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence: physically forced sex	Three years post-baseline	Interaction PRR 0.83, 95% CI (0.57, 1.20)	NS, favours boys
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence: coerced sex	Three years post-baseline	Interaction PRR 0.89, 95% CI (0.67, 1.16)	NS, favours boys
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence: alcohol or drug facilitated sex	Three years post-baseline	Interaction PRR 0.94, 95% CI (0.69, 1.29)	NS, favours boys
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual harassment: yes to any of 3 items	Three years post-baseline	Interaction PRR 0.88, 95% CI (0.75, 1.04)	NS, favours boys
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Stalking: yes to any of 3 items	Four years post-baseline	Interaction PRR 1.00, 95% CI (0.88, 1.14)	NS, no favour
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence: yes to any of 3 items	Four years post-baseline	Interaction PRR 1.06, 95% CI (0.82, 1.36)	NS, favours girls
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence: physically forced sex	Four years post-baseline	Interaction PRR 1.08, 95% CI (0.70, 1.66)	NS, favours girls
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence: coerced sex	Four years post-baseline	Interaction PRR 0.98, 95% CI (0.71, 1.35)	NS, favours boys
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence: alcohol or drug facilitated sex	Four years post-baseline	Interaction PRR 1.06, 95% CI (0.77, 1.45)	NS, favours girls
Coker 2017(12)	GBV victimisation	Boys v girls	Boys v girls	Sexual harassment: yes to any of 3 items	Four years post-baseline	Interaction PRR 1.01, 95% CI (0.88, 1.16)	NS, favours girls
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Stalking: yes to any of 3 items	One year post-baseline	Interaction PRR 1.04, 95% CI (0.83, 1.30)	NS, favours girls
Coker 2017(12)	GBV perpet	Boys v girls	Boys v girls	Sexual violence: yes to any of 3 items	One year post-baseline	Interaction PRR 1.27, 95% CI (0.95, 1.71)	NS, favours girls

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
	ration						
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual violence: physically forced sex	One year post-baseline	Interaction PRR 1.53, 95% CI (0.92, 2.53)	NS, favours girls
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual violence: coerced sex	One year post-baseline	Interaction PRR 1.16, 95% CI (0.77, 1.75)	NS, favours girls
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual violence: alcohol or drug facilitated sex	One year post-baseline	Interaction PRR 1.34, 95% CI (0.96, 1.87)	NS, favours girls
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual harassment: yes to any of 3 items	One year post-baseline	Interaction PRR 0.98, 95% CI (0.81, 1.18)	NS, favours boys
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Stalking: yes to any of 3 items	Two years post-baseline	Interaction PRR 0.81, 95% CI (0.64, 1.01)	NS, favours boys
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual violence: yes to any of 3 items	Two years post-baseline	Interaction PRR 0.87, 95% CI (0.65, 1.18)	NS, favours boys
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual violence: physically forced sex	Two years post-baseline	Interaction PRR 0.71, 95% CI (0.44, 1.16)	NS, favours boys
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual violence: coerced sex	Two years post-baseline	Interaction PRR 0.81, 95% CI (0.55, 1.20)	NS, favours boys
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual violence: alcohol or drug facilitated sex	Two years post-baseline	Interaction PRR 0.90, 95% CI (0.66, 1.24)	NS, favours boys
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual harassment: yes to any of 3 items	Two years post-baseline	Interaction PRR 1.14, 95% CI (0.94, 1.37)	NS, favours girls
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Stalking: yes to any of 3 items	Three years post-baseline	Interaction PRR 1.12, 95% CI (0.88, 1.44)	NS, favours girls
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual violence: yes to any of 3 items	Three years post-baseline	Interaction PRR 1.12, 95% CI (0.81, 1.54)	NS, favours girls

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
	ration						
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual violence: physically forced sex	Three years post-baseline	Interaction PRR 1.20, 95% CI (0.60, 2.38)	NS, favours girls
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual violence: coerced sex	Three years post-baseline	Interaction PRR 1.00, 95% CI (0.62, 1.62)	NS, no favour
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual violence: alcohol or drug facilitated sex	Three years post-baseline	Interaction PRR 1.18, 95% CI (0.83, 1.69)	NS, favours girls
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual harassment: yes to any of 3 items	Three years post-baseline	Interaction PRR 1.09, 95% CI (0.86, 1.38)	NS, favours girls
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Stalking: yes to any of 3 items	Four years post-baseline	Interaction PRR 0.97, 95% CI (0.78, 1.19)	NS, favours boys
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual violence: yes to any of 3 items	Four years post-baseline	Interaction PRR 1.14, 95% CI (0.81, 1.60)	NS, favours girls
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual violence: physically forced sex	Four years post-baseline	Interaction PRR 0.93, 95% CI (0.51, 1.68)	NS, favours boys
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual violence: coerced sex	Four years post-baseline	Interaction PRR 0.92, 95% CI (0.59, 1.44)	NS, favours boys
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual violence: alcohol or drug facilitated sex	Four years post-baseline	Interaction PRR 1.11, 95% CI (0.76, 1.62)	NS, favours girls
Coker 2017(12)	GBV perpetration	Boys v girls	Boys v girls	Sexual harassment: yes to any of 3 items	Four years post-baseline	Interaction PRR 1.07, 95% CI (0.86, 1.33)	NS, favours girls
Coker 2020(211)	DRV victimisation	Sexual minority	Sexual minority	Reproductive coercion	One year post-baseline	Interaction PRR 0.96, 95% CI (0.81, 1.14)	NS, favours sexual minority
Coker 2020(211)	DRV victimisation	Sexual minority	Sexual minority	Physical dating violence	One year post-baseline	Interaction PRR 0.99, 95% CI (0.75, 1.32)	NS, favours sexual minority

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
	sation	ity					
Coker 2020(211)	DRV victimisation	Sexual minority	Sexual minority	Reproductive coercion	Two years post-baseline	Interaction PRR 1.05, 95% CI (0.87, 1.27)	NS, favours sexual majority
Coker 2020(211)	DRV victimisation	Sexual minority	Sexual minority	Physical dating violence	Two years post-baseline	Interaction PRR 1.19, 95% CI (0.92, 1.55)	NS, favours sexual majority
Coker 2020(211)	DRV victimisation	Sexual minority	Sexual minority	Reproductive coercion	Three years post-baseline	Interaction PRR 1.11, 95% CI (0.90, 1.37)	NS, favours sexual majority
Coker 2020(211)	DRV victimisation	Sexual minority	Sexual minority	Physical dating violence	Three years post-baseline	Interaction PRR 1.07, 95% CI (0.80, 1.43)	NS, favours sexual majority
Coker 2020(211)	DRV victimisation	Sexual minority	Sexual minority	Reproductive coercion	Four years post-baseline	Interaction PRR 1.07, 95% CI (0.85, 1.34)	NS, favours sexual majority
Coker 2020(211)	DRV victimisation	Sexual minority	Sexual minority	Physical dating violence	Four years post-baseline	Interaction PRR 1.10, 95% CI (0.80, 1.53)	NS, favours sexual majority
Coker 2020(211)	DRV perpetration	Sexual minority	Sexual minority	Physical dating violence	One year post-baseline	Interaction PRR 1.04, 95% CI (0.73, 1.47)	NS, favours sexual majority
Coker 2020(211)	DRV perpetration	Sexual minority	Sexual minority	Physical dating violence	Two years post-baseline	Interaction PRR 1.60, 95% CI (1.19, 2.13)	Favours sexual majority
Coker 2020(211)	DRV perpetration	Sexual minority	Sexual minority	Physical dating violence	Three years post-baseline	Interaction PRR 0.95, 95% CI (0.66, 1.36)	NS, favours sexual minority
Coker 2020(211)	DRV perpetration	Sexual minority	Sexual minority	Physical dating violence	Four years post-baseline	Interaction PRR 0.99, 95% CI (0.67, 1.46)	NS, favours sexual minority
Coker 2020(211)	GBV victimisation	Sexual minority	Sexual minority	Stalking: yes to any of 3 items	One year post-baseline	Interaction PRR 1.11, 95% CI (0.99, 1.25)	NS, favours sexual majority
Coker 2020(211)	GBV victimisation	Sexual minority	Sexual minority	Sexual violence: yes to any of 3 items	One year post-baseline	Interaction PRR 0.99, 95% CI (0.82, 1.19)	NS, favours sexual minority

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
	sation	ity					
Coker 2020(211)	GBV victimisation	Sexual minority	Sexual minority	Sexual harassment: yes to any of 3 items	One year post-baseline	Interaction PRR 0.93, 95% CI (0.85, 1.02)	NS, favours sexual minority
Coker 2020(211)	GBV victimisation	Sexual minority	Sexual minority	Stalking: yes to any of 3 items	Two years post-baseline	Interaction PRR 0.92, 95% CI (0.81, 1.05)	NS, favours sexual minority
Coker 2020(211)	GBV victimisation	Sexual minority	Sexual minority	Sexual violence: yes to any of 3 items	Two years post-baseline	Interaction PRR 1.07, 95% CI (0.87, 1.30)	NS, favours sexual majority
Coker 2020(211)	GBV victimisation	Sexual minority	Sexual minority	Sexual harassment: yes to any of 3 items	Two years post-baseline	Interaction PRR 1.04, 95% CI (0.94, 1.15)	NS, favours sexual majority
Coker 2020(211)	GBV victimisation	Sexual minority	Sexual minority	Stalking: yes to any of 3 items	Three years post-baseline	Interaction PRR 0.98, 95% CI (0.86, 1.11)	NS, favours sexual minority
Coker 2020(211)	GBV victimisation	Sexual minority	Sexual minority	Sexual violence: yes to any of 3 items	Three years post-baseline	Interaction PRR 1.17, 95% CI (0.93, 1.46)	NS, favours sexual majority
Coker 2020(211)	GBV victimisation	Sexual minority	Sexual minority	Sexual harassment: yes to any of 3 items	Three years post-baseline	Interaction PRR 1.09, 95% CI (0.99, 1.19)	NS, favours sexual majority
Coker 2020(211)	GBV victimisation	Sexual minority	Sexual minority	Stalking: yes to any of 3 items	Four years post-baseline	Interaction PRR 1.09, 95% CI (0.96, 1.23)	NS, favours sexual majority
Coker 2020(211)	GBV victimisation	Sexual minority	Sexual minority	Sexual violence: yes to any of 3 items	Four years post-baseline	Interaction PRR 1.19, 95% CI (0.93, 1.52)	NS, favours sexual majority
Coker 2020(211)	GBV victimisation	Sexual minority	Sexual minority	Sexual harassment: yes to any of 3 items	Four years post-baseline	Interaction PRR 1.12, 95% CI (1.02, 1.22)	Favours sexual majority
Coker 2020(211)	GBV perpetration	Sexual minority	Sexual minority	Stalking: yes to any of 3 items	One year post-baseline	Interaction PRR 1.14, 95% CI (0.89, 1.45)	NS, favours sexual majority
Coker 2020(211)	GBV perpet	Sexual minor	Sexual minority	Sexual violence: yes to any of 3 items	One year post-baseline	Interaction PRR 0.78, 95% CI (0.56, 1.08)	NS, favours sexual minority

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
	ration	ity					
Coker 2020(211)	GBV perpetration	Sexual minority	Sexual minority	Sexual harassment: yes to any of 3 items	One year post-baseline	Interaction PRR 0.91, 95% CI (0.75, 1.11)	NS, favours sexual minority
Coker 2020(211)	GBV perpetration	Sexual minority	Sexual minority	Stalking: yes to any of 3 items	Two years post-baseline	Interaction PRR 1.09, 95% CI (0.85, 1.38)	NS, favours sexual majority
Coker 2020(211)	GBV perpetration	Sexual minority	Sexual minority	Sexual violence: yes to any of 3 items	Two years post-baseline	Interaction PRR 1.28, 95% CI (0.94, 1.74)	NS, favours sexual majority
Coker 2020(211)	GBV perpetration	Sexual minority	Sexual minority	Sexual harassment: yes to any of 3 items	Two years post-baseline	Interaction PRR 1.06, 95% CI (0.89, 1.28)	NS, favours sexual majority
Coker 2020(211)	GBV perpetration	Sexual minority	Sexual minority	Stalking: yes to any of 3 items	Three years post-baseline	Interaction PRR 1.11, 95% CI (0.86, 1.43)	NS, favours sexual majority
Coker 2020(211)	GBV perpetration	Sexual minority	Sexual minority	Sexual violence: yes to any of 3 items	Three years post-baseline	Interaction PRR 1.11, 95% CI (0.72, 1.70)	NS, favours sexual majority
Coker 2020(211)	GBV perpetration	Sexual minority	Sexual minority	Sexual harassment: yes to any of 3 items	Three years post-baseline	Interaction PRR 1.04, 95% CI (0.82, 1.31)	NS, favours sexual majority
Coker 2020(211)	GBV perpetration	Sexual minority	Sexual minority	Stalking: yes to any of 3 items	Four years post-baseline	Interaction PRR 0.90, 95% CI (0.67, 1.21)	NS, favours sexual minority
Coker 2020(211)	GBV perpetration	Sexual minority	Sexual minority	Sexual violence: yes to any of 3 items	Four years post-baseline	Interaction PRR 1.08, 95% CI (0.70, 1.65)	NS, favours sexual majority
Coker 2020(211)	GBV perpetration	Sexual minority	Sexual minority	Sexual harassment: yes to any of 3 items	Four years post-baseline	Interaction PRR 0.97, 95% CI (0.76, 1.24)	NS, favours sexual minority
de Lijster 2016(33)	GBV victimisation	Age	Educational level	Sexual harassment (rejected)	Six months post-intervention (about seven months post-baseline)	NS	NS
de Lijster 2016(33)	GBV victims	Age	Educational level	Sexual harassment (underwent)	Six months post-intervention (about seven months post-	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
	sation				baseline)		
de Lijster 2016(33)	GBV victimisation	Boys v girls	Boys v girls	Sexual harassment (rejected)	Six months post-intervention (about seven months post-baseline)	NS	NS
de Lijster 2016(33)	GBV victimisation	Boys v girls	Boys v girls	Sexual harassment (underwent)	Six months post-intervention (about seven months post-baseline)	NS	NS
de Lijster 2016(33)	GBV victimisation	Ethnicity	Ethnicity	Sexual harassment (rejected)	Six months post-intervention (about seven months post-baseline)	NS	NS
de Lijster 2016(33)	GBV victimisation	Ethnicity	Ethnicity	Sexual harassment (underwent)	Six months post-intervention (about seven months post-baseline)	NS	NS
de Lijster 2016(33)	GBV perpetration	Age	Educational level	Sexual harassment (committed)	Six months post-intervention (about seven months post-baseline)	NS	NS
de Lijster 2016(33)	GBV perpetration	Boys v girls	Boys v girls	Sexual harassment (committed)	Six months post-intervention (about seven months post-baseline)	NS	NS
de Lijster 2016(33)	GBV perpetration	Ethnicity	Ethnicity	Sexual harassment (committed)	Six months post-intervention (about seven months post-baseline)	NS	NS
Decker 2018(28)	GBV victimisation	Age	Primary vs secondary school	Past-year sexual violence prevalence	10.5 months post-baseline	NS; primary school RR 0.60 vs secondary school RR 0.62	NS, favours primary school
Decker 2018(28)	GBV victimisation	Age	Primary vs secondary school	Incident sexual violence	10.5 months post-baseline	NS; primary school IRR 0.73 vs secondary school IRR 0.67	NS, favours secondary school
Devries 2017(82)	GBV victimisation	Boys v girls	Boys v girls	Any sexual violence, past term, staff to students	18 months post-baseline	LRT p=0.648; boys OR 0.85, 95% CI (0.27, 2.70) vs girls OR 1.20, 95% CI (0.46, 3.10)	NS, favours boys
Devries 2017(82)	GBV victimisation	Boys v girls	Boys v girls	Any peer sexual violence, past week	18 months post-baseline	LRT p=0.061; boys OR 0.38, 95% CI (0.07, 1.96) vs girls OR 2.33, 95% CI (0.73, 7.51)	NS, favours boys
Devries 2017(82)	GBV victimisation	Boys v girls	Boys v girls	Any peer sexual violence, past term	18 months post-baseline	LRT p=0.064; boys OR 0.63, 95% CI (0.44, 0.90) vs girls OR 0.88, 95% CI (0.62, 1.26)	NS, favours boys

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
	sation						
Foshee 1998(23)	DRV victimisation	Boys v girls	Boys v girls	Violence in current relationship	One month post-intervention (end of first intervention year)	NS	NS
Foshee 1998(23)	DRV victimisation	Boys v girls	Boys v girls	Sexual violence	One month post-intervention (end of first intervention year)	NS	NS
Foshee 1998(23)	DRV victimisation	Boys v girls	Boys v girls	Psychological abuse	One month post-intervention (end of first intervention year)	NS	NS
Foshee 1998(23)	DRV victimisation	Boys v girls	Boys v girls	Nonsexual violence	One month post-intervention (end of first intervention year)	NS	NS
Foshee 1998(23)	DRV victimisation	Dating history	Primary prevention (daters, neither vict nor perp)	Violence in current relationship	One month post-intervention (end of first intervention year)	NS	NS
Foshee 1998(23)	DRV victimisation	Dating history	Primary prevention (daters, neither vict nor perp)	Sexual violence	One month post-intervention (end of first intervention year)	NS	NS
Foshee 1998(23)	DRV victimisation	Dating history	Primary prevention (daters, neither vict nor perp)	Psychological abuse	One month post-intervention (end of first intervention year)	NS	NS
Foshee 1998(23)	DRV victimisation	Dating history	Primary prevention (daters, neither vict nor perp)	Nonsexual violence	One month post-intervention (end of first intervention year)	NS	NS
Foshee 1998(23)	DRV victimisation	Prior history	Victimisation	Violence in current relationship	One month post-intervention (end of first intervention year)	NS	NS
Foshee 1998(23)	DRV victimisation	Prior history	Victimisation	Sexual violence	One month post-intervention (end of first intervention year)	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Foshee 1998(23)	DRV victimisation	Prior history	Victimisation	Psychological abuse	One month post-intervention (end of first intervention year)	NS	NS
Foshee 1998(23)	DRV victimisation	Prior history	Victimisation	Nonsexual violence	One month post-intervention (end of first intervention year)	NS	NS
Foshee 1998(23)	DRV perpetration	Boys v girls	Boys v girls	Violence in current relationship	One month post-intervention (end of first intervention year)	NS	NS
Foshee 1998(23)	DRV perpetration	Boys v girls	Boys v girls	Sexual violence	One month post-intervention (end of first intervention year)	NS	NS
Foshee 1998(23)	DRV perpetration	Boys v girls	Boys v girls	Psychological abuse	One month post-intervention (end of first intervention year)	NS	NS
Foshee 1998(23)	DRV perpetration	Boys v girls	Boys v girls	Nonsexual violence	One month post-intervention (end of first intervention year)	NS	NS
Foshee 1998(23)	DRV perpetration	Dating history	Primary prevention (daters, neither vict nor perp)	Violence in current relationship	One month post-intervention (end of first intervention year)	NS, -0.03 in full sample vs -0.02 in subsample	NS, favours not primary prevention
Foshee 1998(23)	DRV perpetration	Dating history	Primary prevention (daters, neither vict nor perp)	Sexual violence	One month post-intervention (end of first intervention year)	NS, -0.03 in full sample vs -0.03 in subsample	NS, no favour
Foshee 1998(23)	DRV perpetration	Dating history	Primary prevention (daters, neither vict nor perp)	Psychological abuse	One month post-intervention (end of first intervention year)	NS, -0.17 in full sample vs -0.18 in subsample	NS, favours primary prevention
Foshee 1998(23)	DRV perpetration	Dating history	Primary prevention (daters, neither vict nor perp)	Nonsexual violence	One month post-intervention (end of first intervention year)	NS, -0.04 in full sample vs -0.06 in subsample	NS, favours primary prevention
Foshee 1998(23)	DRV perpetration	Prior history	Perpetration	Violence in current relationship	One month post-intervention (end of first intervention year)	Unlikely sig, -0.03 in full sample vs 0.01 in subsample	NS?, favours no prior history

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
	ration	y					
Foshee 1998(23)	DRV perpetration	Prior history	Perpetration	Sexual violence	One month post-intervention (end of first intervention year)	Unlikely sig, -0.03 in full sample vs -0.11 in subsample	NS?, favours prior history
Foshee 1998(23)	DRV perpetration	Prior history	Perpetration	Psychological abuse	One month post-intervention (end of first intervention year)	Unlikely sig, -0.17 in full sample (p<0.05) vs -0.42 in subsample (p<0.10)	NS?, favours prior history
Foshee 1998(23)	DRV perpetration	Prior history	Perpetration	Nonsexual violence	One month post-intervention (end of first intervention year)	Unlikely sig, -0.04 in full sample (p>0.1) vs -0.14 in subsample (p>0.10)	NS?, favours prior history
Foshee 2000(212)	DRV victimisation	Boys v girls	Boys v girls	Violence in current relationship	One year post-intervention (end of second intervention year)	NS	NS
Foshee 2000(212)	DRV victimisation	Boys v girls	Boys v girls	Sexual violence	One year post-intervention (end of second intervention year)	NS	NS
Foshee 2000(212)	DRV victimisation	Boys v girls	Boys v girls	Psychological abuse	One year post-intervention (end of second intervention year)	NS	NS
Foshee 2000(212)	DRV victimisation	Boys v girls	Boys v girls	Physical violence	One year post-intervention (end of second intervention year)	NS	NS
Foshee 2000(212)	DRV victimisation	Dating history	Primary prevention	Violence in current relationship	One year post-intervention (end of second intervention year)	NS, -0.02 in full sample vs -0.04 in subsample	NS, favours primary prevention
Foshee 2000(212)	DRV victimisation	Dating history	Primary prevention	Sexual violence	One year post-intervention (end of second intervention year)	NS, -0.03 in full sample vs -0.06 in subsample	NS, favours primary prevention
Foshee 2000(212)	DRV victimisation	Dating history	Primary prevention	Psychological abuse	One year post-intervention (end of second intervention year)	NS, 0.04 in full sample vs 0.01 in subsample	NS, favours not primary prevention
Foshee 2000(212)	DRV victimisation	Dating history	Primary prevention	Physical violence	One year post-intervention (end of second intervention year)	NS, 0.00 in full sample vs -0.04 in subsample	NS, favours primary prevention

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
	sation	history			year)		prevention
Foshee 2000(212)	DRV victimisation	Ethnicity	Ethnicity	Violence in current relationship	One year post-intervention (end of second intervention year)	NS	NS
Foshee 2000(212)	DRV victimisation	Ethnicity	Ethnicity	Sexual violence	One year post-intervention (end of second intervention year)	NS	NS
Foshee 2000(212)	DRV victimisation	Ethnicity	Ethnicity	Psychological abuse	One year post-intervention (end of second intervention year)	NS	NS
Foshee 2000(212)	DRV victimisation	Ethnicity	Ethnicity	Physical violence	One year post-intervention (end of second intervention year)	NS	NS
Foshee 2000(212)	DRV victimisation	Prior history	Victimisation	Violence in current relationship	One year post-intervention (end of second intervention year)	NS, -0.02 in full sample vs 0.05 in subsample	NS, favours no prior history
Foshee 2000(212)	DRV victimisation	Prior history	Victimisation	Sexual violence	One year post-intervention (end of second intervention year)	NS, -0.03 in full sample vs -0.08 in subsample	NS, favours prior history
Foshee 2000(212)	DRV victimisation	Prior history	Victimisation	Psychological abuse	One year post-intervention (end of second intervention year)	NS, 0.04 in full sample vs 0.11 in subsample	NS, favours no prior history
Foshee 2000(212)	DRV victimisation	Prior history	Victimisation	Physical violence	One year post-intervention (end of second intervention year)	NS, 0.00 in full sample vs 0.04 in subsample	NS, favours no prior history
Foshee 2000(212)	DRV perpetration	Boys v girls	Boys v girls	Violence in current relationship	One year post-intervention (end of second intervention year)	NS	NS
Foshee 2000(212)	DRV perpetration	Boys v girls	Boys v girls	Sexual violence	One year post-intervention (end of second intervention year)	NS	NS
Foshee 2000(212)	DRV perpetration	Boys v girls	Boys v girls	Psychological abuse	One year post-intervention (end of second intervention year)	NS	NS
Foshee	DRV	Boys v	Boys v girls	Physical violence	One year post-intervention	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
2000(212)	perpetration	girls			(end of second intervention year)		
Foshee 2000(212)	DRV perpetration	Dating history	Primary prevention	Violence in current relationship	One year post-intervention (end of second intervention year)	NS, -0.01 in full sample vs -0.03 in subsample	NS, favours primary prevention
Foshee 2000(212)	DRV perpetration	Dating history	Primary prevention	Sexual violence	One year post-intervention (end of second intervention year)	NS, -0.01 in full sample vs -0.02 in subsample	NS, favours primary prevention
Foshee 2000(212)	DRV perpetration	Dating history	Primary prevention	Psychological abuse	One year post-intervention (end of second intervention year)	NS, -0.06 in full sample vs -0.14 in subsample	NS, favours primary prevention
Foshee 2000(212)	DRV perpetration	Dating history	Primary prevention	Physical violence	One year post-intervention (end of second intervention year)	NS, -0.06 in full sample vs -0.03 in subsample	NS, favours not primary prevention
Foshee 2000(212)	DRV perpetration	Ethnicity	Ethnicity	Violence in current relationship	One year post-intervention (end of second intervention year)	NS	NS
Foshee 2000(212)	DRV perpetration	Ethnicity	Ethnicity	Sexual violence	One year post-intervention (end of second intervention year)	NS	NS
Foshee 2000(212)	DRV perpetration	Ethnicity	Ethnicity	Psychological abuse	One year post-intervention (end of second intervention year)	NS	NS
Foshee 2000(212)	DRV perpetration	Ethnicity	Ethnicity	Physical violence	One year post-intervention (end of second intervention year)	NS	NS
Foshee 2000(212)	DRV perpetration	Prior history	Perpetration	Violence in current relationship	One year post-intervention (end of second intervention year)	NS, -0.01 in full sample vs 0.03 in subsample	NS, favours no prior history
Foshee 2000(212)	DRV perpetration	Prior history	Perpetration	Sexual violence	One year post-intervention (end of second intervention year)	NS, -0.01 in full sample vs 0.03 in subsample	NS, favours no prior history

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Foshee 2000(212)	DRV perpetration	Prior history	Perpetration	Psychological abuse	One year post-intervention (end of second intervention year)	NS, -0.06 in full sample vs -0.41 in subsample	NS, favours prior history
Foshee 2000(212)	DRV perpetration	Prior history	Perpetration	Physical violence	One year post-intervention (end of second intervention year)	NS, -0.06 in full sample vs -0.19 in subsample	NS, favours prior history
Foshee 2004(213)	DRV victimisation	Boys v girls	Boys v girls	Sexual DRV victimisation (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Boys v girls	Boys v girls	Serious physical DRV victimisation (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Boys v girls	Boys v girls	Psychological DRV victimisation (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Boys v girls	Boys v girls	Physical DRV victimisation (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Boys v girls	Boys v girls	Sexual DRV victimisation (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Boys v girls	Boys v girls	Serious physical DRV victimisation (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Boys v girls	Boys v girls	Psychological DRV victimisation (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Boys v girls	Boys v girls	Physical DRV victimisation (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Ethnicity	Ethnicity	Sexual DRV victimisation (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Ethnicity	Ethnicity	Serious physical DRV victimisation (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Foshee 2004(213)	DRV victimisation	Ethnicity	Ethnicity	Psychological DRV victimisation (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Ethnicity	Ethnicity	Physical DRV victimisation (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Ethnicity	Ethnicity	Sexual DRV victimisation (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Ethnicity	Ethnicity	Serious physical DRV victimisation (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Ethnicity	Ethnicity	Psychological DRV victimisation (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Ethnicity	Ethnicity	Physical DRV victimisation (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Prior history	Prior violence	Sexual DRV victimisation (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Prior history	Prior violence	Serious physical DRV victimisation (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	Interaction MD 0.59, p<0.01	Favours no prior history
Foshee 2004(213)	DRV victimisation	Prior history	Prior violence	Psychological DRV victimisation (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Prior history	Prior violence	Physical DRV victimisation (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	Interaction MD 0.34, p<0.05	Favours no prior history
Foshee 2004(213)	DRV victimisation	Prior history	Prior violence	Sexual DRV victimisation (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	Interaction MD 0.50, p<0.001	Favours no prior history (year prior)
Foshee 2004(213)	DRV victimisation	Prior history	Prior violence	Serious physical DRV victimisation (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	Interaction MD 0.47, p<0.01	Favours no prior history (year prior)

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Foshee 2004(213)	DRV victimisation	Prior history	Prior violence	Psychological DRV victimisation (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV victimisation	Prior history	Prior violence	Physical DRV victimisation (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	Interaction MD 0.21, p<0.10	Favours no prior history (year prior)
Foshee 2004(213)	DRV perpetration	Boys v girls	Boys v girls	Sexual DRV perpetration (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Boys v girls	Boys v girls	Serious physical DRV perpetration (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Boys v girls	Boys v girls	Psychological DRV perpetration (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Boys v girls	Boys v girls	Physical DRV perpetration (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Boys v girls	Boys v girls	Sexual DRV perpetration (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Boys v girls	Boys v girls	Serious physical DRV perpetration (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Boys v girls	Boys v girls	Psychological DRV perpetration (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Boys v girls	Boys v girls	Physical DRV perpetration (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Ethnicity	Ethnicity	Sexual DRV perpetration (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Ethnicity	Ethnicity	Serious physical DRV perpetration (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Foshee 2004(213)	DRV perpetration	Ethnicity	Ethnicity	Psychological DRV perpetration (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Ethnicity	Ethnicity	Physical DRV perpetration (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Ethnicity	Ethnicity	Sexual DRV perpetration (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Ethnicity	Ethnicity	Serious physical DRV perpetration (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Ethnicity	Ethnicity	Psychological DRV perpetration (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Ethnicity	Ethnicity	Physical DRV perpetration (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Prior history	Prior violence	Sexual DRV perpetration (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Prior history	Prior violence	Serious physical DRV perpetration (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Prior history	Prior violence	Psychological DRV perpetration (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	Interaction MD 0.31, p<0.05	Favours no prior history
Foshee 2004(213)	DRV perpetration	Prior history	Prior violence	Physical DRV perpetration (main treatment)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Prior history	Prior violence	Sexual DRV perpetration (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2004(213)	DRV perpetration	Prior history	Prior violence	Serious physical DRV perpetration (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Foshee 2004(213)	DRV perpetration	Prior history	Prior violence	Psychological DRV perpetration (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	Interaction MD 0.34, p<0.01	Favours no prior history (year prior)
Foshee 2004(213)	DRV perpetration	Prior history	Prior violence	Physical DRV perpetration (booster)	Four years post-intervention (end of fifth intervention year/post-booster)	NS	NS
Foshee 2005(214)	DRV victimisation	Boys v girls	Boys v girls	Sexual victimisation	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV victimisation	Boys v girls	Boys v girls	Severe physical victimisation	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV victimisation	Boys v girls	Boys v girls	Psychological victimisation	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV victimisation	Boys v girls	Boys v girls	Moderate physical victimisation	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV victimisation	Boys v girls	Boys v girls	Sexual victimisation	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV victimisation	Boys v girls	Boys v girls	Severe physical victimisation	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV victimisation	Boys v girls	Boys v girls	Psychological victimisation	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV victimisation	Boys v girls	Boys v girls	Moderate physical victimisation	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV victimisation	Ethnicity	Ethnicity	Sexual victimisation	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV victimisation	Ethnicity	Ethnicity	Severe physical victimisation	Over waves 2-5: intercept test	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Foshee 2005(214)	DRV victimisation	Ethnicity	Ethnicity	Psychological victimisation	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV victimisation	Ethnicity	Ethnicity	Moderate physical victimisation	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV victimisation	Ethnicity	Ethnicity	Sexual victimisation	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV victimisation	Ethnicity	Ethnicity	Severe physical victimisation	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV victimisation	Ethnicity	Ethnicity	Psychological victimisation	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV victimisation	Ethnicity	Ethnicity	Moderate physical victimisation	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV victimisation	Prior history	Prior history	Sexual victimisation	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV victimisation	Prior history	Prior history	Severe physical victimisation	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV victimisation	Prior history	Prior history	Psychological victimisation	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV victimisation	Prior history	Prior history	Moderate physical victimisation	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV victimisation	Prior history	Prior history	Sexual victimisation	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV victimisation	Prior history	Prior history	Severe physical victimisation	Over waves 2-5: time test	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Foshee 2005(214)	DRV victimisation	Prior history	Prior history	Psychological victimisation	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV victimisation	Prior history	Prior history	Moderate physical victimisation	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV perpetration	Boys v girls	Boys v girls	Sexual perpetration	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV perpetration	Boys v girls	Boys v girls	Severe physical perpetration	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV perpetration	Boys v girls	Boys v girls	Psychological perpetration	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV perpetration	Boys v girls	Boys v girls	Moderate physical perpetration	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV perpetration	Boys v girls	Boys v girls	Sexual perpetration	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV perpetration	Boys v girls	Boys v girls	Severe physical perpetration	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV perpetration	Boys v girls	Boys v girls	Psychological perpetration	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV perpetration	Boys v girls	Boys v girls	Moderate physical perpetration	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV perpetration	Ethnicity	Ethnicity	Sexual perpetration	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV perpetration	Ethnicity	Ethnicity	Severe physical perpetration	Over waves 2-5: intercept test	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Foshee 2005(214)	DRV perpetration	Ethnicity	Ethnicity	Psychological perpetration	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV perpetration	Ethnicity	Ethnicity	Moderate physical perpetration	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV perpetration	Ethnicity	Ethnicity	Sexual perpetration	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV perpetration	Ethnicity	Ethnicity	Severe physical perpetration	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV perpetration	Ethnicity	Ethnicity	Psychological perpetration	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV perpetration	Ethnicity	Ethnicity	Moderate physical perpetration	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV perpetration	Prior history	Prior history	Sexual perpetration	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV perpetration	Prior history	Prior history	Severe physical perpetration	Over waves 2-5: intercept test	Interaction MD 0.12, 95% CI (0.01, 0.24)	Favours no prior history
Foshee 2005(214)	DRV perpetration	Prior history	Prior history	Psychological perpetration	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV perpetration	Prior history	Prior history	Moderate physical perpetration	Over waves 2-5: intercept test	NS	NS
Foshee 2005(214)	DRV perpetration	Prior history	Prior history	Sexual perpetration	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV perpetration	Prior history	Prior history	Severe physical perpetration	Over waves 2-5: time test	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Foshee 2005(214)	DRV perpetration	Prior history	Prior history	Psychological perpetration	Over waves 2-5: time test	NS	NS
Foshee 2005(214)	DRV perpetration	Prior history	Prior history	Moderate physical perpetration	Over waves 2-5: time test	NS	NS
Gonzalez-Guarda 2015(45)	DRV victimisation	Boys v girls	Boys v girls	Psychological victimisation	Over 12 months of follow-up	NS, favours girls	NS, favours girls
Gonzalez-Guarda 2015(45)	DRV victimisation	Boys v girls	Boys v girls	Physical and sexual victimisation	Over 12 months of follow-up	NS, favours boys	NS, favours boys
Gonzalez-Guarda 2015(45)	DRV perpetration	Boys v girls	Boys v girls	Psychological perpetration	Over 12 months of follow-up	NS, favours boys	NS, favours boys
Gonzalez-Guarda 2015(45)	DRV perpetration	Boys v girls	Boys v girls	Physical and sexual perpetration	Over 12 months of follow-up	NS, favours boys	NS, favours boys
ICRW 2017 (India)(13)	GBV victimisation	Boys v girls	Boys v girls	Experienced sexual violence from teacher or student	About 12 months post-baseline	Boys RD 2.8 vs girls RD 7.0*	NS, favours boys
ICRW 2017 (India)(13)	GBV victimisation	Boys v girls	Boys v girls	Experienced sexual violence from teacher	About 12 months post-baseline	Boys RD -3.2 vs girls RD 2.2	NS, favours boys
ICRW 2017 (India)(13)	GBV victimisation	Boys v girls	Boys v girls	Experienced sexual violence from student	About 12 months post-baseline	Boys RD 6.6 vs girls RD 5.9	NS, favours girls
ICRW 2017 (India)(13)	GBV victimisation	Boys v girls	Boys v girls	Experienced sexual violence from teacher or student	About 24 months post-baseline	Boys RD -1.6 vs girls RD 6.8**	Favours boys
ICRW 2017 (India)(13)	GBV victimisation	Boys v girls	Boys v girls	Experienced sexual violence from teacher	About 24 months post-baseline	Boys RD -5.5** vs girls RD 0.5	Favours boys
ICRW 2017 (India)(13)	GBV victimisation	Boys v girls	Boys v girls	Experienced sexual violence from student	About 24 months post-baseline	Boys RD -0.5 vs girls RD 6.1*	Favours boys

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
ICRW 2017 (India)(13)	GBV perpetration	Boys v girls	Boys v girls	Perpetrated sexual violence	About 12 months post-baseline	Boys RD 10.0** vs girls RD 4.8	NS, favours girls
ICRW 2017 (India)(13)	GBV perpetration	Boys v girls	Boys v girls	Perpetrated sexual violence	About 24 months post-baseline	Boys RD 6.6* vs girls RD 4.9	NS, favours girls
ICRW 2017 (Vietnam)(13)	GBV victimisation	Boys v girls	Boys v girls	Sexual violence (Vietnam)	22-23 months post-baseline	Boys RD 0.9 vs girls RD -8.4**	Favours girls
ICRW 2017 (Vietnam)(13)	GBV victimisation	Boys v girls	Boys v girls	Had private parts touched (Vietnam)	22-23 months post-baseline	Boys RD -1.2 vs girls RD -1.9	NS, favours girls
ICRW 2017 (Vietnam)(13)	GBV victimisation	Boys v girls	Boys v girls	Experienced sexual comments (Vietnam)	22-23 months post-baseline	Boys RD 3.0 vs girls RD -7.2*	Favours girls
ICRW 2017 (Vietnam)(13)	GBV perpetration	Boys v girls	Boys v girls	Sexual violence (Vietnam)	22-23 months post-baseline	Boys RD 0.3 vs girls RD -3.2*	NS, favours girls
ICRW 2017 (Vietnam)(13)	GBV perpetration	Boys v girls	Boys v girls	Touched private parts (Vietnam)	22-23 months post-baseline	Boys RD -0.3 vs girls RD -1.1	NS, favours girls
ICRW 2017 (Vietnam)(13)	GBV perpetration	Boys v girls	Boys v girls	Made sexual comments (Vietnam)	22-23 months post-baseline	Boys RD -0.8 vs girls RD -2.5	NS, favours girls
Jaycox 2006(115)	DRV victimisation	Acculturation	Acculturation	Abusive/fearful dating experiences	Post-test (immediately post-intervention)	Less effective with lower English proficiency: 0.54 low vs 0.18 medium vs 0.09 high	NS, favours higher acculturation
Jaycox 2006(115)	DRV victimisation	Acculturation	Acculturation	Abusive/fearful dating experiences	Follow-up (six months post-intervention)	Less effective with lower English proficiency: 0.43 low vs -0.03 medium vs -0.06 high	NS, favours higher acculturation
Jaycox 2006(115)	DRV victimisation	Acculturation	Acculturation	Total victimisation	Follow-up (six months post-intervention)	NS	NS
Jaycox 2006(115)	DRV victimisation	Boys v girls	Boys v girls	Abusive/fearful dating experiences	Post-test (immediately post-intervention)	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Jaycox 2006(115)	DRV victimisation	Boys v girls	Boys v girls	Abusive/fearful dating experiences	Follow-up (six months post-intervention)	NS	NS
Jaycox 2006(115)	DRV victimisation	Boys v girls	Boys v girls	Total victimisation	Follow-up (six months post-intervention)	NS	NS
Jaycox 2006(115)	DRV perpetration	Acculturation	Acculturation	Total perpetration	Follow-up (six months post-intervention)	NS	NS
Jaycox 2006(115)	DRV perpetration	Boys v girls	Boys v girls	Total perpetration	Follow-up (six months post-intervention)	NS	NS
Jemmott 2018(21)	GBV victimisation	Boys v girls	Boys v girls	Experiencing forced sex	Three months post-intervention (about three months post-baseline)	Interaction RR 1.049, 95% CI (1.006, 1.094)	Favours boys
Jemmott 2018(21)	GBV victimisation	Boys v girls	Boys v girls	Experiencing forced sex	Six months post-intervention (about six months post-baseline)	Interaction RR 1.061, 95% CI (1.009, 1.115)	Favours boys
Jemmott 2018(21)	GBV victimisation	Boys v girls	Boys v girls	Experiencing forced sex	12 months post-intervention (about 12 months post-baseline)	Interaction RR 1.075, 95% CI (1.017, 1.137)	Favours boys
Jemmott 2018(21)	GBV victimisation	Boys v girls	Boys v girls	Experiencing forced sex	42 months post-intervention (about 42 months post-baseline)	Interaction RR 1.060, 95% CI (0.992, 1.133)	NS, favours boys
Jemmott 2018(21)	GBV victimisation	Boys v girls	Boys v girls	Experiencing forced sex	54 months post-intervention (about 54 months post-baseline)	Interaction RR 1.051, 95% CI (0.978, 1.131)	NS, favours boys
Jemmott 2018(21)	GBV victimisation	Boys v girls	Boys v girls	Experiencing forced sex	Through 54 months post-intervention	Interaction RR 1.017, 95% CI (0.996, 1.037)	NS, favours boys
Jemmott 2018(21)	GBV perpetration	Boys v girls	Boys v girls	Perpetrating forced sex	Three months post-intervention (about three months post-baseline)	Interaction RR 1.053, 95% CI (1.013, 1.095)	Favours boys
Jemmott 2018(21)	GBV perpetration	Boys v girls	Boys v girls	Perpetrating forced sex	Six months post-intervention (about six months post-baseline)	Interaction RR 1.065, 95% CI (1.013, 1.119)	Favours boys

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Jemmott 2018(21)	GBV perpetration	Boys v girls	Boys v girls	Perpetrating forced sex	12 months post-intervention (about 12 months post-baseline)	Interaction RR 1.076, 95% CI (1.021, 1.134)	Favours boys
Jemmott 2018(21)	GBV perpetration	Boys v girls	Boys v girls	Perpetrating forced sex	42 months post-intervention (about 42 months post-baseline)	Interaction RR 1.063, 95% CI (0.999, 1.138)	NS, favours boys
Jemmott 2018(21)	GBV perpetration	Boys v girls	Boys v girls	Perpetrating forced sex	54 months post-intervention (about 54 months post-baseline)	Interaction RR 1.064, 95% CI (0.996, 1.138)	NS, favours boys
Jemmott 2018(21)	GBV perpetration	Boys v girls	Boys v girls	Perpetrating forced sex	Through 54 months post-intervention	Interaction RR 1.019, 95% CI (1.001, 1.037)	Favours boys
Joppa 2016(25)	DRV victimisation	Boys v girls	Boys v girls	Total victimisation	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV victimisation	Boys v girls	Boys v girls	Threatening behaviors victimisation	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV victimisation	Boys v girls	Boys v girls	Relational aggression victimisation	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV victimisation	Boys v girls	Boys v girls	Physical DV victimisation	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV victimisation	Boys v girls	Boys v girls	Emotional/verbal DV victimisation	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV victimisation	Ethnicity	Ethnicity	Total victimisation	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV victimisation	Ethnicity	Ethnicity	Threatening behaviors victimisation	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV victimisation	Ethnicity	Ethnicity	Relational aggression victimisation	Three-month follow-up	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Joppa 2016(25)	DRV victimisation	Ethnicity	Ethnicity	Physical DV victimisation	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV victimisation	Ethnicity	Ethnicity	Emotional/verbal DV victimisation	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV perpetration	Boys v girls	Boys v girls	Total perpetration	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV perpetration	Boys v girls	Boys v girls	Threatening behaviors perpetration	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV perpetration	Boys v girls	Boys v girls	Relational aggression perpetration	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV perpetration	Boys v girls	Boys v girls	Physical DV perpetration	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV perpetration	Boys v girls	Boys v girls	Emotional/verbal DV perpetration	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV perpetration	Ethnicity	Ethnicity	Total perpetration	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV perpetration	Ethnicity	Ethnicity	Threatening behaviors perpetration	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV perpetration	Ethnicity	Ethnicity	Relational aggression perpetration	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV perpetration	Ethnicity	Ethnicity	Physical DV perpetration	Three-month follow-up	NS	NS
Joppa 2016(25)	DRV perpetration	Ethnicity	Ethnicity	Emotional/verbal DV perpetration	Three-month follow-up	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Levesque 2016(10)	DRV victimisation	Age	Grade	Physical victimisation	12 months post-baseline	NS	NS
Levesque 2016(10)	DRV victimisation	Age	Grade	Emotional victimisation	12 months post-baseline	NS	NS
Levesque 2016(10)	DRV victimisation	Boys v girls	Boys v girls	Physical victimisation	12 months post-baseline	NS	NS
Levesque 2016(10)	DRV victimisation	Boys v girls	Boys v girls	Emotional victimisation	12 months post-baseline	NS	NS
Levesque 2016(10)	DRV victimisation	Ethnicity	Ethnicity	Physical victimisation	12 months post-baseline	NS	NS
Levesque 2016(10)	DRV victimisation	Ethnicity	Ethnicity	Emotional victimisation	12 months post-baseline	NS	NS
Levesque 2016(10)	DRV victimisation	Prior history	Prior history	Physical victimisation	12 months post-baseline	F(1,2583)=6.79, p<0.01: Past-year history OR 0.51, 95% CI (0.36, 0.72) vs none OR 0.72, 95% CI (0.56, 0.92)	Favours prior history
Levesque 2016(10)	DRV victimisation	Prior history	Prior history	Emotional victimisation	12 months post-baseline	F(1,2583)=6.93, p<0.01: Past-year history OR 0.33, 95% CI (0.25, 0.43) vs none OR 0.63, 95% CI (0.47, 0.85)	Favours prior history
Levesque 2016(10)	DRV perpetration	Age	Grade	Physical perpetration	12 months post-baseline	NS	NS
Levesque 2016(10)	DRV perpetration	Age	Grade	Emotional perpetration	12 months post-baseline	NS	NS
Levesque 2016(10)	DRV perpetration	Boys v girls	Boys v girls	Physical perpetration	12 months post-baseline	NS	NS
Levesque 2016(10)	DRV perpetration	Boys v girls	Boys v girls	Emotional perpetration	12 months post-baseline	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Levesque 2016(10)	DRV perpetration	Ethnicity	Ethnicity	Physical perpetration	12 months post-baseline	NS	NS
Levesque 2016(10)	DRV perpetration	Ethnicity	Ethnicity	Emotional perpetration	12 months post-baseline	NS	NS
Levesque 2016(10)	DRV perpetration	Prior history	Prior history	Physical perpetration	12 months post-baseline	F(1,2583)=2.09, ns: Past-year history OR 0.37, 95% CI (0.22, 0.63) vs none OR 0.62, 95% CI (0.48, 0.81)	NS, favours prior history
Levesque 2016(10)	DRV perpetration	Prior history	Prior history	Emotional perpetration	12 months post-baseline	F(1,2583)=14.41, p<0.001: Past-year history OR 0.31, 95% CI (0.24, 0.41) vs none OR 0.72, 95% CI (0.54, 0.95)	Favours prior history
Miller 2015(3)	DRV victimisation	Boys v girls	Boys v girls	Physical or sexual abuse recent	Three months post-baseline	NS	NS
Miller 2015(3)	DRV victimisation	Boys v girls	Boys v girls	Cyber dating abuse recent	Three months post-baseline	NS	NS
Miller 2015(3)	DRV victimisation	Boys v girls	Boys v girls	Any ARA recent	Three months post-baseline	NS	NS
Miller 2015(3)	DRV victimisation	Prior history	Victimisation	Physical or sexual abuse recent	Three months post-baseline	Interaction MRD -0.05, 95% CI (-0.11, 0.01)	NS, favours prior history
Miller 2015(3)	DRV victimisation	Prior history	Victimisation	Cyber dating abuse recent	Three months post-baseline	Interaction MRD -0.12, 95% CI (-0.20, -0.04)	Favours prior history
Miller 2015(3)	DRV victimisation	Prior history	Victimisation	Any ARA recent	Three months post-baseline	Interaction MRD -0.18, 95% CI (-0.26, -0.10)	Favours prior history
Muck 2018a(143)	DRV victimisation	Boys v girls	Boys v girls	Sexual victimisation in dating situations (SPP)	Six months post-intervention (about seven months post-baseline)	NS	NS
Muck 2018a(143)	DRV victimisation	Boys v girls	Boys v girls	Sexual victimisation in dating situations (PP)	Six months post-intervention (about seven months post-baseline)	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Muck 2018a(143)	DRV perpetration	Boys v girls	Boys v girls	Sexual perpetration in dating situations (SPP)	Six months post-intervention (about seven months post-baseline)	NS	NS
Muck 2018a(143)	DRV perpetration	Boys v girls	Boys v girls	Sexual perpetration in dating situations (PP)	Six months post-intervention (about seven months post-baseline)	NS	NS
Muck 2018a(143)	GBV victimisation	Boys v girls	Boys v girls	Sexual victimisation in other situations (SPP)	Six months post-intervention (about seven months post-baseline)	NS	NS
Muck 2018a(143)	GBV victimisation	Boys v girls	Boys v girls	Sexual victimisation in other situations (PP)	Six months post-intervention (about seven months post-baseline)	NS	NS
Muck 2018a(143)	GBV perpetration	Boys v girls	Boys v girls	Sexual perpetration in other situations (SPP)	Six months post-intervention (about seven months post-baseline)	NS	NS
Muck 2018a(143)	GBV perpetration	Boys v girls	Boys v girls	Sexual perpetration in other situations (PP)	Six months post-intervention (about seven months post-baseline)	NS	NS
Munoz-Rivas 2019(144)	DRV perpetration	Boys v girls	Boys v girls	Verbal violence	Post-intervention	Interaction SMD -0.22, 95% CI (-0.53, 0.09)	NS, favours girls
Munoz-Rivas 2019(144)	DRV perpetration	Boys v girls	Boys v girls	Physical violence	Post-intervention	Interaction SMD -0.08, 95% CI (-0.36, 0.20)	NS, favours girls
Peskin 2014(29)	DRV victimisation	Boys v girls	Boys v girls	Physical victimisation	Two years post-baseline	Interaction OR 0.76, 95% CI (0.46, 1.23)	NS, favours boys
Peskin 2014(29)	DRV victimisation	Boys v girls	Boys v girls	Emotional victimisation	Two years post-baseline	Interaction OR 1.38, 95% CI (0.84, 2.28)	NS, favours girls
Peskin 2014(29)	DRV perpetration	Boys v girls	Boys v girls	Physical perpetration	Two years post-baseline	Interaction OR 1.46, 95% CI (0.54, 3.94)	NS, favours girls
Peskin 2014(29)	DRV perpetration	Boys v girls	Boys v girls	Emotional perpetration	Two years post-baseline	Interaction OR 0.82, 95% CI (0.46, 1.46)	NS, favours boys

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Peskin 2019(157)	DRV victimisation	Dating history	Dating history	Ever victimised threatening DV	12 months post-baseline	Dating sample OR 0.52 vs whole sample OR 0.36	NS, favours no previous dating history
Peskin 2019(157)	DRV victimisation	Dating history	Dating history	Ever victimised sexual DV	12 months post-baseline	Dating sample OR 0.42 vs whole sample OR 0.32	NS, favours no previous dating history
Peskin 2019(157)	DRV victimisation	Dating history	Dating history	Ever victimised psychological DV	12 months post-baseline	Dating sample OR 0.73 vs whole sample OR 0.66	NS, favours no previous dating history
Peskin 2019(157)	DRV victimisation	Dating history	Dating history	Ever victimised physical DV	12 months post-baseline	Dating sample OR 0.76 vs whole sample OR 0.64	NS, favours no previous dating history
Peskin 2019(157)	DRV victimisation	Dating history	Dating history	Ever victimised DV	12 months post-baseline	Dating sample OR 0.68 vs whole sample OR 0.58	NS, favours no previous dating history
Peskin 2019(157)	DRV victimisation	Dating history	Dating history	Ever victimised cyber DV	12 months post-baseline	Dating sample OR 0.42 vs whole sample OR 0.51	NS, favours previous dating history
Peskin 2019(157)	DRV perpetration	Dating history	Dating history	Ever perpetrated threatening DV	12 months post-baseline	Dating sample OR 0.30 vs total sample OR 0.33	NS, favours dating history
Peskin 2019(157)	DRV perpetration	Dating history	Dating history	Ever perpetrated sexual DV	12 months post-baseline	Dating sample OR 0.58 vs whole sample OR 0.49	NS, favours no previous dating
Peskin 2019(157)	DRV perpetration	Dating history	Dating history	Ever perpetrated psychological DV	12 months post-baseline	Dating sample OR 0.60 vs whole sample OR 0.62	NS, favours dating history

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Peskin 2019(157)	DRV perpetration	Dating history	Dating history	Ever perpetrated physical DV	12 months post-baseline	Dating sample OR 0.39 vs whole sample OR 0.35	NS, favours no previous dating
Peskin 2019(157)	DRV perpetration	Dating history	Dating history	Ever perpetrated DV	12 months post-baseline	Dating sample OR 0.50 vs whole sample OR 0.46	NS, favours no previous dating history
Peskin 2019(157)	DRV perpetration	Dating history	Dating history	Ever perpetrated cyber DV	12 months post-baseline	Dating sample OR 0.55 vs whole sample OR 0.57	NS, favours dating history
Rowe 2015(22)	GBV victimisation	Prior history	Prior history	Sexual victimisation	Over three months post-baseline	Interaction OR 0.95, 95% CI (0.85, 1.05) imputed	NS, favours prior history
Rowe 2015(22)	GBV victimisation	Prior history	Prior history	Physical victimisation	Over three months post-baseline	Interaction OR 0.94, 95% CI (0.85, 1.05) imputed	NS, favours prior history
Rowe 2015(22)	GBV victimisation	Prior history	Prior history	Psychological victimisation	Over three months post-baseline	Interaction MD -0.19, SE 0.06	Favours prior history
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Frequency of any violence (Interaction-based)	Five-six months post-baseline	Interaction MD 0.322, SE 0.222	NS, favours boys
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Frequency of any violence (Interaction-based)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.037, SE 0.122	NS, favours girls
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Frequency of any violence (Law and justice)	Five-six months post-baseline	Interaction MD 0.197, SE 0.233	NS, favours boys
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Frequency of any violence (Law and justice)	At post-intervention (about five or six weeks post-baseline)	Interaction MD 0.185, SE 0.119	NS, favours boys
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Frequency of non-sexual violence (Interaction-based)	Five-six months post-baseline	Interaction MD 0.059, SE 0.289	NS, favours boys

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Frequency of non-sexual violence (Interaction-based)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.001, SE 0.108	NS, favours girls
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Frequency of non-sexual violence (Law and justice)	At post-intervention (about five or six weeks post-baseline)	Interaction MD 0.153, SE 0.103	NS, favours boys
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Frequency of non-sexual violence (Law and justice)	Five-six months post-baseline	Interaction MD 0.144, SE 0.173	NS, favours boys
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Frequency of sexual violence (Interaction-based)	Five-six months post-baseline	Interaction MD 0.129, SE 0.082	NS, favours boys
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Frequency of sexual violence (Interaction-based)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.031, SE 0.038	NS, favours girls
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Frequency of sexual violence (Law and justice)	Five-six months post-baseline	Interaction MD 0.043, SE 0.080	NS, favours boys
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Frequency of sexual violence (Law and justice)	At post-intervention (about five or six weeks post-baseline)	Interaction MD 0.031, SE 0.036	NS, favours boys
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Prevalence of any violence (Interaction-based)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.108, SE 0.082	NS, favours girls
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Prevalence of any violence (Interaction-based)	Five-six months post-baseline	Interaction MD 0.074, SE 0.116	NS, favours boys
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Prevalence of any violence (Law and justice)	Five-six months post-baseline	Interaction MD 0.128, SE 0.109	NS, favours boys
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Prevalence of any violence (Law and justice)	At post-intervention (about five or six weeks post-baseline)	Interaction MD 0.074, SE 0.085	NS, favours boys
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Prevalence of non-sexual violence (Interaction-based)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.079, SE 0.069	NS, favours girls

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Prevalence of non-sexual violence (Interaction-based)	Five-six months post-baseline	Interaction MD 0.035, SE 0.088	NS, favours boys
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Prevalence of non-sexual violence (Law and justice)	Five-six months post-baseline	Interaction MD 0.099, SE 0.085	NS, favours boys
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Prevalence of non-sexual violence (Law and justice)	At post-intervention (about five or six weeks post-baseline)	Interaction MD 0.062, SE 0.071	NS, favours boys
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Prevalence of sexual violence (Interaction-based)	Five-six months post-baseline	Interaction MD 0.038, SE 0.041	NS, favours boys
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Prevalence of sexual violence (Interaction-based)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.028, SE 0.029	NS, favours girls
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Prevalence of sexual violence (Law and justice)	Five-six months post-baseline	Interaction MD 0.025, SE 0.039	NS, favours boys
Taylor 2010(215)	DRV victimisation	Boys v girls	Boys v girls	Prevalence of sexual violence (Law and justice)	At post-intervention (about five or six weeks post-baseline)	Interaction MD 0.012, SE 0.027	NS, favours boys
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Frequency of any violence (Interaction-based)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.104, SE 0.086	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Frequency of any violence (Interaction-based)	Five-six months post-baseline	Interaction MD -0.020, SE 0.123	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Frequency of any violence (Law and justice)	Five-six months post-baseline	Interaction MD -0.151, SE 0.174	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Frequency of any violence (Law and justice)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.053, SE 0.086	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Frequency of non-sexual violence (Interaction-based)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.063, SE 0.078	NS, favours girls

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Frequency of non-sexual violence (Interaction-based)	Five-six months post-baseline	Interaction MD -0.041, SE 0.094	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Frequency of non-sexual violence (Law and justice)	Five-six months post-baseline	Interaction MD -0.090, SE 0.130	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Frequency of non-sexual violence (Law and justice)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.051, SE 0.080	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Frequency of sexual violence (Interaction-based)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.047, SE 0.034	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Frequency of sexual violence (Interaction-based)	Five-six months post-baseline	Interaction MD 0.014, SE 0.049	NS, favours boys
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Frequency of sexual violence (Law and justice)	Five-six months post-baseline	Interaction MD -0.067, SE 0.062	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Frequency of sexual violence (Law and justice)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.005, SE 0.032	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Prevalence of any violence (Interaction-based)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.051, SE 0.057	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Prevalence of any violence (Interaction-based)	Five-six months post-baseline	Interaction MD -0.024, SE 0.077	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Prevalence of any violence (Law and justice)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.052, SE 0.063	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Prevalence of any violence (Law and justice)	Five-six months post-baseline	Interaction MD -0.007, SE 0.084	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Prevalence of non-sexual violence (Interaction-based)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.029, SE 0.052	NS, favours girls

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Prevalence of non-sexual violence (Interaction-based)	Five-six months post-baseline	Interaction MD -0.025, SE 0.061	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Prevalence of non-sexual violence (Law and justice)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.055, SE 0.057	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Prevalence of non-sexual violence (Law and justice)	Five-six months post-baseline	Interaction MD 0.002, SE 0.067	NS, favours boys
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Prevalence of sexual violence (Interaction-based)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.025, SE 0.019	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Prevalence of sexual violence (Interaction-based)	Five-six months post-baseline	Interaction MD -0.003, SE 0.029	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Prevalence of sexual violence (Law and justice)	Five-six months post-baseline	Interaction MD -0.018, SE 0.030	NS, favours girls
Taylor 2010(215)	DRV perpetration	Boys v girls	Boys v girls	Prevalence of sexual violence (Law and justice)	At post-intervention (about five or six weeks post-baseline)	Interaction MD 0.001, SE 0.020	NS, favours boys
Taylor 2010(215)	GBV victimisation	Boys v girls	Boys v girls	Frequency of sexual violence (Interaction-based)	Five-six months post-baseline	Interaction MD 0.192, SE 0.114	NS, favours boys
Taylor 2010(215)	GBV victimisation	Boys v girls	Boys v girls	Frequency of sexual violence (Interaction-based)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.008, SE 0.071	NS, favours girls
Taylor 2010(215)	GBV victimisation	Boys v girls	Boys v girls	Frequency of sexual violence (Law and justice)	At post-intervention (about five or six weeks post-baseline)	Interaction MD 0.102, SE 0.070	NS, favours boys
Taylor 2010(215)	GBV victimisation	Boys v girls	Boys v girls	Frequency of sexual violence (Law and justice)	Five-six months post-baseline	Interaction MD 0.061, SE 0.126	NS, favours boys
Taylor 2010(215)	GBV victimisation	Boys v girls	Boys v girls	Prevalence of sexual violence (Interaction-based)	Five-six months post-baseline	Interaction MD 0.045, SE 0.063	NS, favours boys

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Taylor 2010(215)	GBV victimisation	Boys v girls	Boys v girls	Prevalence of sexual violence (Interaction-based)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.024, SE 0.045	NS, favours girls
Taylor 2010(215)	GBV victimisation	Boys v girls	Boys v girls	Prevalence of sexual violence (Law and justice)	At post-intervention (about five or six weeks post-baseline)	Interaction MD 0.049, SE 0.046	NS, favours boys
Taylor 2010(215)	GBV victimisation	Boys v girls	Boys v girls	Prevalence of sexual violence (Law and justice)	Five-six months post-baseline	Interaction MD -0.020, SE 0.068	NS, favours girls
Taylor 2010(215)	GBV perpetration	Boys v girls	Boys v girls	Frequency of sexual violence (Interaction-based)	Five-six months post-baseline	Interaction MD 0.080, SE 0.068	NS, favours boys
Taylor 2010(215)	GBV perpetration	Boys v girls	Boys v girls	Frequency of sexual violence (Interaction-based)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.018, SE 0.044	NS, favours girls
Taylor 2010(215)	GBV perpetration	Boys v girls	Boys v girls	Frequency of sexual violence (Law and justice)	At post-intervention (about five or six weeks post-baseline)	Interaction MD 0.036, SE 0.043	NS, favours boys
Taylor 2010(215)	GBV perpetration	Boys v girls	Boys v girls	Frequency of sexual violence (Law and justice)	Five-six months post-baseline	Interaction MD -0.033, SE 0.074	NS, favours girls
Taylor 2010(215)	GBV perpetration	Boys v girls	Boys v girls	Prevalence of sexual violence (Interaction-based)	Five-six months post-baseline	Interaction MD 0.019, SE 0.037	NS, favours boys
Taylor 2010(215)	GBV perpetration	Boys v girls	Boys v girls	Prevalence of sexual violence (Interaction-based)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.003, SE 0.032	NS, favours girls
Taylor 2010(215)	GBV perpetration	Boys v girls	Boys v girls	Prevalence of sexual violence (Law and justice)	Five-six months post-baseline	Interaction MD -0.005, SE 0.039	NS, favours girls
Taylor 2010(215)	GBV perpetration	Boys v girls	Boys v girls	Prevalence of sexual violence (Law and justice)	At post-intervention (about five or six weeks post-baseline)	Interaction MD -0.005, SE 0.027	NS, favours girls
Taylor 2015(209)	DRV victimisation	Boys v girls	Boys v girls	Total dating violence victimisation frequency (Classroom only)	Six months post-intervention (about eight months post-baseline)	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Taylor 2015(209)	DRV victimisation	Boys v girls	Boys v girls	Total dating violence victimisation frequency (Building only)	Six months post-intervention (about eight months post-baseline)	NS	NS
Taylor 2015(209)	DRV victimisation	Boys v girls	Boys v girls	Total dating violence victimisation frequency (Building and classroom)	Six months post-intervention (about eight months post-baseline)	NS	NS
Taylor 2015(209)	DRV victimisation	Boys v girls	Boys v girls	Sexual dating violence victimisation prevalence (Classroom only)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.96, 95% CI (0.56, 1.65)	NS, favours girls
Taylor 2015(209)	DRV victimisation	Boys v girls	Boys v girls	Sexual dating violence victimisation prevalence (Building only)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.86, 95% CI (0.40, 1.84)	NS, favours girls
Taylor 2015(209)	DRV victimisation	Boys v girls	Boys v girls	Sexual dating violence victimisation prevalence (Building and classroom)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.93, 95% CI (0.41, 2.11)	NS, favours girls
Taylor 2015(209)	DRV victimisation	Boys v girls	Boys v girls	Sexual dating violence victimisation frequency (Classroom only)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 1.04, 95% CI (0.54, 2.01)	NS, favours boys
Taylor 2015(209)	DRV victimisation	Boys v girls	Boys v girls	Sexual dating violence victimisation frequency (Building only)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 0.88, 95% CI (0.51, 1.50)	NS, favours girls
Taylor 2015(209)	DRV victimisation	Boys v girls	Boys v girls	Sexual dating violence victimisation frequency (Building and classroom)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 0.98, 95% CI (0.57, 1.69)	NS, favours girls
Taylor 2015(209)	DRV victimisation	Prior history	Prior history	Total dating violence victimisation frequency (Classroom only)	Six months post-intervention (about eight months post-baseline)	NS	NS
Taylor 2015(209)	DRV victimisation	Prior history	Prior history	Total dating violence victimisation frequency (Building only)	Six months post-intervention (about eight months post-baseline)	NS	NS
Taylor 2015(209)	DRV victimisation	Prior history	Prior history	Total dating violence victimisation frequency (Building and classroom)	Six months post-intervention (about eight months post-baseline)	NS	NS
Taylor 2015(209)	DRV victimisation	Prior history	Prior history	Sexual dating violence victimisation prevalence (Classroom only)	Six months post-intervention (about eight months post-baseline)	Interaction OR 1.15, 95% CI (0.53, 2.47)	NS, favours no prior history

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Taylor 2015(209)	DRV victimisation	Prior history	Prior history	Sexual dating violence victimisation prevalence (Building only)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.96, 95% CI (0.43, 2.12)	NS, favours prior history
Taylor 2015(209)	DRV victimisation	Prior history	Prior history	Sexual dating violence victimisation prevalence (Building and classroom)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.91, 95% CI (0.25, 3.30)	NS, favours prior history
Taylor 2015(209)	DRV victimisation	Prior history	Prior history	Sexual dating violence victimisation frequency (Classroom only)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 1.08, 95% CI (0.66, 1.79)	NS, favours no prior history
Taylor 2015(209)	DRV victimisation	Prior history	Prior history	Sexual dating violence victimisation frequency (Building only)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 0.96, 95% CI (0.43, 2.12)	NS, favours prior history
Taylor 2015(209)	DRV victimisation	Prior history	Prior history	Sexual dating violence victimisation frequency (Building and classroom)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 0.89, 95% CI (0.48, 1.67)	NS, favours prior history
Taylor 2015(209)	DRV perpetration	Boys v girls	Boys v girls	Total dating violence perpetration frequency (Classroom only)	Six months post-intervention (about eight months post-baseline)	NS	NS
Taylor 2015(209)	DRV perpetration	Boys v girls	Boys v girls	Total dating violence perpetration frequency (Building only)	Six months post-intervention (about eight months post-baseline)	NS	NS
Taylor 2015(209)	DRV perpetration	Boys v girls	Boys v girls	Total dating violence perpetration frequency (Building and classroom)	Six months post-intervention (about eight months post-baseline)	NS	NS
Taylor 2015(209)	DRV perpetration	Boys v girls	Boys v girls	Sexual dating violence perpetration prevalence (Classroom only)	Six months post-intervention (about eight months post-baseline)	Interaction OR 1.00, 95% CI (0.55, 1.80)	NS, no favour
Taylor 2015(209)	DRV perpetration	Boys v girls	Boys v girls	Sexual dating violence perpetration prevalence (Building only)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.92, 95% CI (0.47, 1.78)	NS, favours girls
Taylor 2015(209)	DRV perpetration	Boys v girls	Boys v girls	Sexual dating violence perpetration prevalence (Building and classroom)	Six months post-intervention (about eight months post-baseline)	Interaction OR 1.05, 95% CI (0.53, 2.05)	NS, favours boys
Taylor 2015(209)	DRV perpetration	Boys v girls	Boys v girls	Sexual dating violence perpetration frequency (Classroom only)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 1.04, 95% CI (0.45, 2.41)	NS, favours boys

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Taylor 2015(209)	DRV perpetration	Boys v girls	Boys v girls	Sexual dating violence perpetration frequency (Building only)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 1.03, 95% CI (0.54, 1.96)	NS, favours boys
Taylor 2015(209)	DRV perpetration	Boys v girls	Boys v girls	Sexual dating violence perpetration frequency (Building and classroom)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 1.20, 95% CI (0.69, 2.10)	NS, favours boys
Taylor 2015(209)	DRV perpetration	Prior history	Prior history	Total dating violence perpetration frequency (Classroom only)	Six months post-intervention (about eight months post-baseline)	NS	NS
Taylor 2015(209)	DRV perpetration	Prior history	Prior history	Total dating violence perpetration frequency (Building only)	Six months post-intervention (about eight months post-baseline)	NS	NS
Taylor 2015(209)	DRV perpetration	Prior history	Prior history	Total dating violence perpetration frequency (Building and classroom)	Six months post-intervention (about eight months post-baseline)	NS	NS
Taylor 2015(209)	DRV perpetration	Prior history	Prior history	Sexual dating violence perpetration prevalence (Classroom only)	Six months post-intervention (about eight months post-baseline)	Interaction OR 1.14, 95% CI (0.57, 2.28)	NS, favours no prior history
Taylor 2015(209)	DRV perpetration	Prior history	Prior history	Sexual dating violence perpetration prevalence (Building only)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.89, 95% CI (0.36, 2.22)	NS, favours prior history
Taylor 2015(209)	DRV perpetration	Prior history	Prior history	Sexual dating violence perpetration prevalence (Building and classroom)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.86, 95% CI (0.31, 2.38)	NS, favours prior history
Taylor 2015(209)	DRV perpetration	Prior history	Prior history	Sexual dating violence perpetration frequency (Classroom only)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 1.11, 95% CI (0.65, 1.89)	NS, favours no prior history
Taylor 2015(209)	DRV perpetration	Prior history	Prior history	Sexual dating violence perpetration frequency (Building only)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 0.85, 95% CI (0.42, 1.71)	NS, favours prior history
Taylor 2015(209)	DRV perpetration	Prior history	Prior history	Sexual dating violence perpetration frequency (Building and classroom)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 0.94, 95% CI (0.56, 1.56)	NS, favours prior history
Taylor 2015(209)	GBV victimisation	Boys v girls	Boys v girls	Sexual harassment victimisation prevalence (Classroom only)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.59, 95% CI (0.30, 1.16)	NS, favours girls

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Taylor 2015(209)	GBV victimisation	Boys v girls	Boys v girls	Sexual harassment victimisation prevalence (Building only)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.62, 95% CI (0.34, 1.16)	NS, favours girls
Taylor 2015(209)	GBV victimisation	Boys v girls	Boys v girls	Sexual harassment victimisation prevalence (Building and classroom)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.75, 95% CI (0.43, 1.30)	NS, favours girls
Taylor 2015(209)	GBV victimisation	Boys v girls	Boys v girls	Sexual harassment victimisation frequency (Classroom only)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 1.01, 95% CI (0.61, 1.67)	NS, favours boys
Taylor 2015(209)	GBV victimisation	Boys v girls	Boys v girls	Sexual harassment victimisation frequency (Building only)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 0.91, 95% CI (0.51, 1.65)	NS, favours girls
Taylor 2015(209)	GBV victimisation	Boys v girls	Boys v girls	Sexual harassment victimisation frequency (Building and classroom)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 0.98, 95% CI (0.66, 1.45)	NS, favours girls
Taylor 2015(209)	GBV victimisation	Prior history	Prior history	Sexual harassment victimisation prevalence (Classroom only)	Six months post-intervention (about eight months post-baseline)	Interaction OR 1.26, 95% CI (0.70, 2.26)	NS, favours no prior history
Taylor 2015(209)	GBV victimisation	Prior history	Prior history	Sexual harassment victimisation prevalence (Building only)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.74, 95% CI (0.31, 1.75)	NS, favours prior history
Taylor 2015(209)	GBV victimisation	Prior history	Prior history	Sexual harassment victimisation prevalence (Building and classroom)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.96, 95% CI (0.48, 1.89)	NS, favours prior history
Taylor 2015(209)	GBV victimisation	Prior history	Prior history	Sexual harassment victimisation frequency (Classroom only)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 1.09, 95% CI (0.70, 1.70)	NS, favours no prior history
Taylor 2015(209)	GBV victimisation	Prior history	Prior history	Sexual harassment victimisation frequency (Building only)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 0.85, 95% CI (0.48, 1.51)	NS, favours prior history
Taylor 2015(209)	GBV victimisation	Prior history	Prior history	Sexual harassment victimisation frequency (Building and classroom)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 1.18, 95% CI (0.77, 1.80)	NS, favours no prior history
Taylor 2015(209)	GBV perpetration	Boys v girls	Boys v girls	Sexual harassment perpetration prevalence (Classroom only)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.81, 95% CI (0.40, 1.63)	NS, favours girls

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Taylor 2015(209)	GBV perpetration	Boys v girls	Boys v girls	Sexual harassment perpetration prevalence (Building only)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.69, 95% CI (0.31, 1.52)	NS, favours girls
Taylor 2015(209)	GBV perpetration	Boys v girls	Boys v girls	Sexual harassment perpetration prevalence (Building and classroom)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.83, 95% CI (0.45, 1.55)	NS, favours girls
Taylor 2015(209)	GBV perpetration	Boys v girls	Boys v girls	Sexual harassment perpetration frequency (Classroom only)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 1.17, 95% CI (0.68, 2.01)	NS, favours boys
Taylor 2015(209)	GBV perpetration	Boys v girls	Boys v girls	Sexual harassment perpetration frequency (Building only)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 0.84, 95% CI (0.38, 1.85)	NS, favours girls
Taylor 2015(209)	GBV perpetration	Boys v girls	Boys v girls	Sexual harassment perpetration frequency (Building and classroom)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 1.11, 95% CI (0.71, 1.74)	NS, favours boys
Taylor 2015(209)	GBV perpetration	Prior history	Prior history	Sexual harassment perpetration prevalence (Classroom only)	Six months post-intervention (about eight months post-baseline)	Interaction OR 1.27, 95% CI (0.80, 2.04)	NS, favours no prior history
Taylor 2015(209)	GBV perpetration	Prior history	Prior history	Sexual harassment perpetration prevalence (Building only)	Six months post-intervention (about eight months post-baseline)	Interaction OR 0.96, 95% CI (0.52, 1.75)	NS, favours prior history
Taylor 2015(209)	GBV perpetration	Prior history	Prior history	Sexual harassment perpetration prevalence (Building and classroom)	Six months post-intervention (about eight months post-baseline)	Interaction OR 1.04, 95% CI (0.59, 1.84)	NS, favours no prior history
Taylor 2015(209)	GBV perpetration	Prior history	Prior history	Sexual harassment perpetration frequency (Classroom only)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 0.98, 95% CI (0.69, 1.40)	NS, favours prior history
Taylor 2015(209)	GBV perpetration	Prior history	Prior history	Sexual harassment perpetration frequency (Building only)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 0.64, 95% CI (0.41, 0.99)	Favours prior history
Taylor 2015(209)	GBV perpetration	Prior history	Prior history	Sexual harassment perpetration frequency (Building and classroom)	Six months post-intervention (about eight months post-baseline)	Interaction IRR 1.10, 95% CI (0.72, 1.68)	NS, favours no prior history
Waterman 2021(216)	GBV victimisation	Age	Age	Past year sexual harassment and stalking	About 14 months post-baseline	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Waterman 2021(216)	GBV victimisation	Age	Age	Past year sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Age	Age	Past 2 months sexual harassment and stalking	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Age	Age	Past 2 months sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Boys v girls	Boys v girls	Past year sexual harassment and stalking	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Boys v girls	Boys v girls	Past year sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Boys v girls	Boys v girls	Past 2 months sexual harassment and stalking	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Boys v girls	Boys v girls	Past 2 months sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Ethnicity	Race	Past year sexual harassment and stalking	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Ethnicity	Race	Past year sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Ethnicity	Race	Past 2 months sexual harassment and stalking	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Ethnicity	Race	Past 2 months sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Poverty status	Poverty status	Past year sexual harassment and stalking	About 14 months post-baseline	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Waterman 2021(216)	GBV victimisation	Poverty status	Poverty status	Past year sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Poverty status	Poverty status	Past 2 months sexual harassment and stalking	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Poverty status	Poverty status	Past 2 months sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Sexual minority	Sexual orientation	Past year sexual harassment and stalking	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Sexual minority	Sexual orientation	Past year sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Sexual minority	Sexual orientation	Past 2 months sexual harassment and stalking	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV victimisation	Sexual minority	Sexual orientation	Past 2 months sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV perpetration	Age	Age	Past year sexual harassment and stalking	About 14 months post-baseline	Interaction coefficient -1.795, 95% CI (-3.533, -0.058), $p=0.043$	Favours younger
Waterman 2021(216)	GBV perpetration	Age	Age	Past year sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV perpetration	Age	Age	Past 2 months sexual harassment and stalking	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV perpetration	Age	Age	Past 2 months sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV perpetration	Boys v girls	Boys v girls	Past year sexual harassment and stalking	About 14 months post-baseline	$p=0.317$	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Waterman 2021(216)	GBV perpetration	Boys v girls	Boys v girls	Past year sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV perpetration	Boys v girls	Boys v girls	Past 2 months sexual harassment and stalking	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV perpetration	Boys v girls	Boys v girls	Past 2 months sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV perpetration	Ethnicity	Race	Past year sexual harassment and stalking	About 14 months post-baseline	p=0.571	NS
Waterman 2021(216)	GBV perpetration	Ethnicity	Race	Past year sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV perpetration	Ethnicity	Race	Past 2 months sexual harassment and stalking	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV perpetration	Ethnicity	Race	Past 2 months sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV perpetration	Poverty status	Poverty status	Past year sexual harassment and stalking	About 14 months post-baseline	p=0.696	NS
Waterman 2021(216)	GBV perpetration	Poverty status	Poverty status	Past year sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV perpetration	Poverty status	Poverty status	Past 2 months sexual harassment and stalking	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV perpetration	Poverty status	Poverty status	Past 2 months sexual assault and dating violence	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV perpetration	Sexual minority	Sexual orientation	Past year sexual harassment and stalking	About 14 months post-baseline	NS	NS

ID	Outcome domain	Equity domain	Group	Outcome definition	Timepoint	Findings	Greater impact on...
Waterman 2021(216)	GBV perpetration	Sexual minority	Sexual orientation	Past year sexual assault and dating violence	About 14 months post-baseline	Interaction coefficient 6.998, 95% CI (0.964, 13.031), p=0.023	Favours heterosexual students
Waterman 2021(216)	GBV perpetration	Sexual minority	Sexual orientation	Past 2 months sexual harassment and stalking	About 14 months post-baseline	NS	NS
Waterman 2021(216)	GBV perpetration	Sexual minority	Sexual orientation	Past 2 months sexual assault and dating violence	About 14 months post-baseline	NS	NS
Wolfe 2009(1)	DRV perpetration	Boys v girls	Boys v girls	PDV perpetration	2.5 years post-baseline	t=3.18, p=0.002; boys OR 2.77, 95% CI (1.39, 5.29) vs girls OR 1.02, 95% CI (0.61, 1.72) where OR>1 is protective	Favours boys

Study level mediation extraction

Table 20: Study-level mediation analysis data

ID	Population	Outcome domain	Outcome definition	Outcome timepoint	Mediators assessed	Mediator timepoint	Methods used	Results
Coker 2019(217)	Full sample	DRV perpetration	Physical dating violence	Longitudinal over four intervention years	Violence acceptance (rape myth acceptance, acceptance of dating violence), bystander actions (proactive, reactive/supportive)	Longitudinal over four intervention years	Adding potential mediators to school-level regressions yielded evidence of mediation if condition by time was no longer significant at p<0.01; testing violence acceptance first, then bystander mediators, then all mediators together	Violence acceptance does not mediate (p<0.0001 for condition by time interaction to p=0.0001), bystander actions do not mediate (to p<0.0001), both together do not mediate (to p=0.0005)
Coker 2019(217)	Full sample	DRV perpetration	Psychological dating violence	Longitudinal over four intervention years	Violence acceptance (rape myth acceptance, acceptance of dating violence), bystander actions (proactive, reactive/supportive)	Longitudinal over four intervention years	Adding potential mediators to school-level regressions yielded evidence of mediation if condition by time was no longer significant at p<0.01; testing violence acceptance	Violence acceptance mediates (p=0.0005 for condition by time interaction to p=0.03), bystander actions do not mediate (to p=0.001), both together mediate (to

ID	Population	Outcome domain	Outcome definition	Outcome timepoint	Mediators assessed	Mediator timepoint	Methods used	Results
							first, then bystander mediators, then all mediators together	p=0.11)
Coker 2019(217)	Full sample	GBV perpetration	All forms combined	Longitudinal over four intervention years	Violence acceptance (rape myth acceptance, acceptance of dating violence), bystander actions (proactive, reactive/supportive)	Longitudinal over four intervention years	Adding potential mediators to school-level regressions yielded evidence of mediation if condition by time was no longer significant at p<0.01; testing violence acceptance first, then bystander mediators, then all mediators together	Violence acceptance mediates (p=0.0003 for condition by time interaction to p=0.02), bystander actions do not mediate (to p=0.001), both together mediate (to p=0.07)
Coker 2019(217)	Full sample	GBV perpetration	Sexual harassment	Longitudinal over four intervention years	Violence acceptance (rape myth acceptance, acceptance of dating violence), bystander actions (proactive, reactive/supportive)	Longitudinal over four intervention years	Adding potential mediators to school-level regressions yielded evidence of mediation if condition by time was no longer significant at p<0.01; testing violence acceptance first, then bystander mediators, then all mediators together	Violence acceptance mediates (p=0.0003 for condition by time interaction to p=0.02), bystander actions do not mediate (to p=0.003), both together mediate (to p=0.09)
Coker 2019(217)	Full sample	GBV perpetration	Sexual violence	Second intervention year	Rape myth acceptance, bystander actions (proactive, reactive/supportive)	Longitudinal over four intervention years	Adding potential mediators to school-level regressions yielded evidence of mediation if condition by time was no longer significant at p<0.01; testing violence acceptance first, then bystander mediators, then all mediators together	Violence acceptance mediates (p=0.002 for condition by time interaction to p=0.05), bystander actions do not mediate (to p=0.01), both together mediate (to p=0.02)
Coker 2019(217)	Full sample	GBV perpetration	Sexual violence	Fourth intervention year	Rape myth acceptance, bystander actions (proactive, reactive/supportive)	Longitudinal over four intervention years	Adding potential mediators to school-level regressions yielded evidence of mediation if condition by time was no longer	Violence acceptance mediates (p=0.009 for condition by time interaction to p=0.06), bystander actions mediate

ID	Population	Outcome domain	Outcome definition	Outcome timepoint	Mediators assessed	Mediator timepoint	Methods used	Results
							significant at $p < 0.01$; testing violence acceptance first, then bystander mediators, then all mediators together	(to $p = 0.06$), both together mediate (to $p = 0.15$)
Coker 2019(217)	Full sample	GBV perpetration	Sexual violence	Longitudinal over four intervention years	Violence acceptance (rape myth acceptance, acceptance of dating violence), bystander actions (proactive, reactive/supportive)	Second intervention year	Path analysis	No evidence of mediation: non-significant paths to rape myth acceptance ($p = 0.48$) and proactive bystander actions ($p = 0.29$), but not reactive/supportive bystander actions ($p = 0.02$); non-significant paths from each mediator to outcome ($p = 0.40$, $p = 0.35$, $p = 0.17$ respectively)
Coker 2019(217)	Full sample	GBV perpetration	Stalking	Longitudinal over four intervention years	Violence acceptance (rape myth acceptance, acceptance of dating violence), bystander actions (proactive, reactive/supportive)	Fourth intervention year	Path analysis	No evidence of mediation: significant paths to rape myth acceptance ($p = 0.03$) but not proactive bystander actions ($p = 0.11$) or reactive/supportive bystander actions ($p = 0.78$); non-significant paths from each mediator to outcome ($p = 0.05$, $p = 0.07$, $p = 0.65$ respectively)
Espelage 2015(4)	Full sample	GBV perpetration	Homophobic name-calling	End of third intervention year	Delinquency behaviours	Longitudinal through end of second intervention year	Multilevel mediation with time nested in student nested in school; level 1 includes mediator growth curve and level 2 includes outcome variable; indirect effects estimated by product of coefficients test	Indirect effect (ind = -0.011, SE = 0.006) significant

ID	Population	Outcome domain	Outcome definition	Outcome timepoint	Mediators assessed	Mediator timepoint	Methods used	Results
Espelage 2015(4)	Full sample	GBV perpetration	Sexual harassment	End of third intervention year	Delinquency behaviours	Longitudinal through end of second intervention year	Multilevel mediation with time nested in student nested in school; level 1 includes mediator growth curve and level 2 includes outcome variable; indirect effects estimated by product of coefficients test	Indirect effect (ind=-0.041, SE=0.018) marginally significant (p=0.065)
Espelage 2017(7)	Illinois subsample	DRV victimisation	Teen dating violence victimisation	Longitudinal over fourth-sixth intervention years	School belonging	Longitudinal through end of third intervention year	Analysis uses slope of mediator for indirect effect on slope of outcome; analysis accounts for clustering; indirect effect estimated by product of coefficients	Indirect effect not significant
Espelage 2017(7)	Illinois subsample	DRV perpetration	Teen dating violence perpetration	Longitudinal over fourth-sixth intervention years	School belonging	Longitudinal through end of third intervention year	Analysis uses slope of mediator for indirect effect on slope of outcome; analysis accounts for clustering; indirect effect estimated by product of coefficients	Indirect effect not significant
Espelage 2017(7)	Illinois subsample	GBV victimisation	Homophobic teasing victimisation	Longitudinal over fourth-sixth intervention years	School belonging	Longitudinal through end of third intervention year	Analysis uses slope of mediator for indirect effect on slope of outcome; analysis accounts for clustering; indirect effect estimated by product of coefficients	Indirect effect not significant (ind=-0.001, p=0.347) as mediator-outcome relationship not significant
Espelage 2017(7)	Illinois subsample	GBV victimisation	Sexual harassment victimisation	Longitudinal over fourth-sixth intervention years	School belonging	Longitudinal through end of third intervention year	Analysis uses slope of mediator for indirect effect on slope of outcome; analysis accounts for clustering; indirect effect estimated by product of coefficients	Indirect effect significant at p<0.10 (ind=-0.005, p=0.086)
Espelage 2017(7)	Illinois subsample	GBV perpetration	Homophobic teasing	Longitudinal over fourth-	School belonging	Longitudinal through end	Analysis uses slope of mediator for indirect effect	Indirect effect significant at p<0.10 (ind=-0.004,

ID	Population	Outcome domain	Outcome definition	Outcome timepoint	Mediators assessed	Mediator timepoint	Methods used	Results
			perpetration	sixth intervention years		of third intervention year	on slope of outcome; analysis accounts for clustering; indirect effect estimated by product of coefficients	p=0.088)
Espelage 2017(7)	Illinois subsample	GBV perpetration	Sexual harassment perpetration	Longitudinal over fourth-sixth intervention years	School belonging	Longitudinal through end of third intervention year	Analysis uses slope of mediator for indirect effect on slope of outcome; analysis accounts for clustering; indirect effect estimated by product of coefficients	Indirect effect significant at $p < 0.10$ (ind=-0.004, $p=0.074$)
Foshee 1998(23)	Perpetration	DRV perpetration	Psychological abuse	One month post-intervention (end of first intervention year)	Negative consequences of DRV, awareness of services	One month post-intervention (end of first intervention year)	Individual-level analysis; check if intervention impact is attenuated by more than 20% when mediators included	Prescribed norms, gender stereotyping, awareness of victim services mediated intervention effects
Foshee 1998(23)	Primary prevention	DRV perpetration	Psychological abuse	One month post-intervention (end of first intervention year)	Prescribed norms, proscribed norms, negative consequences of DRV, conflict management skills, gender stereotyping	One month post-intervention (end of first intervention year)	Individual-level analysis; check if intervention impact is attenuated by more than 20% when mediators included	Prescribed norms, gender stereotyping, awareness of victim services, awareness of perpetrator services mediated intervention effects
Foshee 1998(23)	Full sample	DRV perpetration	Psychological abuse	One month post-intervention (end of first intervention year)	Prescribed norms, proscribed norms, positive consequences of DRV, negative consequences of DRV, conflict management skills, gender stereotyping, belief in need for help, awareness of services	One month post-intervention (end of first intervention year)	Individual-level analysis; check if intervention impact is attenuated by more than 20% when mediators included	Prescribed norms mediated intervention effects
Foshee 1998(23)	Perpetration	DRV perpetration	Sexual violence	One month post-intervention (end of first	Negative consequences of DRV, awareness of services	One month post-intervention (end of first	Individual-level analysis; check if intervention impact is attenuated by more than 20% when	Mediators did not impact intervention effect

ID	Population	Outcome domain	Outcome definition	Outcome timepoint	Mediators assessed	Mediator timepoint	Methods used	Results
				intervention year)		intervention year)	mediators included	
Foshee 1998(23)	Full sample	DRV perpetration	Sexual violence	One month post-intervention (end of first intervention year)	Prescribed norms, proscribed norms, positive consequences of DRV, negative consequences of DRV, conflict management skills, gender stereotyping, belief in need for help, awareness of services	One month post-intervention (end of first intervention year)	Individual-level analysis; check if intervention impact is attenuated by more than 20% when mediators included	Awareness of perpetrator services mediated intervention effect
Foshee 1998(23)	Full sample	DRV perpetration	Violence in the current relationship	One month post-intervention (end of first intervention year)	Prescribed norms, proscribed norms, positive consequences of DRV, negative consequences of DRV, conflict management skills, gender stereotyping, belief in need for help, awareness of services	One month post-intervention (end of first intervention year)	Individual-level analysis; check if intervention impact is attenuated by more than 20% when mediators included	Awareness of perpetrator services, negative consequences for using DRV mediated intervention effects
Foshee 2005(214)	Full sample	DRV victimisation	Moderate physical victimisation	Longitudinal through end of fourth intervention year	Prescribed norms, gender stereotyping, conflict management skills, belief in the need for help, awareness of community services	Longitudinal through end of fourth intervention year	Mediation was indicated if previously significant treatment effects became non-significant with inclusion of time-dependent mediating variables; block entry and individual entry of mediators was used	Prescribed norms (intervention effect $p=0.0005$ to $p=0.16$) and gender stereotyping (to $p=0.06$) mediate intervention effects, but not conflict management skills (to $p=0.0005$), belief in need for help (to $p=0.001$) or awareness of services (to $p=0.01$)
Foshee 2005(214)	Full sample	DRV perpetration	Moderate physical perpetration	Longitudinal through end of fourth intervention year	Prescribed norms, gender stereotyping, conflict management skills, belief in the need for help, awareness of	Longitudinal through end of fourth intervention year	Mediation was indicated if previously significant treatment effects became non-significant with inclusion of time-	Prescribed norms (intervention effect $p=0.02$ to $p=0.51$), gender stereotyping (to $p=0.19$) and awareness of services

ID	Population	Outcome domain	Outcome definition	Outcome timepoint	Mediators assessed	Mediator timepoint	Methods used	Results
					community services		dependent mediating variables; block entry and individual entry of mediators was used	(to $p=0.13$) mediate intervention effects, but not conflict management skills (to $p=0.02$) or belief in need for help (to $p=0.001$)
Foshee 2005(214)	Full sample	DRV perpetration	Psychological perpetration	Longitudinal through end of fourth intervention year	Prescribed norms, gender stereotyping, conflict management skills, belief in the need for help, awareness of community services	Longitudinal through end of fourth intervention year	Mediation was indicated if previously significant treatment effects became non-significant with inclusion of time-dependent mediating variables; block entry and individual entry of mediators was used	Prescribed norms (intervention effect $p=0.04$ to $p=0.09$) mediate intervention effects, but not gender stereotyping (to $p=0.05$), conflict management skills (to $p=0.04$), belief in need for help ($p=0.05$) or awareness of services (to $p=0.05$)
Foshee 2005(214)	Full sample	DRV perpetration	Severe physical perpetration	Longitudinal through end of fourth intervention year	Prescribed norms, gender stereotyping, conflict management skills, belief in the need for help, awareness of community services	Longitudinal through end of fourth intervention year	Mediation was indicated if previously significant treatment effects became non-significant with inclusion of time-dependent mediating variables; block entry and individual entry of mediators was used	Prescribed norms (intervention effect $p=0.04$ to $p=0.81$), gender stereotyping (to $p=0.34$), belief in need for help (to $p=0.07$) and awareness of services (to $p=0.15$) mediate intervention effects, but not conflict management skills (to $p=0.04$)
Foshee 2005(214)	Full sample	DRV perpetration	Sexual perpetration	Longitudinal through end of fourth intervention year	Prescribed norms, gender stereotyping, conflict management skills, belief in the need for help, awareness of community services	Longitudinal through end of fourth intervention year	Mediation was indicated if previously significant treatment effects became non-significant with inclusion of time-dependent mediating variables; block entry and individual entry of mediators was used	Prescribed norms (intervention effect $p=0.01$ to $p=0.46$), gender stereotyping (to $p=0.29$) and awareness of community services (to $p=0.08$) mediate intervention effects, but not conflict management skills ($p=0.01$) or belief in

ID	Population	Outcome domain	Outcome definition	Outcome timepoint	Mediators assessed	Mediator timepoint	Methods used	Results
								need for help (p=0.03)
Joppa 2016(25)	Baseline daters	DRV victimisation	Total DV victimisation	Three-month follow-up	Approval of retaliatory aggression, dating attitudes, DV knowledge	Post-intervention (one week post-baseline)	Boostrapped analysis using INDIRECT macro; indirect effects estimated	Approval of retaliatory aggression (ind=-0.37, 95% CI [-0.78, -0.10]) and dating attitudes (ind=-0.30, 95% CI [-0.70, -0.02]) but not DV knowledge (ind=-0.09, 95% CI [-0.63, 0.26]) mediate intervention effect
Joppa 2016(25)	Baseline daters	DRV perpetration	Total DV perpetration	Three-month follow-up	Approval of retaliatory aggression, dating attitudes, DV knowledge	Post-intervention (one week post-baseline)	Boostrapped analysis using INDIRECT macro; indirect effects estimated	Approval of retaliatory aggression (ind=-0.32, 95% CI [-0.70, -0.07]) but not dating attitudes (ind=-0.30, 95% CI [-0.67, 0.00]) or DV knowledge (ind=-0.12, 95% CI [-0.94, 0.28]) mediate intervention effect
Jouriles 2019(9)	Full sample	Bystander	Observed bystander behavior	Six-month follow-up	Self-efficacy	One-week follow-up	Multilevel mediation with random effects for all relationships; completely standardised indirect effects calculated using distribution of products test	Non-significant relationship between mediator and outcome
Jouriles 2019(9)	Full sample	Bystander	Self-reported bystander behavior	Six-month follow-up	Self-efficacy	One-week follow-up	Multilevel mediation with random effects for all relationships; completely standardised indirect effects calculated using distribution of products test	Indirect effect (ind=7.93, 95% CI [0.46, 19.06]; standardised 0.02) was significant

Extra information for RQ3 [cost and resource studies]

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Included reports

Seven studies evaluating eight interventions for DRV or GBV reported cost or resource use data: six(1, 2, 39, 219-221) reported costs and resource use associated with implementing interventions, and two studies(220, 222) reported estimated cost savings of the intervention in terms of costs averted. Three interventions(1, 220, 221) were intending to target DRV, and four interventions were intending to target both DRV and GBV outcomes.(2, 39, 219, 222) One intervention (The Fourth R) was evaluated in two of the included studies.(1, 220) An overview of the included studies is presented in Table 21. Four(1, 2, 39, 219) of the included studies are related to trials included elsewhere in the review, and reported either outcome evaluation or process evaluation data.

Study design characteristics for the cost and resource use studies are reported in Table 21. There was commonly a lack of information reported across publications about the characteristics of interventions that formed the basis for costing, including the amount of time required to implement the intervention, the involvement of school and/or external staff, the involvement of external stakeholders, and the materials required. The intervention characteristics reported within publications are described in Table 22.

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Table 21: Overview of studies reporting cost and/or resource use data associated with interventions for DRV and GBV

Studies	Study Design	Study methods	Location	Demographic Details	Age Groups (% male)	Sample Size
Bush 2018(219)	Cluster RCT	Costs classified as start-up or ongoing. Interviews and analysis of budgets used to collect data. Educators and supervisors asked to estimate time spent on activities related to the program.	USA; Kentucky	26 schools. 52% eligible for reduced/free school meals. >80% White. Average graduation and college enrolment rates were 73.9% and 57.5% respectively.	14-18 (NR)	28 educators, 2559 students
Cissner 2014(2)	Cluster RCT	'Start Strong Bronx' provided cost estimates for the experimental schools in the study. Methods used unclear.	USA; The Bronx (NYC)	Grade 7 students from 13 urban public middle schools. Predominantly Hispanic (73%) and Black (30%) from low income households. Economic need index between 0.76-1.06. 80% heterosexual, 5% bisexual and 15% uninterested in dating/sex. 8% sexually active, 57% had ever dated, 45% dated in last 3 months.	12 (45%)	709 students
Crooks 2017(220)	Case studies	Presented 4 case studies in different geographical regions and in different stages of program implementation. Quantified both costs and benefits of the intervention in US dollars.	Canada; Southern Ontario, Canadian Northwest Territories, Alberta	Grade 7, 8 and 9 students. Demographic characteristics varied across the four case studies.	12-17 (NR)	20803
Jones 2021(222)	Secondary data analysis of two RCTs	Authors used rates of dating abuse to estimate the number of events that had been avoided as a result of the intervention. Costs avoided are based solely on sexual assaults avoided rather than other kinds of dating abuse.	USA; California and Pennsylvania	Urban public high schools in California; mix of public and private middle schools in Western Pennsylvania. Only included male participants in organised sports.	11-18 (100%)	2493
Luo 2020(221)	Cost estimates based on public health departments and contractors	Estimated implementation costs across 4 sites over 4 years based on data from local public health departments and contractors funded by CDC. Also used known/estimated material costs from 2019. Salary estimates taken from each site/year during demonstration project.	USA; Alameda County, Baltimore, Broward County and Chicago	6 th , 7 th and 8 th grade students across four large urban areas. Most were black (55%) or Hispanic (28%).	11-14 (NR)	Range of student numbers by year and site: Dating Matters – 599-6641 Safe Dates – 146-1968

Studies	Study Design	Study methods	Location	Demographic Details	Age Groups (% male)	Sample Size
Meiksin 2020(39)	Pilot RCT	Costs for NSPCC trainer and school staff time taken from employer. Unit costs of health services taken from NHS Reference Costs, British National Formulary, New Economy Manchester Unit Cost Database and Unit Costs of Health and Social Care. Unit costs for criminal justice taken from UK Home Office. Accounted for resource including trainer travel, classrooms required and costs to cover teachers during training.	England	Year 9 and 10 students from four state schools in southern England with varying levels of deprivation (mean income deprivation affecting children index score of 0.23). The majority (46.8%) of students were white British; 39.9% reported no religion while 22.8% were Christian; 71.7% had some dating experience and 44% had a partner in the last 12 months; 84.2% were heterosexual, 2.7% homosexual and 5.1% bisexual.	14-17 (51.5%)	1529 students
Wolfe 2009(1)	Cluster RCT	Used cost of teacher release time for 1 day of training plus the cost of curriculum and video resources. Also included costs of incentives.	Canada; Southwest Ontario	Grade 9 students in 20 public schools with a mix of rural and urban areas. Predominantly White and from two-parent households. 60% had dated in the previous 12 months.	14-15 (47%)	1722

Table 22: Structure of included interventions (cost/resource use evaluation)

Author year	Intervention	Intervention target (DRV or GBV)	Duration of intervention	Intervention Summary
Bush 2018(219)	Green-Dot	Both	5 years. One student assembly/speech each year, followed by 4-6 hours' of training with selected students.	Aimed to engage potential bystanders to act to reduce sexual violence and related forms of interpersonal violence. Male and female students were trained to recognise situations and behaviours that can contribute to violence and determine actions they could safely take to reduce the likelihood or effect of violence. The majority of target students in the school (>50%) received an introductory 'persuasive' speech from an external speaker on the role of bystander intervention and 'green' vs. 'red dot' behaviours. Then teachers select 10-15% of students they considered to be 'leaders' in the school who received training (5 hours) to recognise situations and behaviours that can contribute to violence and determine actions they could safely take to reduce the likelihood or effect of violence.
Cissner 2014(2)	Stay Strong Bronx (adaptation of the Fourth R)	Both	21x 45-minute lessons	Stay Strong Bronx is an adaptation of The Fourth R, which is a program designed to promote healthy behaviors related to dating, sexual behavior, bullying, and substance use. In this version, the program was adapted for shorter 45-minute lessons, and was delivered in both sex-segregated and sex-mixed classes. The wording in classes was also adapted for 7th grade students and to make it more relevant to an 'urban' population.
Crooks	The Fourth R	DRV	21 – 22 x 75-minute lessons	The Fourth R is a program designed to promote healthy behaviors related to dating,

Author year	Intervention	Intervention target (DRV or GBV)	Duration of intervention	Intervention Summary
2017(220)				sexual behavior, bullying, and substance use. This version was conducted with grade 7, 8 and 9 students, and comprised three units to address violence, substance use, and healthy sexuality/sexual behaviour. Limited information was reported about the intervention as delivered in this evaluation, and it was assumed that the intervention was consisted with the original manual. According to this, sex-segregated classes were delivered by teachers, guided by detailed lesson plans, video resources, role-play exercises, rubrics, and handouts were provided for all lessons. Teachers received a 6-hour training workshop taught by an educator and a psychologist to review the materials and participate in skill-building exercises for engaging youths. Information was provided for parents during grades 7, 8 and 9 orientation and in the form of 4 newsletters. Student-led "safe school committees" were established.
Wolfe 2009(1)	The Fourth R	DRV	21 x 75-minute lessons	The Fourth R is a program designed to promote healthy behaviors related to dating, sexual behavior, bullying, and substance use. This version was conducted with grade 9 students, and comprised three units to address violence, substance use, and healthy sexuality/sexual behaviour. Limited details were provided about the intervention delivered in this evaluation, and therefore it was assumed that the intervention was delivered according to the manual. Accordingly, sex-segregated classes were delivered by teachers, guided by detailed lesson plans, video resources, role-play exercises, rubrics, and handouts were provided for all lessons. Teachers received a 6-hour training workshop taught by an educator and a psychologist to review the materials and participate in skill-building exercises for engaging youths. Information was provided for parents during grade 9 orientation and in the form of 4 newsletters. Student-led "safe school committees" were also established.
Jones 2021(222)	Coaching boys into men	Both	12 topics covered over 3 months	Coaching Boys into Men (CBIM) is a dating abuse and sexual violence prevention program delivered by athletic coaches to male student athletes. Coaches received a 60-minute training session, and eleven 'training cards' to guide brief (10-15-minute) weekly discussions with athletes. Topics included respectful language and behaviour, encouraging intervention when witnessing peers' harmful behaviour, preventing DRV, and challenging 'hyper-masculine' behaviours. An advocate was available to assist coaches with concerns that arise during program delivery, including disclosures.
Luo 2020(221)	Dating Matters	DRV	3 years with 7 session in 6 th and 7 th grade and 10 sessions in 8 th grade.	Dating Matters is a multi-component DRV prevention intervention. In classrooms 6 th – 8 th grade students received classes about healthy relationships and assisted youth in practicing healthy relationship skills. Training is also provided for parents and teachers/school personnel. A youth communications program was established that reinforced messaging about healthy relationships using 'near-peer' ambassadors with community activities, printed materials, and digital resources. Local health departments were also assisted to assess and build capacity for DRV prevention, including tracking local policy and indicator data. The intervention comprised delivery

Author year	Intervention	Intervention target (DRV or GBV)	Duration of intervention	Intervention Summary
				by both external and internal staff, with peer delivery.
Luo 2020(221)	Safe Dates	DRV	10x 45-minute classes in 8 th Grade.	Safe dates is an intervention addressing attitudes and behaviours associated with DRV. Typically includes a theatre program and training for parents, though limited information described for this evaluation. Program materials were sent to parents, but these were not described.
Meiksin 2020(39)	Project Respect	Both	2 years, including 8 class-based lessons.	A manualised, multicomponent, DRV intervention implemented by the NSPCC. Training was provided by the NSPCC for governors and key school staff to enable them to plan and deliver the intervention in their schools, review school policies to help reduce gender-based harassment and DRV, and increase staff presence in 'hotspots' for these behaviours. Staff who received the training subsequently trained other school staff in safeguarding to prevent, recognise and respond to gender-based harassment and DRV. Written information was provided for parents on the intervention and advice on preventing and responding to DRV. The Circle of 6 app, with the appearance of a games app, was launched to help individuals contact support if threatened by or experiencing DRV. A classroom curriculum delivered by teachers to students aged 13–15 years, including student-led campaigns.

Quality assessment and study limitations

No formal quality assessment of the included studies was conducted. The majority of the trials on which the economic evaluations were based were associated with risk of bias concerns during quality appraisal for RQ3 (outcome evaluation). Notably, missing data,(44) deviations from the trial protocol(2) or the lack of an available protocol,(1, 12) and the validity of effectiveness measures used(12, 40, 141) were areas of concern. The study by Meiksin et al.(39) was considered to be at a low risk of bias in all domains assessed.

Specific to the cost and resource data reported, there were a number of further limitations common to the studies. The main issues were heterogeneity in the outcomes reported, and a lack of detail about the way these were derived and calculated. Heterogeneity in the outcomes across studies is exemplified by the results reported by the three studies that evaluated the Fourth R intervention,(1, 2, 220) as shown in Table 23, where limited comparison of costs could be made. Itemised costs were rarely reported, and where they were there was a lack of clarity about what they referred to (e.g. ‘training; or ‘materials’). The majority of outcomes were also reported as local costs, rather than as resource use that could then be translated for new settings (e.g. the number of new sets of materials required in each year the intervention was implemented). Another limitation was a high level of missing data in the studies, and the short follow-up of most studies that would not be able to account for any potential savings in costs where schools continue to implement interventions. Finally, the evidence was limited to schools in the UK, USA and Canada, and therefore this had limited generalisability to LMICs, and to countries with different educational settings and funding systems.

Results of included studies

Data reported by the included studies are presented in Table 23, with total costs reported by studies shown in Table 24.

Table 23: Cost and resource use of evaluated interventions

Studies	Intervention name	Resource use	
Bush 2018(219)	Green-dot bystander intervention	<p>Cost for 13 schools: Cost of purchasing program and training two people to train educators - \$20,000 (first two years only) Consulting fee - \$4,500 per year (first 4 years only) Travel - \$15,360 per year Supplies - \$11,300 per year Coaching of subset of children - \$25,000 per year (no coaching in year 1) Educators – range from \$254,470-\$284,407 per year Time – educators/supervisors spent a median of 37.5/45.0 hours respectively over the school year</p>	
Cissner 2014(2)	Fourth R Curriculum	<p>Costs according to creators: Teacher Binder (includes cards; a DVD with role-play examples; two DVDs with skills for effective relationships; and a CD-ROM with handouts, overheads, a unit test, and other resources for printing) - \$135 each 4 DVDs - \$325 per set Youth Safe Schools Committee Manual - \$25 each 1-day, off-site teacher training workshop - \$150 per person 1-day, on-site teacher training workshop - \$1,500 per 25 participants (plus trainer travel expenses) 1.5-day, on-site master trainer training - \$12,500 for 25 participants plus trainer travel expenses Master Trainer Manual (includes fidelity checklists) - \$150 each 2-day, on-site consultation - \$2,000 (plus travel expenses) Phone and email support - free Student Satisfaction Questionnaire - free Teacher Implementation Questionnaire - free</p>	<p>Actual cost for 10 schools: 20 binders: \$75/each = \$1,500 15 sets of materials: \$90 per set x 15 = \$1,350 20 teachers paid to attend training: \$95 x 20 teachers = \$1,900 Food for teacher training: \$1,000 Master Trainers: \$1,015 Time – teacher training was 6 hours. Delivery was 26 hours. Unclear whether further time was taken for preparation or other activities.</p>
Crooks 2017 (NW Territories case study during initial implementation)(220)	Fourth R Curriculum	<p>Costs over first 5 years (115 students in years 1 and 2, 265 in year 3 and 416 in years 4 and 5): Adaptation of curriculum to include Dene perspective - CA\$5,000 Development of localised video resources (3 videos/locations) - CA\$21,350 Materials – hard copies - CA\$19,100 Materials – e-licensing copies - CA\$1,600 Trips for national education co-ordinator - CA\$40,000 Other trips - CA\$20,000 N.W.T. co-ordinator - CA\$50,000 Focus groups and report writing - CA\$10,000</p>	

Studies	Intervention name	Resource use
		Developing master trainers - CA\$4,630
Luo 2020(221)	Dating matters prevention model	Staff: Prevention lead 1.0 FTE* - \$55,000-\$85,000 DM coach 0.5 FTE* - \$17,500-37,500 Policy lead 0.1 FTE* - \$5,500-\$8,500 Data collection lead 0.1 FTE* - \$5,500-\$8,500 Staff at lead organisation - \$93,500-\$134,500 Youth program facilitator - \$0-\$55,000 Parent program facilitator 0.5 FTE* - \$7,500-\$27,500 I2i youth communication program - \$8,750-\$13,750 Printed materials; 6 th grade - \$195-\$2,249 7 th grade - \$173-2,364 Coach materials - \$3 Facilitator materials - \$3 Parent materials - \$21-\$395
	Safe dates program	Youth program facilitator 0.33 FTE* - \$0-\$18,333 Curricula - \$245 (first year only) Facilitator guide - \$7 Student handouts - \$219-\$2,952
Meiksin 2020(39)	Project Respect	Training Costs: NSPCC-delivered training travel and delivery time – 19 hours 13 minutes, £31.07 hourly cost of trainer time Teach time for training (on average 8 teachers per school) – 3 hours 38 minutes, £31.15 hourly cost of teacher time All staff training (on average 76 staff) – 47 minutes, average of £21.86 hourly rate Trainer preparation and delivery – 7 hours 17 minutes, £31.15 hourly cost
Wolfe 2009(1)	Fourth R Curriculum	Teacher training – 6 hours (CA\$200 per teacher) Intervention delivery – 28 hours Materials – mean of CA\$700 per school or CA\$175 per teacher

*assumes a 40-hour working week

Table 24: Total costs for interventions as reported by studies

Studies	Intervention	Total Costs
Cissner 2014(2)	Fourth R Curriculum	\$12.21 per student or \$676 per school per year
Wolfe 2009(1)	Fourth R Curriculum	CA\$16 per student in first year (one time cost)
Crooks 2017(220)	Fourth R Curriculum	CA\$129/student in first 5 years in most expensive of the three case-studies. Reducing to CA\$2-\$33 per student going forward (varies by case study).
Meiksin 2020(39)	Project Respect	Total cost NR
Bush 2018(219)	Green-dot bystander intervention	\$123,735 per school (\$49.93 per student) over 5 years
Luo 2020(221)	Dating Matters	\$175,452 per school (£145.40 per student).
	Safe Dates	\$12,148 per school per year (\$38.14 per student).

Key drivers of costs

Across studies, the most substantial cost for implementing DRV and GBV interventions was the salary of facilitators, including time to deliver the intervention, as well as time for training and preparation. Costs of the intervention were higher when schools hired external facilitators to deliver the intervention; for example, Luo et al, (2020)(221) reported that the cost per student for delivering the intervention ranged from \$1.54 to \$44.81 across sites, according to whether schools hired external facilitators. The cost of hiring external staff sometimes included travel expenses, but generally costs were lower for in-house staff as analyses did not account for the opportunity cost to schools of diverting teaching staff from their other responsibilities.

The cost of implementing interventions was generally highest in the first year, when the costs of staff training and acquiring program materials would be highest. Where evaluations adapted interventions to suit the local school context, for example by adapting the curriculum or creating locally-specific video materials,(220), this was associated with considerable costs at the outset.

Staff turnover after the first year was also a key driver of costs, due to the expense of re-training replacement staff. Two studies reported high staff turnover during the time of the evaluation, one(219) with external facilitators and one(220) with in-house teaching staff. The reasons for staff turnover was considered to be due to the broader context of the intervention, rather than caused by implementing the intervention. Schools in contexts with a high level of staff turnover may therefore need to anticipate higher re-training costs.

Not all studies reported whether materials were re-usable in subsequent years of the intervention, though Crooks et al, (2017)(220) reported that freely accessible materials that schools were able to print themselves were associated with a meaningful reduction in costs. However, the cost of materials used to run programs, such as handouts, DVDs and manuals are another commonly reported cost in the available literature. However, the cost of materials is low when compared with the salaries and training described above.

Scalability

Two studies(219, 220) demonstrated that intervention costs per student can be reduced where they can be shared across a larger number of students. Crooks et al, (2017)(220) found that costs were increased as a result of smaller class sizes and the distribution of schools over a larger geographical area. Similarly, Bush (2018)(219) reported that while costs to implement Green Dot over the first five years were \$1.6 million for 13 schools (i.e. \$123,000 per school), the cost of subsequently adding another school was \$25,510 as there would be no start-up costs. Cissner et al. (2014)(2) further

reported that large scale intervention may deliver greater benefits through diffusion of the intervention effects to students who did not receive the intervention.

Costs of Incentives

Costs to directly incentivise schools, teachers, parents and students to engage with the interventions for the purposes of the research were used in two of the studies. It is unclear if schools would wish to provide similar financial incentives, which would represent an additional cost. However, this may be a consideration for schools seeking to encourage participation; for example, Meiksin et al, (2020)(39) reported that a financial incentive was introduced during the evaluation due to low participation of parents. Financial incentives may be a consideration for interventions that require the participation of parents or other stakeholders, or are being implemented in areas of high deprivation.

Potential savings in the long term

Crooks et al. (2017)(220) estimated the potential cost savings that may be offered by implementing the Fourth R. The authors estimated savings of CA\$32 per student for reduced physical dating violence, and CA\$1,978 per student in avoided costs of violent delinquency in the long term. These costs do not include the potential costs of GBV, or other long-term offending behaviour. However, these cost savings are nevertheless considerably higher than the total cost of implementing the Fourth R reported by the included studies. Jones et al. (2021)(222) estimated that the implementation of an athletic coach-delivered program for boys avoided 85 dating abuse incidents in high school students and 49 in middle school students over the course of three months. Across 1000 students, this was considered to result in estimated savings of \$2.5 million, or \$2,500 per student. These estimations of long-term cost savings are based on effectiveness data from a single trial, and therefore savings may vary widely according to the effectiveness of the intervention at a new trial site. It was also shown that cost savings could vary widely across population subgroups within trials; for example Crooks et al. (2017)(220) reported greater cost savings amongst those students who had dated prior to the intervention (from CA\$32 to CA\$53).

Extra information for RQ5

Network meta-analysis

Table 25. Rankings for consistent network meta-analysis models

Rank	Control	Single-component	Curriculum	Multi-component	Multilevel
DRV victimisation short-term					
Best	0.2	45.3	20.4	5.7	28.4
2nd	4.8	24.7	14.8	12.3	43.4
3rd	25.7	20.8	18.7	15.8	19
4th	45.4	6.8	12.5	27.3	8
Worst	23.9	2.4	33.6	38.9	1.2
Mean rank	3.9	2	3.2	3.8	2.1
SUCRA	0.3	0.8	0.4	0.3	0.7
DRV victimisation long-term					
Best	0	90.3	4.8	1.1	3.8
2nd	0.4	6.6	21.6	17.7	53.7
3rd	12.5	2.3	23	26.9	35.3
4th	44.7	0.4	18.3	30	6.6
Worst	42.4	0.4	32.3	24.3	0.6
Mean rank	4.3	1.2	3.5	3.6	2.5
SUCRA	0.2	1	0.4	0.4	0.6
DRV perpetration short-term					
Best	0.5	54.1	17.6	3.9	23.9
2nd	2.6	24.1	25.7	9.5	38.1
3rd	14.2	15.7	26.9	17	26.2
4th	44.9	4.7	11.9	30.6	7.9
Worst	37.8	1.4	17.9	39	3.9
Mean rank	4.2	1.8	2.9	3.9	2.3
SUCRA	0.2	0.8	0.5	0.3	0.7
DRV perpetration long-term					
Best	0	90.7	2.6	5.4	1.3
2nd	0.7	6.4	15.1	49.5	28.3
3rd	9.1	1.9	14.9	25.6	48.5
4th	38.2	0.9	25.7	15	20.2
Worst	52	0.1	41.7	4.5	1.7
Mean rank	4.4	1.1	3.9	2.6	2.9
SUCRA	0.1	1	0.3	0.6	0.5
GBV victimisation short-term					
Best	0	16.7	78.1	2.6	2.6
2nd	0.8	37.7	16.9	15.4	29.2
3rd	10.8	19.7	3.1	27	39.4
4th	39.1	14.3	1.3	27.6	17.7
Worst	49.3	11.6	0.6	27.4	11.1
Mean rank	4.4	2.7	1.3	3.6	3.1

Rank	Control	Single-component	Curriculum	Multi-component	Multilevel
SUCRA	0.2	0.6	0.9	0.3	0.5

Table 26. Network meta-regressions for DRV victimisation and perpetration outcomes

Intervention	OR (95% CI)	Intervention	OR (95% CI)
Short-term		Long-term	
DRV victimisation: LMIC			
Single-component	0.88 (0.74, 1.03)	Single-component	0.60 (0.41, 0.88)
Curriculum	0.97 (0.68, 1.40)	Curriculum	0.83 (0.51, 1.34)
Multi-component	1.01 (0.83, 1.23)	Multi-component	0.94 (0.72, 1.22)
Multilevel	0.90 (0.74, 1.09)	Multilevel	0.74 (0.57, 0.98)
LMIC	0.96 (0.65, 1.43)	LMIC	1.27 (0.85, 1.91)
DRV victimisation: percentage female			
Single-component	0.88 (0.74, 1.03)	Single-component	0.58 (0.43, 0.76)
Curriculum	0.91 (0.64, 1.31)	Curriculum	1.03 (0.78, 1.36)
Multi-component	1.04 (0.85, 1.27)	Multi-component	0.94 (0.80, 1.11)
Multilevel	0.88 (0.74, 1.04)	Multilevel	0.85 (0.73, 0.98)
Percentage female	1.06 (0.96, 1.16)	Percentage female	0.8 (0.67, 0.96)
DRV perpetration: LMIC			
Single-component	0.81 (0.64, 1.02)	Single-component	0.57 (0.40, 0.82)
Curriculum	0.95 (0.70, 1.31)	Curriculum	0.82 (0.52, 1.30)
Multi-component	1.00 (0.80, 1.25)	Multi-component	0.83 (0.66, 1.05)
Multilevel	0.91 (0.71, 1.18)	Multilevel	0.73 (0.55, 0.96)
LMIC	0.83 (0.54, 1.27)	LMIC	1.44 (0.97, 2.16)

Table 27. Network meta-regressions for GBV victimisation and perpetration outcomes

Intervention	OR (95% CI)	Intervention	OR (95% CI)
Short-term		Long-term	
GBV victimisation: LMIC			
Single-component	0.86 (0.65, 1.15)		
Curriculum	0.74 (0.48, 1.15)	Curriculum	0.78 (0.47, 1.30)
Multi-component	0.95 (0.77, 1.18)	Multi-component	0.89 (0.71, 1.10)
Multilevel	0.93 (0.69, 1.25)	Multilevel	0.85 (0.61, 1.19)
LMIC	0.95 (0.63, 1.42)	LMIC	1.23 (0.79, 1.89)
GBV victimisation: percentage female			
Single-component	0.88 (0.72, 1.08)		
Curriculum	0.89 (0.62, 1.29)	Curriculum	0.86 (0.60, 1.22)
Multi-component	0.87 (0.73, 1.04)	Multi-component	0.89 (0.73, 1.09)
Multilevel	0.86 (0.73, 1.01)	Multilevel	0.97 (0.78, 1.19)
Percentage female	0.92 (0.84, 1.01)	Percentage female	1.21 (0.89, 1.65)
GBV perpetration: LMIC			
Single-component	1.00 (0.93, 1.07)		
Curriculum	0.85 (0.74, 0.97)	Curriculum	0.67 (0.33, 1.33)
Multi-component	0.93 (0.85, 1.02)	Multi-component	0.89 (0.69, 1.14)
Multilevel	0.85 (0.75, 0.97)	Multilevel	0.79 (0.45, 1.38)
LMIC	1.33 (0.97, 1.83)	LMIC	1.28 (0.67, 2.45)

List of excluded studies

Total excluded studies (n=541)

Conference abstracts (n=35)

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Errata/corrections (n=2)

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