Addressing school-related gender-based violence
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Objectives

The objectives of this tool are to:

• introduce the topic of school-related gender-based violence (SRGBV);
• provide guidance on steps to address it;
• provide advice on how to carry out situation analyses in your context.

Key information

Setting the scene

Figure 1: School-related gender based violence

(Source: UNESCO/UN Women, 2016)
Box 1

Key terms

The following terms will be used in this tool:

**School-related gender-based violence (SRGBV)**

This concerns all forms of violence, including fear of violence, that occur in education contexts such as schools and on the journey to and from school, and which result or are likely to result in physical, sexual or psychological harm of children.

**Sexual orientation, gender identity and expression (SOGIE)**

This relates to all forms of violence (explicit and symbolic forms of violence), including fear of violence, that occur in relation to bias against sexual orientation, gender identity and expression. It is based on stereotypes, roles, or norms, attributed to or expected of children because of their sexual orientation or gender identities.

**Cyber-bullying**

This is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

**Online grooming**

This is behaviour used to target and prepare children and young people for sexual abuse and sexual exploitation through online channels. It is often subtle and difficult to recognize.

**Trolling**

This is the practice of deliberately provoking others through inflammatory language and upsetting content – usually online. It is often synonymous with online harassment.

Although it is a challenge to measure the extent of school-related gender-based violence (SRGBV), it is estimated that 246 million girls and boys are harassed and abused in and around school each year (UNGEI, see Figure 1). It occurs in all countries and cuts across cultural, geographic and economic differences in societies.

SRGBV can be defined as acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics. SRGBV can be compounded by marginalization and other vulnerabilities.

In every country and region of the world where SRGBV has been studied, incidents have been reported yet data remains limited in terms of both coverage and scope. The lack of understanding surrounding the concept and the sensitive nature of the issues impedes appropriate responses (UNESCO/UN Women, 2016).

SRGBV violates children’s fundamental human rights and is a form of gender discrimination. Children have the right to be protected from all forms of violence, including in their school lives. Experiencing SRGBV can compromise a child’s well-being, their physical and emotional health, as well as harming their cognitive and emotional development. Evidence suggests that SRGBV can also have long-term and far-reaching consequences for young people who have witnessed such violence. They may grow up to repeat the behaviour that they have 'learned' and to regard it as acceptable (UNESCO/UN Women, 2016).

Governments have signed international agreements that seek to protect children and women from violence, including the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1981), and the CRC (1989). There is recognition of the impact of SRGBV on education in the Incheon Declaration and this is reflected in the Sustainable Development Goals; SDG 4.4 and 4.7 (see Box 2).

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1 Major international frameworks, such as the United Nations Declaration of Human Rights, CEDAW, and the Fourth World Conference on Women (also known as the Beijing Platform for Action), denounce violence and call for measures to protect all human beings, especially women and girls, from all forms of violence.
Box 2
SRGBV and the Sustainable Development Goals

Incheon Declaration, Article 8
“We recognize the importance of gender equality in achieving the right to education for all. We are therefore committed to supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender based discrimination and violence in schools.”

Sustainable Development Goal 4.a
“Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.”

Sustainable Development Goal 4.7
“Ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

Forms of SRGBV
Despite legislation, children and adults continue to be exposed to SRGBV across the Asia-Pacific region. SRGBV is hard to research. It usually takes place away from the public eye, and those who experience it may be afraid to speak out or may perceive it as socially tolerable. This is especially true for the Asia-Pacific region where there are limited child protection standards and services. Sexual abuse and violence are under-studied and under-reported in the region (UNESCO, 2015).

However, some common forms of SRGBV identified in one regional assessment (UNESCO, 2015) include: physical violence and abuse; sexual violence and abuse; psychosocial violence and abuse; bullying including cyber-bullying; and corporal punishment. These different forms of sexual violence and abuse often overlap (see Figure 2).

SRGBV is one important and pervasive form of school violence. Gender is a key driving factor behind many forms of violence, and using a gender lens to look at violence can help when developing prevention and response approaches.

Figure 2: Forms of SRGBV

(Source: Adapted from UNESCO/UNGEI, 2015).
Self-study and/or group activity

Map incidence of violence in your school

Working on your own or in small groups, carry out the following activity. Groups may want to use flipchart paper for their maps.

**Step 1**

Think about the various forms gender-based violence can take. Brainstorm the sorts of incidents that could happen in a school environment. For example, corporal punishment might include caning; bullying might include ostracizing someone from a group.

**Step 2**

- Draw a map of your local school (or a school you know well).
- Include the streets, pathways and buildings around the school.
- Include the different routes that students take to school and the different modes of transport they use (e.g. walking, bus, taxi, etc.).
- Be creative.
- Label the different parts of the map if necessary.
- Think about:
  - Which places in and around the school are safe and friendly for all students? Mark these places in one colour.
  - In which places in and around the school do students witness or experience violence (e.g. in the classroom, toilets, dormitories, teacher’s residences, playgrounds, the sports fields, the roads and areas near schools)? Mark these places in another colour.
  - What types of violence happen in these places?

- Place symbols on the map to indicate the different kinds of violence, and make a key to indicate what each symbol means. For example:
  - ○ psychological violence
  - ◆ verbal violence
  - □ physical violence
  - x sexual forms of violence or sexual harassment.

**Step 3**

- If the activity is being done by groups, ask one or two groups to present their maps to everyone. Use the following questions to guide a discussion:
  - Do girls and boys experience violence in the same places in school?
  - Where is violence most likely to occur?
  - Why do people get away with violence in these places?
  - What will it take to stop this violence?

We can sometimes see patterns in where and when the violence takes place. Identifying the patterns of SRGBV can help in developing strategies to stop the violence and create safe spaces for everyone.

Adapted from UNESCO. 2016a. Connect with Respect.
Causes and impact of SRGBV

The causes of SRGBV are not linked to any particular culture, tradition or institution, but are structural in nature. SRGBV is sustained and driven by social norms, deep-rooted beliefs and behaviours that shape gender and authority.

Part of a bigger picture

The acceptance of corporal punishment in schools is often part of a wider tolerance towards violence in the community and at home (Leach et al, 2014). Teachers’ attitudes towards the acceptance of corporal punishment can support the institutionalization of violence in schools. Adult violence can, in turn, legitimize the violent behaviours of children and perpetuate an intergenerational cycle of violence. Some cultures have norms such as family honour, sexual purity, and shame, which socially sanction domestic violence (UNESCO, 2014). These norms help create a context in which there is social acceptance of GBV and may include hitting a wife or intimate partner in certain situations, or even killing girls and women who are considered to have brought shame to their families.

Different experiences

Young people have different experiences of SRGBV depending on their sex, gender identity, country and context. For example, research shows that girls are more likely to experience psychological bullying, cyber-bullying, sexual violence and harassment. On the other hand, boys often face higher rates of corporal punishment than girls, and are expected to take it ‘like a man’ (Pinheiro, 2006; UNESCO/UNGEI, 2015; UN, 2016). There is also a growing body of evidence that indicates most LGBTI (lesbian, gay, bisexual, transgender and intersex) students report having experienced bullying or violence on the basis of their sexual orientation or gender identity and expression (SOGIE), (Plan/ICRW, 2015; UNESCO, 2012; UNESCO, 2014). Children and young people who are perceived as resisting, or as not fitting into traditional or binary gender norms, are at high risk of violence. Under the umbrella of GBV, this is now recognized as a specific form of gender-based violence referred to as SOGIE-based violence.

Children can be targets or perpetrators of SRGBV. Adults in the school environment can also be perpetrators or sometimes targets, reflecting power dynamics and hierarchy between generations and between learners and school staff.

Evolving causes

SRGBV can occur in and around schools, as well as on the way to or from schools. Social media, email and mobile phones are new media being used to perpetrate violence, for instance through cyber-bullying, online grooming and trolling. There are new locales for this abuse (e.g. in online chat rooms) that overlap and reinforce SRGBV in and beyond the school grounds.

The effects of SRGBV

SRGBV violates children’s fundamental human rights and is a form of gender discrimination. Children have the right to be protected from all forms of violence, including in their school lives. Experiencing SRGBV can compromise children’s well-being, and their physical and emotional health, as well as harming their cognitive and emotional development.

SRGBV interferes with the education of many young people and is correlated with lower academic achievement. It is also a major barrier to the realization of global education goals and targets, as well as specific SDGs:

- to end abuse, exploitation, trafficking and all forms of violence against children in all settings (Target 16.2);
- to build and upgrade education facilities that are child-, disability- and gender-sensitive and provide safe, non-violent, inclusive and effective learning environments for all (Target 4.a);
- to achieve gender equality and reduce gender-based violence (Goal 5).
Self-study and/or group activity

Reflect on SRGBV in your context

- On your own, or in a group, think about some causes of SRGBV in your context. Write these down.
- Then think about or discuss the following question: What are the benefits of addressing SRGBV?
- Write down your answers, then look at Handout 1 for some additional ideas.
- Finally, try to list up to five interventions that you are aware of to address SRGBV in your context?

Prevention and response

There are significant benefits to addressing SRGBV, including: improved school attendance, completion, and achievement for all learners; safe and supportive child-friendly schools; personal benefits including better mental and physical health; and the advancement of gender equality.

A robust response to SRGBV requires careful analysis to reveal appropriate starting points for strengthening prevention and response within each context.

Policy-level responses

SRGBV must be incorporated into national policies and action plans that focus on prevention, responses to mitigate impact, and accountability; and this requires commitment and leadership from national and local governments. Governments should develop and implement laws and policies on SRGBV; strengthen connections between education and child protection systems; and systematically review and reform state education institutions to ensure they address SRGBV.

Whole-school approaches

The quality of the teaching, learning, working and studying environment influences how SRGBV is addressed. Whole-school approaches – implemented by governing bodies, school management and the school community – improve the learning environment and make schools safer and more learner-centred. These approaches should create safe and welcoming spaces, and send a strong message that SRGBV is not acceptable. Whole-school approaches can also enforce codes of conduct outlining ethical norms and standards of behaviour for all school staff, students and their parents.

Education plays a central role in the social, emotional, and psychological development of young people and can help transform the root causes of violence. What students are taught, and how they are taught, is essential for preventing SRGBV. Curricula can help prevent violence and promote gender equality; education staff can be trained in tools to prevent and respond to SRGBV; and safe spaces can be identified where co-curricular interventions are used as an entry point for addressing SRGBV.

Reporting

Clear, safe and accessible procedures and mechanisms must be in place for reporting SRGBV incidents, assisting victims and referring cases to the appropriate authorities. There should be accessible, child-sensitive and confidential reporting mechanisms; health care services including counselling and support; and referral to law enforcement.

Collaboration

Collaboration and strategic partnerships with key stakeholders – such as government sectors, teachers’ unions, communities, families and youth – are vital for addressing SRGBV and bringing about sustainable change. This requires understanding of the different stakeholders’ perspectives, the factors that constrain or enable them to act, and the support, training and resources they need.
There is now a global partnership of governments, development organizations, civil society activists and research institutions working to address SRGBV through the Global Working Group hosted by UNESCO and the UN Girls' Education Initiative (see www.ungei.org/srgbv). The working group promotes knowledge and evidence generation, and guidance on standards of response. It also conducts advocacy to highlight how SRGBV is a barrier to achieving the SDGs, and disseminates tools and resources (see Figure 3).

For more detailed information on programming to address SRGBV, see Handout 2. This provides advice on the following intervention areas:

- developing the evidence base
- strengthening national frameworks for child protection
- developing education sector policies and interventions to prevent SRGBV
- investing in ECCE
- preparing school teachers
- hiring specialized staff
- strengthening school management
- addressing the curriculum
- developing and implementing classroom programmes for secondary school students
- empowering students
- strengthening school health and safety
- developing school and community partnerships
- enhancing parental involvement
- developing inter-agency coordination and collaboration.

**Situation analysis**

Developing the evidence base is an important starting point when programming to address SRGBV and SOGIE-based violence. Research can be challenging, as data and reporting can be limited in the Asia-Pacific region. However, practical steps can be taken, as suggested in the next activity.
Self-study and/or group activity

**Analyze the SRGBV and SOGIE-based violence situation in your context**

When conducting a situation analysis, you will fact-find around the problem of SRGBV and SOGIE-based violence in your context, and then consider possible responses.

- **Handout 3** contains two checklists, one for the problem, one for the response.
- On your own, or in groups, work through the problem checklist, noting where information is not available.
- If you cannot find the information, make a note of whom you could ask.
- Consider adding your own ideas where relevant.
- Then do the same with the response checklist.

If working in groups, try to have participants from the same or similar contexts working together. Some of the groups could look at the problem and other groups at the solution. They can then share and compare their responses.

Optional extension activity for groups

- Ask trainees to carry out an action research activity.
- Ask them to choose one problem, identified in the activity in Handout 3.
- They should then go back to their school community to work on this problem. They need to investigate it further with stakeholders, come up with ideas for an intervention, and test out that intervention.
- Trainees can use this action research task as an opportunity to discuss with stakeholders to see if they are familiar with SRGBV, how they define SRGBV, and how they think it can be prevented.
Further reading

Fulu E, et al. 2013. Why do some men use violence against women and how can we prevent it? Quantitative findings from the UN multi-country study on men and violence in Asia and the Pacific. Bangkok: UNDP, UNFPA, UN Women and UNV.


School attendance, completion and achievement

Addressing SRGBV can contribute to improving academic performance, regular attendance, preventing drop-out and truancy, and raising self-esteem. It can also contribute to improving the health and well-being of vulnerable children, which is important for school attendance and learning.

Child-friendly schools

Schools have an important role in protecting children from violence. They are not always places of safety. Eliminating SRGBV is consistent with all the dimensions of the holistic child-friendly school approach, and particularly those dimensions concerned with a healthy, safe and protective school and a gender-transformative school.

Children as agents of change

Boys and girls with attitudes, knowledge and skills relating to gender equality and tolerance of diversity acquired through school education can help break intergenerational cycles of violence, and change cultures of violence.

Social benefits

Preventing SRGBV will result in better health and higher self-esteem among young people. SRGBV results in depression, poor physical health, family conflict and loss of trust. Self-harm and suicide, as well as the uptake of alcohol and other drugs and high-risk sexual behaviour, are other effects that can be prevented.

Advancing gender equality more broadly

Education systems, and schools in particular, can actively contribute to the development of more gender-equitable societies in which mutual acceptance, respect and support are seen as a shared responsibility. They can also help eliminate discrimination on the basis of sexual orientation or gender identity.

Handout 2

Taking action on SRGBV

1. Develop the evidence base

SRGBV is under-researched and under-reported. There is usually very limited country-level data available. In Asia, research has, until recently, focused on corporal punishment. Investigating SRGBV has been challenging because of cultural taboos about discussing sexual matters and reluctance to recognize that young people may be sexually active outside marriage. While this remains a barrier to developing education sector responses to SRGBV, there are practical steps that can be taken in the short term.

In the Asia-Pacific region, some countries (e.g. India and Nepal) collect census data on ‘third sex’ or ‘third gender’ populations (see glossary in Tool 1) which is relevant to developing the evidence base on SOGIE-based violence. It may be necessary to conduct a specific situation analysis on SOGIE-based violence, as in the case of Thailand³ and Viet Nam.⁴ UNESCO has developed a national data collection instrument for reviewing and assessing education sector responses to homophobic and transphobic violence, including bullying.⁵

Policies and programme interventions to address SRGBV should be context-specific and based on a rigorous and comprehensive situation analysis.⁶ Such analysis should use mixed methods to obtain data, including a strong participatory dimension. A situation analysis should include desk research and qualitative research involving multiple stakeholders. Ideally, the research should be commissioned and driven by the ministry of education and carried out by researchers from local universities or research organizations.

2. Strengthen national frameworks for child protection

Countries have national policies and a legal framework for the protection of children. This may include human rights guarantees in the national constitution or national laws for child protection. Countries have anti-discrimination laws and policies that include protection from discrimination on the grounds of SOGIE.⁷

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³ Mahidol University, Plan International Thailand and UNESCO. 2014. Bullying targeting secondary school students who are or are perceived to be transgender or same sex attracted: types, prevalence, impact, motivation and preventive measures in 5 provinces in Thailand. Bangkok: UNESCO.


There is evidence in the Asia-Pacific region to suggest that the education sector is not always an effective implementer of these laws, and needs to be more aware of and committed to addressing child protection issues in policy and practice.

It is important to support the education sector to take a holistic approach to child protection. This includes adopting a multi-sectoral approach with, for instance, health, social services, law enforcement, the judiciary and child protection authorities. In conflict-affected settings there is also a need to work with the security forces. National legal and policy frameworks can and should support the development of a multi-sectoral response.

### 3. Develop education sector policies and interventions to prevent SRGBV

#### Holistic approaches

A holistic, multi-sectoral and multi-level response needs to be put in place to prevent SRGBV. USAID, on the basis of experience in Ghana and Malawi, suggests three areas of programming response:

- **prevention programmes**: including training for students, parents, communities and teachers; and redefining gender relations and norms of masculinity and femininity that put children at risk;

- **response networks**: including services and referral systems for psychological counselling, medical support and services, and legal aid for those affected and their families;

- **reporting systems**: including policies, procedures and personnel covering the policy level, schools, local communities, and police.

#### Child protection and codes of conduct

Education policies to prevent SRGBV need to cover key areas of school practice. Research suggests that boosting understanding of child protection among education staff needs to be a priority in the Asia-Pacific region.

A common strategy for child protection in education is the development and enforcement of teachers’ codes of conduct. These outline compulsory ethical norms and professional standards of conduct, include explicit regulations relating to teacher conduct, and may discuss actions that constitute SRGBV and appropriate sanctions. Teachers associations and unions play a key role in developing such codes. Sanctions may be included in a separate teaching service disciplinary code.

#### Teacher training

Effective teacher training – at pre-service and in-service levels – is vital for eradicating SRGBV from classrooms and schools. There should be both awareness-raising and skills development, as well as activities that enable teachers to consider their own knowledge, attitudes, and values on SRGBV issues.

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11 Ibid, p.12

12 Poisson, M. 2009. *Guidelines for the design and effective use of teacher codes of conduct*. Bangkok: UNESCO.
Empowering children

Children can be empowered through education to prevent SRGBV by ensuring they have knowledge and skills around human rights, gender equality and sexuality education. SRGBV-related content can be included into formal and informal, and national and locally set curricula. Co-curricular programmes can also be implemented to address specific issues such as bullying and cyber-bullying, and violence, including SOGIE-based violence.

Community links

It is vital to promote links between schools, parents and communities to build awareness on the issue of SRGBV. This can be done through, for instance, homework assignments, parent-teacher associations and school events.

Addressing SRGBV within policies

SRGBV needs to be addressed in the following policy areas:

- gender equality;
- early childhood care and education (ECCE);
- teacher recruitment and criminal checks;
- teacher training;
- curriculum policy;
- corporal punishment;
- bullying and violence in schools;
- violence on the basis of SOGIE;
- school management responsibilities for child protection and child safety;
- child protection reporting;
- school health and safety;
- special education/inclusive education;

- parental/community involvement and education;
- collaboration with other service providers (e.g. health, child protection agencies, etc.).

Policy development should include implementation plans and guidance, with clear budgets. Policies need to be disseminated to all stakeholders, and staff need to be trained to implement them effectively. Research shows that not all teachers are aware of national codes of conduct, and there is often limited monitoring of child protection laws and policies in schools.13

Schools – with guidance from their local education authorities – may develop their own policies, as part of child-friendly school processes.

4. Invest in ECCE

ECCE interventions can be crucial for preventing violence.14 ECCE programmes need to target parents, children and teachers to address areas such as:

- Family environment: The environment in which children grow up affects their social and emotional development. Families in which members regularly interact aggressively are teaching their children that such interactions are appropriate. Violent behaviour in the family tends to promote aggressive and violent behaviour among children and adolescents, and abuse has been consistently identified as linked to subsequent aggressive behaviour.

- Developing social and emotional skills: The development of these skills usually leads to reduction in physical aggression. Skills include: identifying one’s own emotions and those of others; cooperating with others; expressing one’s own emotions constructively; negotiating; reconciling after conflict; and

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approaching others to play. In children, stress and lack of caregiving can hinder the development of parts of the brain that deal with empathy and compassion.

- **Language development**: Language helps children express frustration and anger. Children with less developed linguistic abilities are more likely to employ physical aggression.
- **Healthy diet**: A balanced diet is fundamental for the healthy development of children’s brains and nervous systems. Nutritional deficiencies in small children are related to a higher propensity to aggression, as well as other issues, such as cognitive deficiencies.

### 5. Prepare school teachers

Policies on teachers need to include key child protection elements such as safe recruitment (e.g. background and reference checks, interview questions, etc.), standards of professional behaviour, and disciplinary procedures.

Policies also need to enable teachers to: manage their classes effectively; prevent bullying; adopt positive discipline instead of corporal punishment; and identify children at risk by recognizing signs of child abuse and making appropriate reports and referrals. Policies need to cover how teachers will be trained in these issues, selected and recruited to teaching positions, supported at school level, and monitored.

Pre- and in-service training is critical to ensure that teachers have the knowledge, confidence, and skills to deal with SRGBV. Teacher training needs to discuss gender norms, gender equality, sexual orientation and gender diversity, and help teachers develop skills to facilitate age-appropriate classroom activities and provide appropriate support to learners.

### 6. Hire specialized staff

There may be opportunities to engage specialist staff to respond to SRGBV in schools. Some education systems employ school counsellors who have an important role in responding to SRGBV incidents among students, and in helping to prevent SRGBV.

School counsellors, like teachers, may need extra training and support to build their confidence with addressing SRGBV and identifying, supporting, and referring affected learners. Where such school services do not exist, links to hotlines or other available services need to be promoted in schools.

Relevant training may need to be provided for other education personnel, such as superintendents and assistant superintendents, principals, head teachers, school directors and their deputies, and support staff; and for non-education personnel based in educational institutions, such as counsellors, psychologists, nurses, physicians, and social workers.

### 7. Strengthen school management

School managers and leaders have a critically important role in ensuring that schools are safe, secure, healthy, and gender equitable. This role needs to be clearly articulated in policies on school management. It is important for the school to have a vision on preventing SRGBV. Roles and responsibilities need to be clearly defined. School management committees and parent teacher associations (PTAs) should be included in the SRGBV policy framework.

Schools need to adopt and implement clear anti-bullying and SRGBV policies that emphasize acceptance of diversity, sexual orientation and gender identity, and expression. This could include flexible uniform policies that allow students to wear uniforms that adhere to their gender identity. Schools should also support the teaching of comprehensive sexuality education that promotes human rights and gender equality.

Record-keeping on SRGBV incidents and referral mechanisms at the school level need to be put in place and maintained. School-level capacity to prevent SRGBV needs to be included in school policies and development or action plans.
8. Address the curriculum

School curricula offer many entry points for learning about SRGBV. This can be through literacy development, social studies, pastoral care, life-skills, civic education, health education, sexuality education and values education programmes. Integrating SRGBV into existing curricula in schools, with age-appropriate and skills-oriented content, is the most effective way of ensuring it is taught and learned. Conversations on GBV should be integral to the curriculum to boost children’s understanding and capacity to protect themselves, at home and in the community.

Curricula should have clear learning objectives, concepts, content, methods and learning outcomes to ensure girls and boys acquire the knowledge and skills to promote gender equality, and prevent GBV, discrimination, and violence on the grounds of SOGIE. All curriculum textbooks, teachers’ guides and classroom teaching should be gender responsive and contribute to gender equitable attitudes and non-violence, and curriculum resources on SRGBV should be developed to support teaching and learning on these issues.

More specific teaching and learning around sexuality, including sexual and reproductive health is needed in the core curriculum. Sexuality education should begin in primary school and continue throughout the school cycle. The publication International Technical Guidance on Sexuality Education for curriculum development has been developed in two volumes, through a multi-agency partnership led by UNESCO. It includes specific objectives on GBV, sexual abuse and harmful practices. This guidance can be used to inform national and contextualized curriculum development on sexuality education, human rights education, citizenship education, life-skills education, moral education, or other areas. In addition, UNESCO has developed a curriculum tool for teachers called Respectful Relationships: Preventing and Addressing Gender-Based Violence in Schools. It is a classroom programme for students in lower secondary school (ages 11–14) in the Asia-Pacific region.

Curricula need to focus on multiple risk factors and different levels, such as the individual, peer, family, and community, and attempt to change norms of masculinity and manhood that promote violence.

Co-or extra-curricular programmes can help deliver school-based campaigns to empower learners, engage them further with their communities, open up dialogue between the sexes and with LBGTI students, and promote safer and more inclusive education settings.

9. Develop and implement classroom programmes for secondary school students

UNESCO and its partners have developed a secondary school classroom programme tool (for ages 11–14) which teaches about violence prevention and gender justice. This is called Connect with Respect and contains guidance for teachers and school leaders on using the resources in the tool (Part 1). The introductory section serves as a reference tool to assist school leaders to better understand how to take a whole-school approach to the prevention of school-related GBV.

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15 UNESCO. 2014. School-Related Gender-Based Violence in the Asia-Pacific Region. Bangkok: UNESCO.


18 #PurpleMySchool Campaign. UNESCO and UNDP. www.campaign.com/purplemySchool.
The second part of the tool provides a modular curriculum resource guide containing seven topics:

- gender and equality;
- gender equality and positive role models;
- awareness of GBV;
- a focus on SRGBV;
- communication skills for respectful relationships;
- skills for people who witness violence;
- help-seeking and peer support skills.

The tool was designed to help teachers deliver education programmes in early secondary school, but can be adapted for use with older students. It provides age-appropriate learning activities on important themes and concepts relating to the prevention of GBV and promotion of respectful relationships.

The learning activities are designed for use in the formal school system but can be modified for use in non-formal education settings, including through community learning or literacy programmes. It is assumed that teachers will proactively adapt the programme to meet the needs of their class, school and country context.

The learning activities are suitable for use in a range of subjects, including the school’s literacy development programme, social studies, pastoral care, life-skills, civics, health, sexuality education and values education programmes. All lessons include extension activities to enhance both literacy development and student participation in the broader school community. The learning activities can be delivered intensively or adapted for more sustained integration across the teaching programme. The activities are designed to increase knowledge and positive attitudes, and to build awareness and skills in students.

10. Empower students

It is fundamentally important that children are able to report SRGBV incidents and expect appropriate care and support when affected. Boys and girls also need to be recognized as critical participants in developing solutions to address SRGBV. Policies regarding children therefore need to be both protective and empowering. Peer support programmes can be put in place, including peer mediation and conflict resolution programmes in schools, which train learners to support each other, report acts of bullying, and build capacity to prevent and resolve conflicts.

Relevant policies include:

- guiding principles regarding student safety and well-being, in and around the school site;
- ‘at risk’ children identification procedures, including attention to the most vulnerable children, such as girls with disabilities;
- procedures for identifying and reporting SRGBV cases;
- procedures to prevent and respond to all forms of bullying;
- procedures for providing support to students who have been affected by SRGBV;
- guidelines for student involvement in school affairs;
- guidelines for participation of girls and boys in school clubs.

Enhancing the involvement of students in school affairs, through participation in school management committees, school planning, and student councils and clubs, can help raise awareness of their rights and responsibilities in general and regarding SRGBV in particular.

11. Strengthen school health and safety

Actions to prevent SRGBV need to be included in school health and safety policies and guidelines. These need to be put in place to ensure that school environments are safe, secure, and healthy, and do not enable or facilitate SRGBV. These policies also need to ensure safety for girls on the way to and from school. School safety can include the provision of safe spaces in the school, lighting in and around schools, and other measures to improve the safety of the physical environment. The provision and maintenance of an adequate number of segregated toilets is clearly important, as is the need for gender-neutral bathrooms. School health, security and safety need to be integral to school design, maintenance and development plans. Attention should be given to ensuring that there are safe spaces in school for Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) students and other vulnerable students, such as those with disabilities.

12. Develop school and community partnerships

Policy needs to articulate how the school will work in partnership with the community to address SRGBV. Awareness-raising about the issues is a necessary preliminary step, and the active involvement of the wider community can lead to a much more effective intervention. Parental involvement is an important, but often neglected, aspect of sexuality education and SRGBV approaches. It is particularly difficult where discussion of children's sexuality is a cultural taboo. Existing school mechanisms for involving parents, such as PTAs, can be used for awareness raising. Regular communications between parents and teachers and their engagement in school activities are important parts of the school-parent partnership.

13. Enhance parental involvement

Parental involvement is important, but often neglected, aspect of sexuality education and SRGBV approaches. It is particularly difficult where discussion of children's sexuality is a cultural taboo. Existing school mechanisms for involving parents, such as PTAs, can be used for awareness raising. Regular communications between parents and teachers and their engagement in school activities are important parts of the school-parent partnership.

14. Develop inter-agency coordination and collaboration

Policies need to ensure that multi-sectoral action supports the SRGBV response in schools. This means ensuring that the links with health care services, child protection services and family welfare services are clearly defined and operationalized. Local partnerships with NGOs and civil society organizations (CSOs) should also be enabled by policy. Coalitions – including between parents, communities, religious leaders, CSOs, teachers' unions and the media – need to be established. Local women's groups (where they exist), the police, local government and CSOs can provide supportive action to ensure girls' and boys' safety from home to school and back. The role of the media in broader awareness raising around SRGBV should be considered for strengthening.

### Handout 3

**Analysing the problems and responses**

<table>
<thead>
<tr>
<th>Problem</th>
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<tbody>
<tr>
<td>What data exists on the various forms of SRGBV and SOGIE-based violence? What are the significant gaps in data?</td>
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<tr>
<td>What are the main forms of SRGBV and SOGIE-based violence and where do they take place?</td>
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<tr>
<td>What information is available on perpetrators (e.g. teachers, students, other education staff)?</td>
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<td>Which groups are vulnerable or especially at risk (e.g. girls with disabilities, same-sex attracted or gender diverse and non-conforming students)?</td>
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<td>What are the main drivers or causes of SRGBV and SOGIE-based violence?</td>
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<td>Are different stakeholders aware of SRGBV and SOGIE-based violence (e.g. students, teachers, school administrators)?</td>
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<tr>
<td>What are the perceptions of different stakeholders (e.g. students, teachers, school administrators) on what constitutes SRGBV and SOGIE-based violence and how it may be prevented?</td>
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<tr>
<td>What are the perceptions of parents and the community on the role of the school in preventing and responding to SRGBV and SOGIE-based violence?</td>
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<td>What are the main barriers to addressing SRGBV and SOGIE-based violence?</td>
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<td>What are the opportunities and possible entry points for addressing SRGBV and SOGIE-based violence?</td>
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<td>What is the legal framework to address SRGBV (if any)?</td>
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<td>Is there a legal framework to address SOGIE-based violence?</td>
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<td>What data is collected on SRGBV and SOGIE-based violence, and how is it used to inform sector planning?</td>
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<td>What education policies have been developed to prevent SRGBV and SOGIE-based violence?</td>
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<tr>
<td>Question</td>
<td>Answer</td>
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<tr>
<td>What gaps are there in policy and strategic planning regarding SRGBV and SOGIE-based violence?</td>
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<td>What institutional capacity exists to implement policy? How effective is it?</td>
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<tr>
<td>What arrangements exist to monitor SRGBV and SOGIE-based violence policy implementation? Are these effective?</td>
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<td>What resources are allocated to preventing SRGBV and SOGIE-based violence?</td>
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<td>How does the ministry of education work with other agencies on SRGBV and SOGIE-based violence? What coordination mechanisms exist, and are these working well?</td>
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<td>What interventions are in place to prevent or respond to SRGBV and SOGIE-based violence in schools (e.g. policies, teachers’ codes of conduct, curriculum, teacher training, extra- or co-curricular interventions, on-site counselling or referrals)?</td>
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<tr>
<td>What are the priority areas for intervention?</td>
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References

#PurpleMySchool Campaign. UNESCO and UNDP. www.campaign.com/purplemyschool.


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