Department for International Development (DFID), April 2014
Addressing VAWG in education programming
Guidance Note: Addressing VAWG in education programming

- Part of a series of DFID guidance notes on VAWG (Theory of Change; Community programming; Security & Justice)
- Will be available as ‘e-resource’ and as stand-alone guidance notes
- Made up of two parts (approx 20 pages each):

**Part A: Strategic**

- **Audience** - senior, strategic level people
- **Rationale** - why is it important to address VAWG in education programmes?
- **DFID’s vision** - VAWG and education programmes
- **Theory of Change** - impact and outcomes
- **Principles**
- **Value for money**
- **Where to go** for more info

**Part B: Detailed**

- **Audience** – programme staff
- **For each outcome** – how to do VAWG & education programming
- **Entry points** and strategic questions
- **Mini Theory of Change** for each outcome
- **Examples of interventions**
- **Case studies** and lessons learned
- **Examples of results and Indicators**
Theory of Change

1. Girls and women gain valuable knowledge and skills through education in gender-responsive environments free from all forms of violence, neglect and abuse.

2. Education systems, through formal and informal settings, actively contribute to the development of more gender-equitable societies where VAWG is not tolerated.

ASSUMPTION: Measures to prevent and respond to VAWG are also integrated across other key sectors.

**IMPACTS**

OUTCOMES

1. International, national and local policies, laws and guidelines ensure that perpetrators are held to account for VAWG in the education system and that policies are outlined to create an environment that supports the prevention and elimination of VAWG in the education system.

2. Prevention, reporting and referral mechanisms and services are in place for acting on VAWG in educational settings.

3. Girls and women participate actively in decision-making and are empowered to monitor and respond to VAWG at all levels of the education sector.

4. Girls have safe learning environments with curricula and teaching practices that reduce VAWG and promote gender-equitable norms.
Preventing VAWG in Education Programmes: Key lessons

• Address the lack of data, particularly on sexual violence in schools and violence against marginalised girls.
• Ensure that reporting systems and child protection services are accountable, accessible and girl-friendly.
• Aim to shift gender and social norms in the community and society, not just within the school.
• Support cross-sector coordination with police, justice, health providers, social workers to prevent and respond to violence.
• Ensure women and girls have active decision-making roles in key structures and mechanisms.
• Capture marginalised girls’ needs and experiences in particular, as they can be targeted as victims of violence.