

Module 3: Prevention Through Curricula & Pedagogy

Primary Source of Information:

[UN Women Global Guidance Document on SRGBV](#)



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United Nations
Educational, Scientific and
Cultural Organization

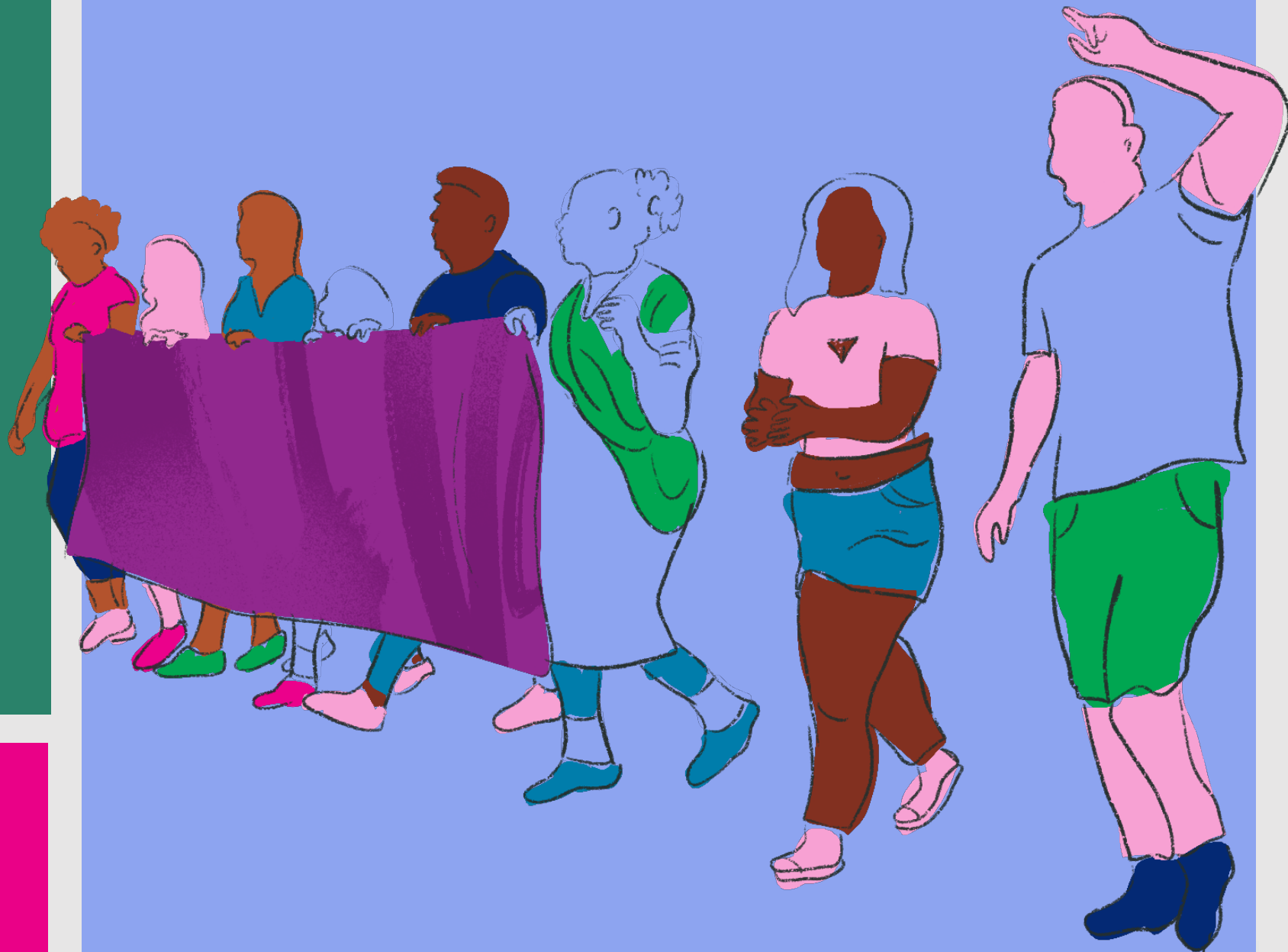
- Identify the curricular approaches to prevent violence and promote gender equality in schools
- Distinguish the practices of countries that have implemented various curriculum approaches to prevent school-related gender-based violence (SRGBV)

Session Objectives

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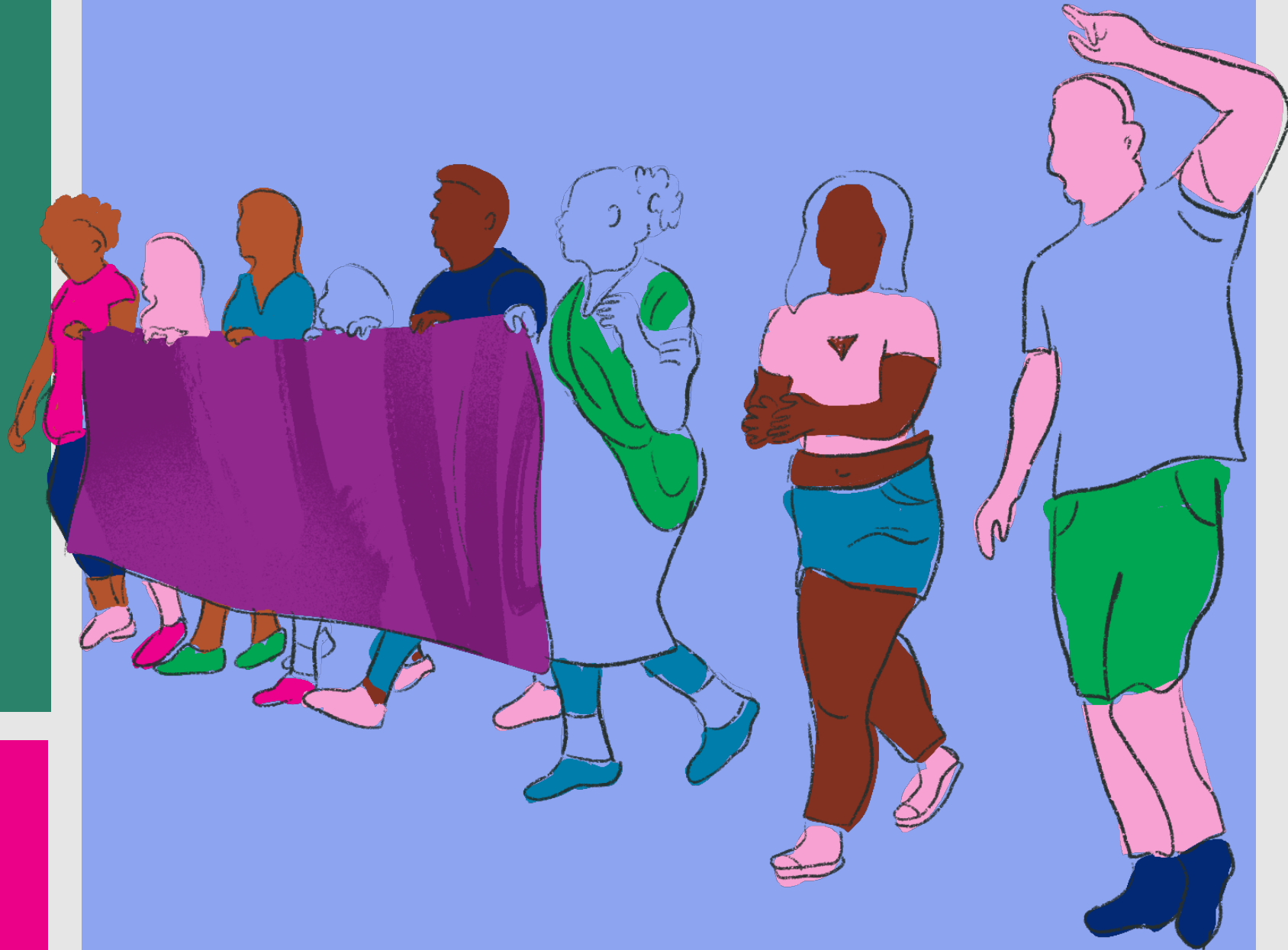
**Activity:
Designing
relevant
curricula to
address SRGBV**



Elements of a pedagogical approach

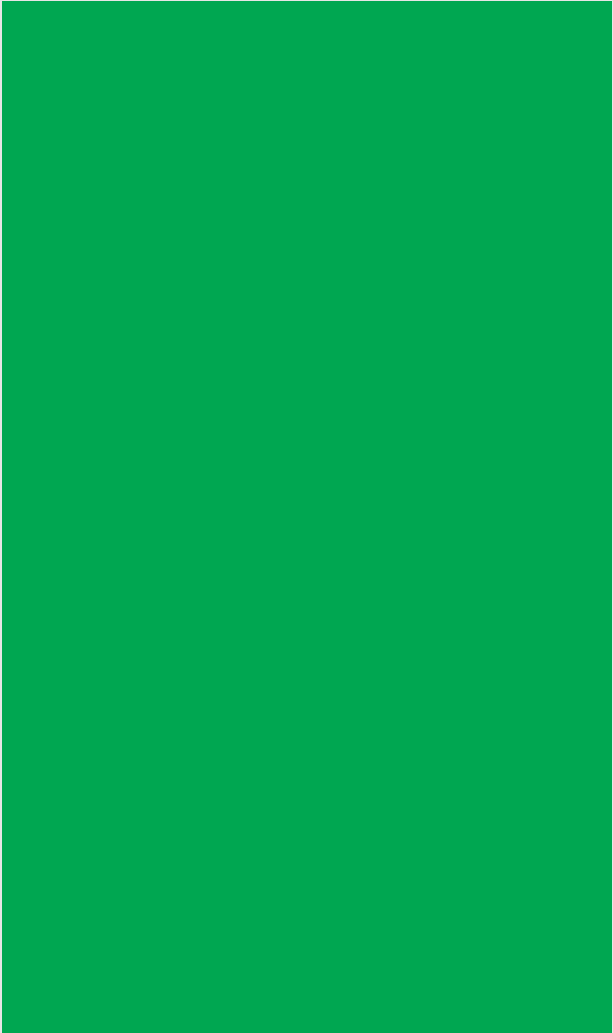
Planning	Content	Delivery	Review
<ul style="list-style-type: none"> • Build time to support and plan for the new curriculum, including building consensus through consultation and advocacy with key stakeholders • Design activities that are consistent with available resources (e.g. staff time/skills and materials) • Involve experts in designing the curricula content, which needs to examine and critically address children and young people's attitudes towards social and gender- based norms and stereotypes, which condone, perpetuate and underpin SRGBV • Review the current evidence base and other curricula that have been evaluated 	<ul style="list-style-type: none"> • Ensure curriculum and materials are age-appropriate (e.g. conflict resolution skills such as negotiation and communications for older youth; respectful relationships skills such as empathy and respect for dating age youth; or what kind of touching is OK or not OK for younger children, etc.) • Promote positive and broader definitions of masculinities, and work with men and boys • Emphasize consent and communication • Include a broad focus on changing gender norms and behaviours and promoting positive models of forming relationships. • Include information on all forms of SRGBV, including violence against LGBTI people and homophobic and transphobic bullying • Address personal values and perceptions of family and peer norms around sexual behaviour, health and rights • Include information on SRGBV laws and linkages to SRGBV reporting, referral and support mechanisms 	<ul style="list-style-type: none"> • Use participatory teaching methods that actively involve students and help them internalize and integrate information • Develop community-integrated approaches - to tackle wider social norms within the wider community and raise awareness of SRGBV • Select capable and motivated educators to implement the curriculum and provide quality training to these educators to adopt the more participatory and empowering teaching methodologies advocated for use with sexuality education and life skills curricula 	<ul style="list-style-type: none"> • Pilot test the curriculum and obtain ongoing feedback from the students • Provide ongoing management, supervision and oversight

Activity: Examples of curricula across the world

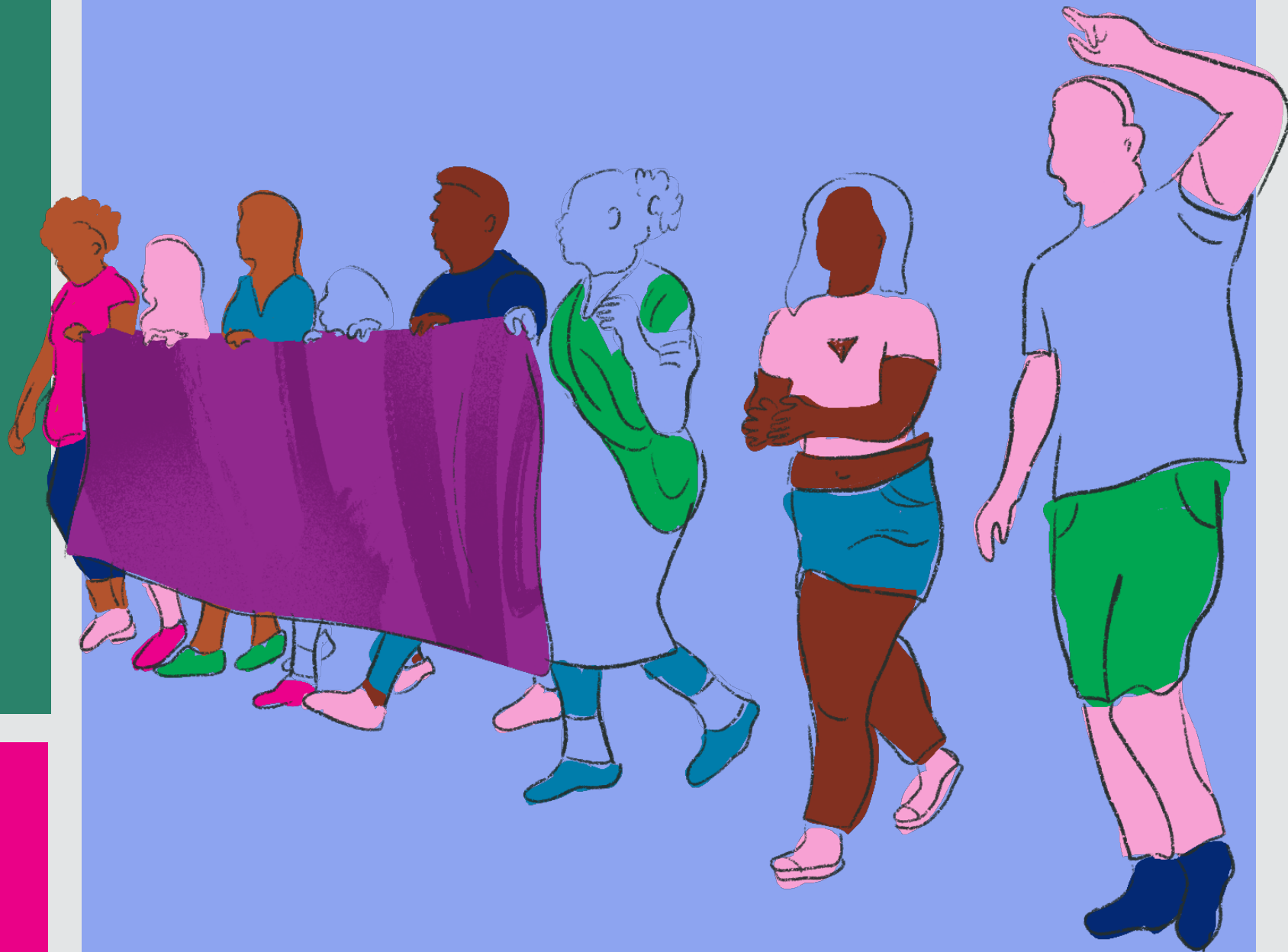




Additional curriculum-based approaches to addressing SRGBV

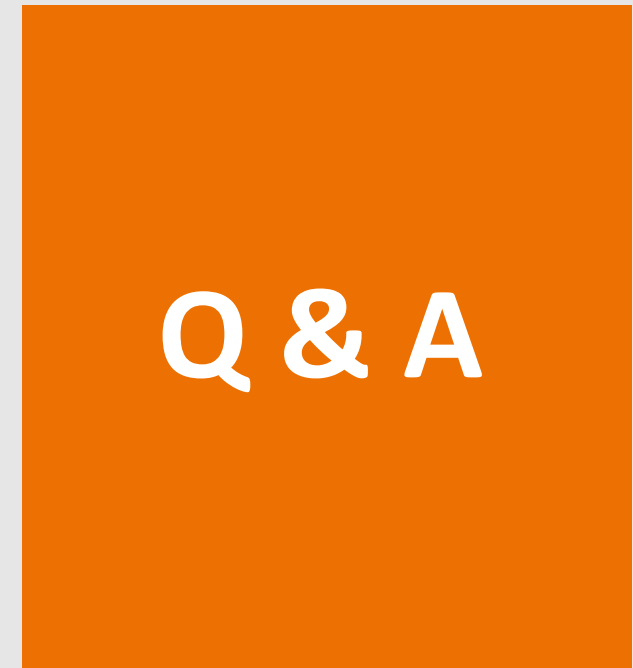
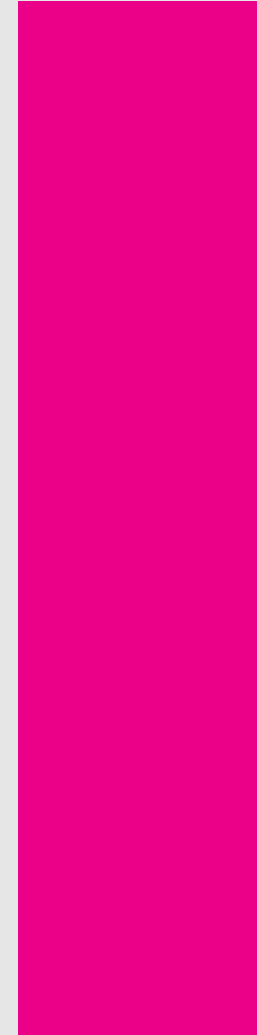
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- Bystander approaches
 - ICT (Information & communication technology) approaches to reduce online bullying/violence
 - Peace and citizenship education

Activity: Practicing bystander behavior



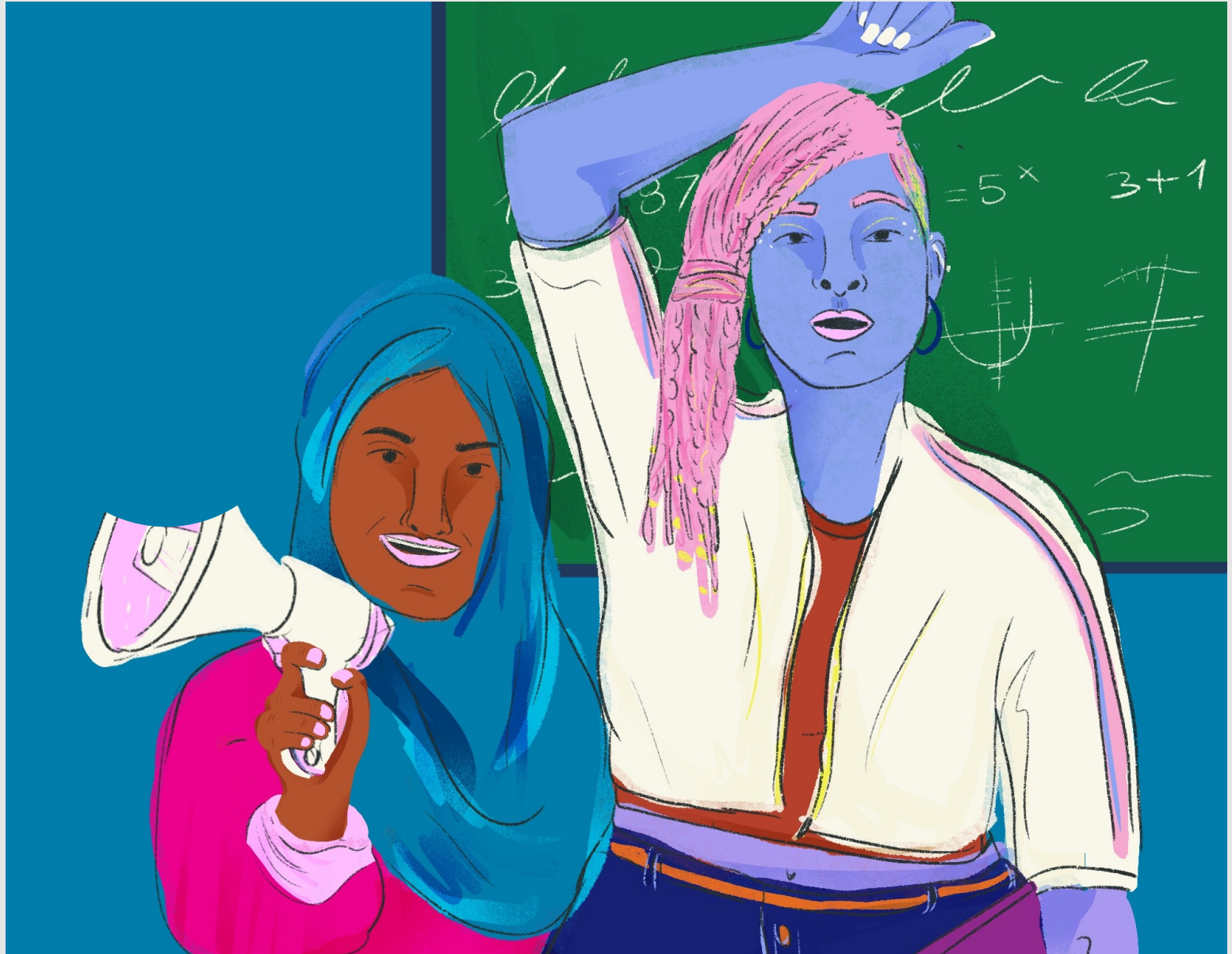
Knowledge Check





Session 8

Training~ and Support for Teachers

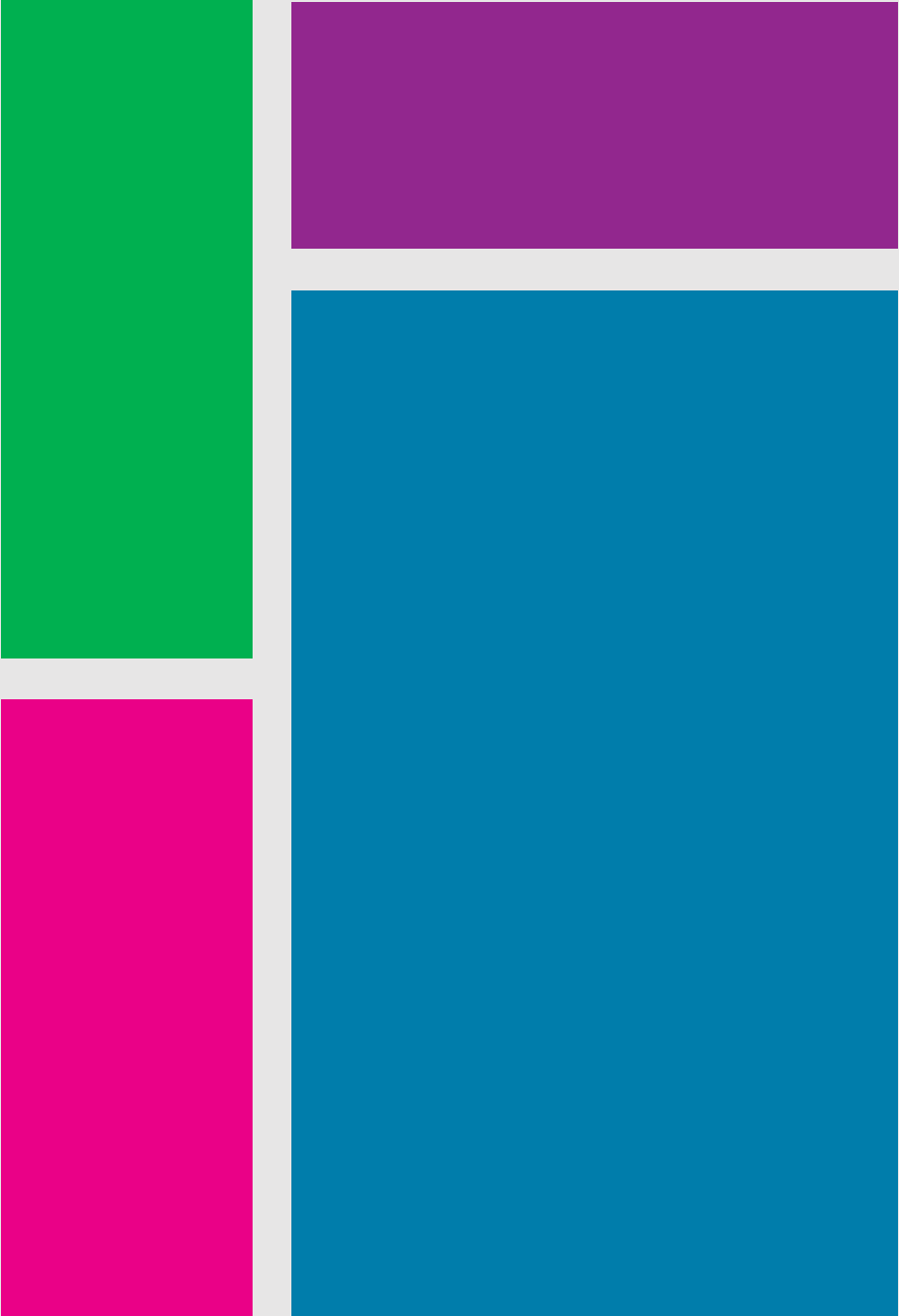


- Describe the techniques to equip teachers with high-quality training and support to address SRGBV

Session Objectives

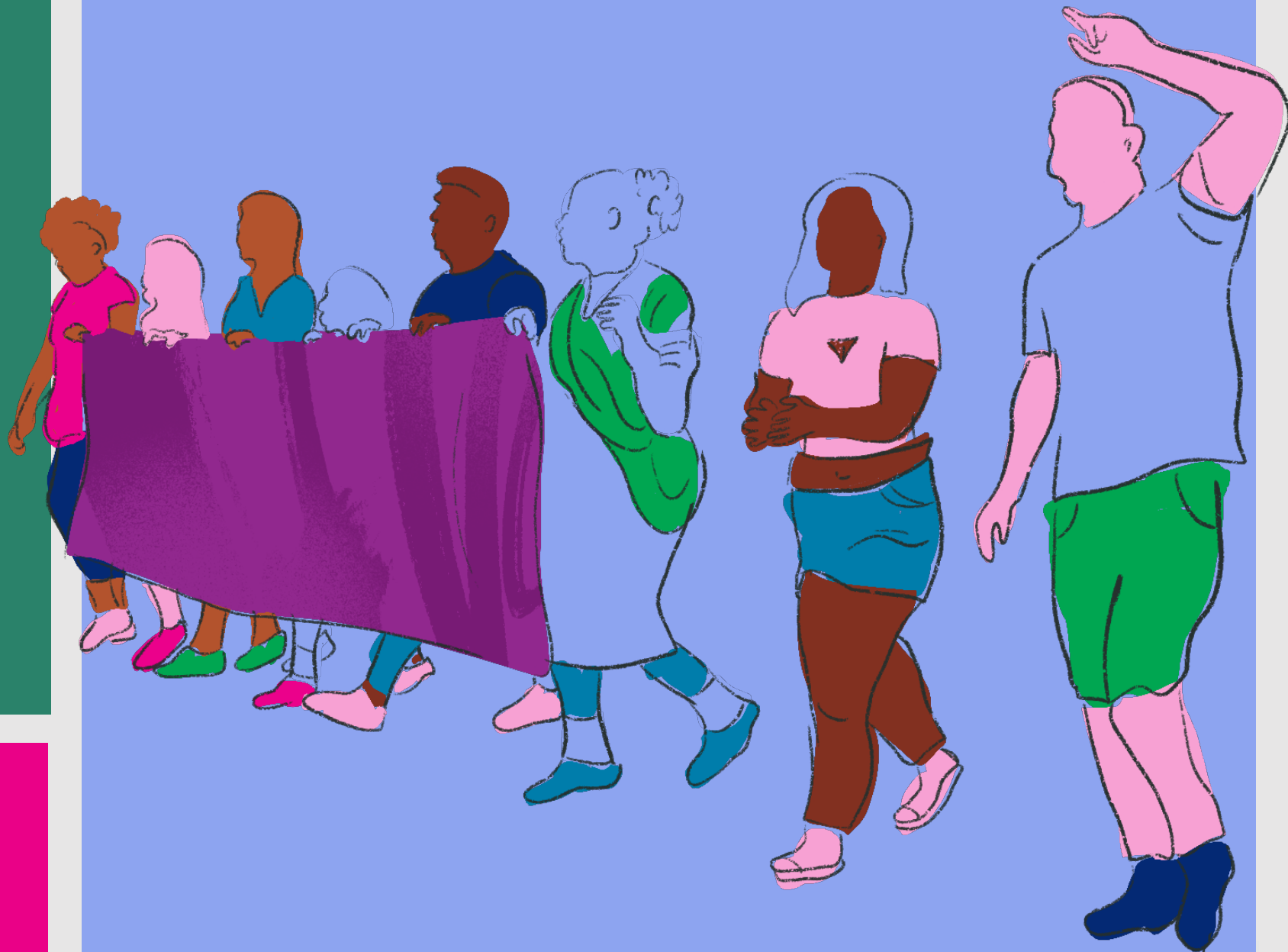
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**How a well-equipped
and well-trained
teacher can address
SRGBV better**

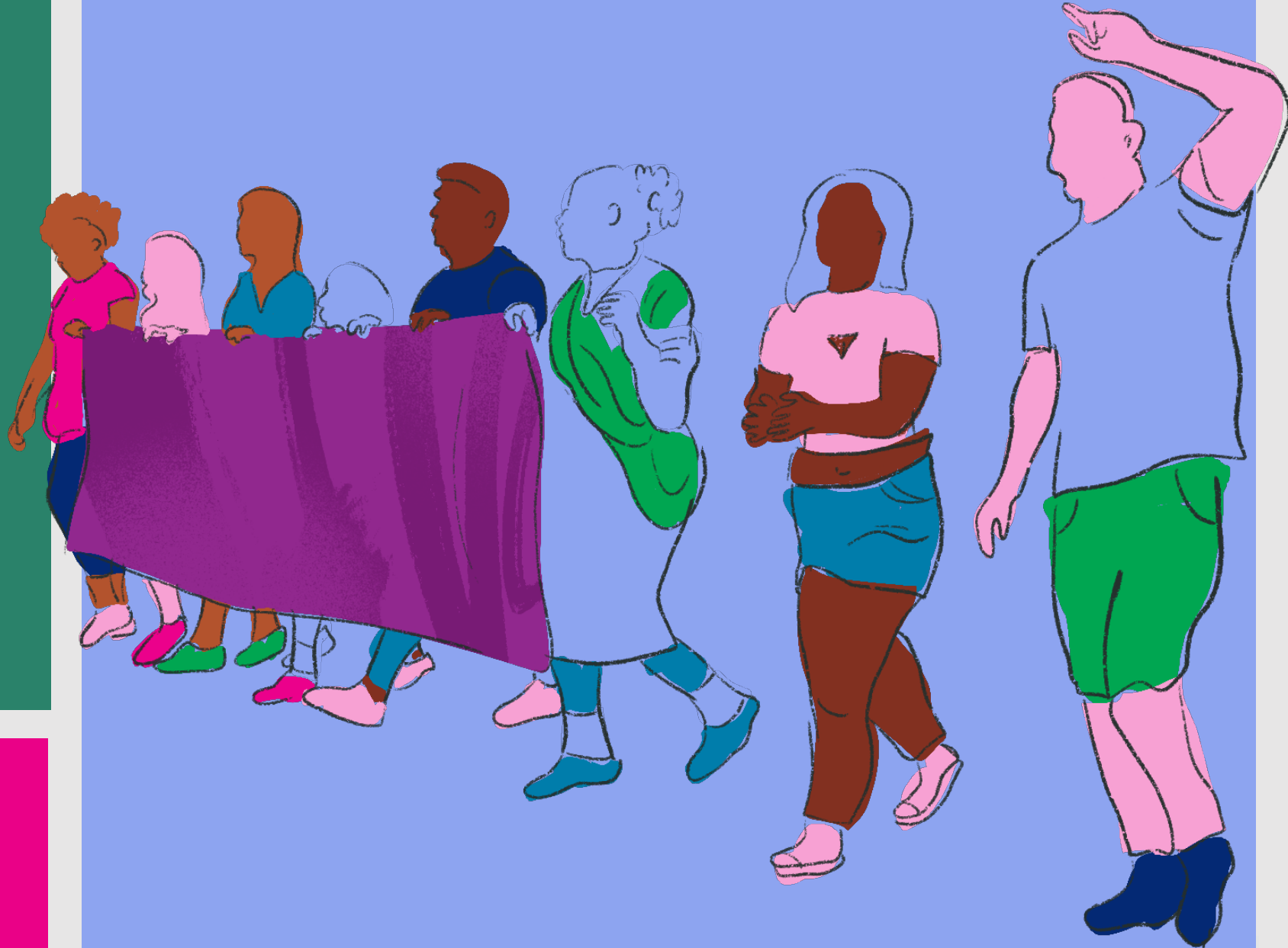
**Activity:
Supporting
teachers to
create more
positive impact**

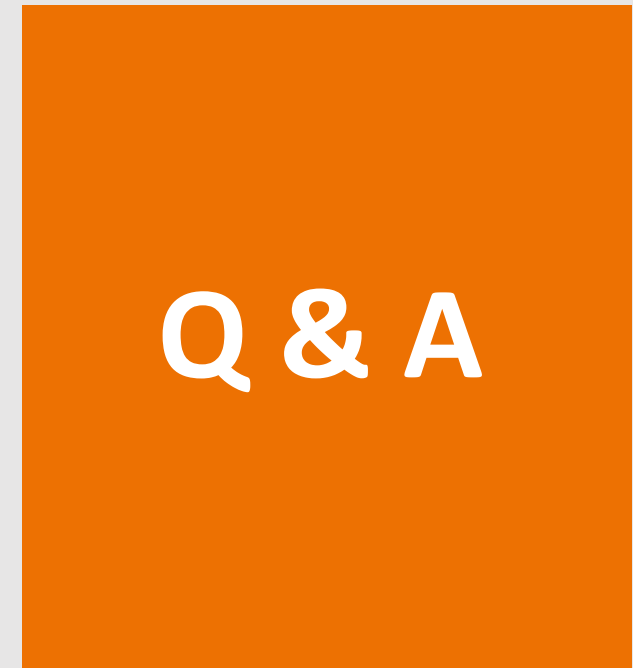
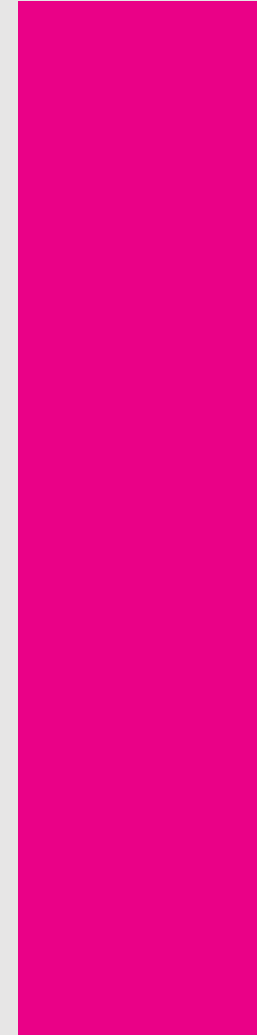


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Key Components for Teacher Training & Development

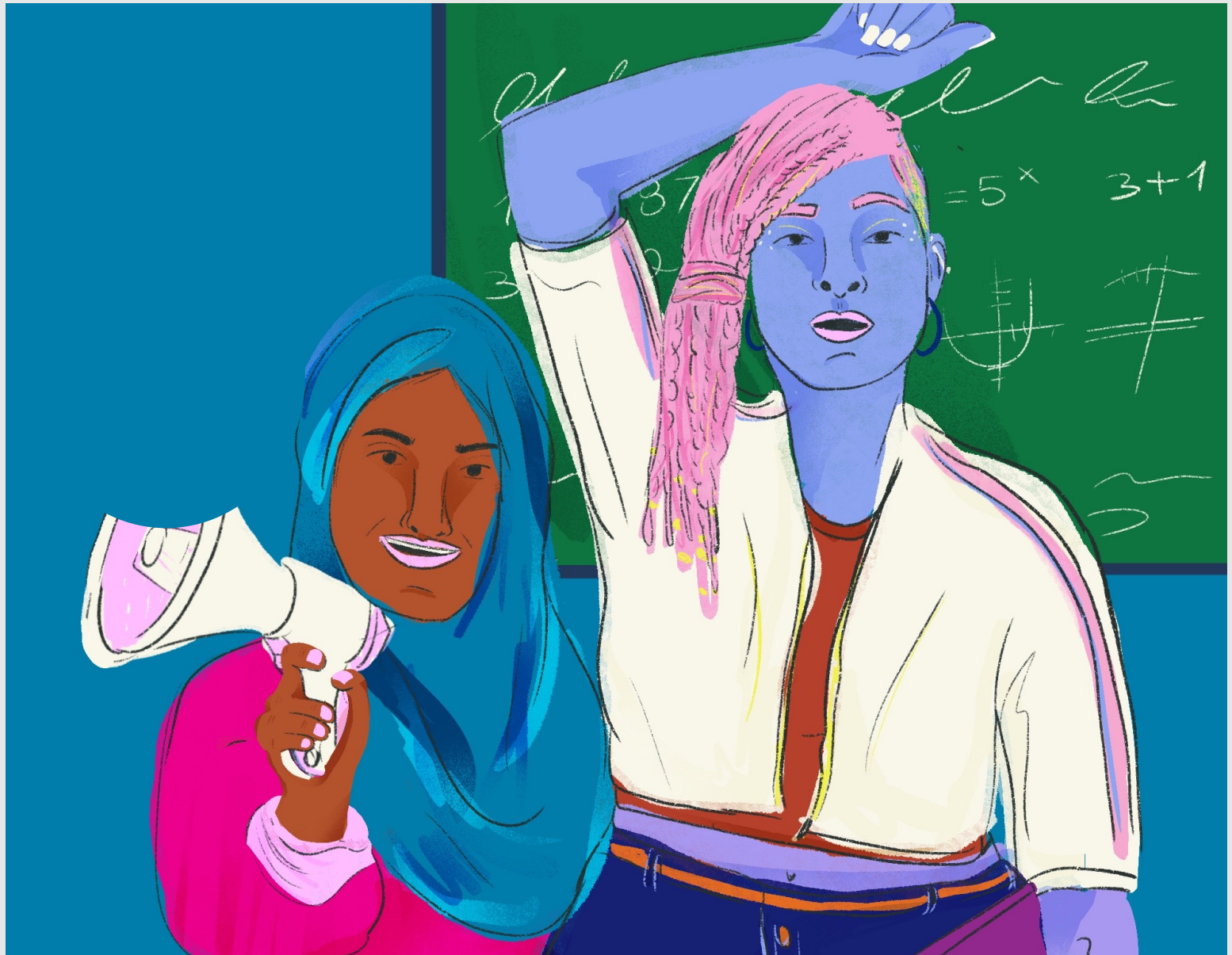
**Activity:
Awareness
of training
programs needed
to improve
teachers' skills**





Session 9

≈ Creating Safe Spaces



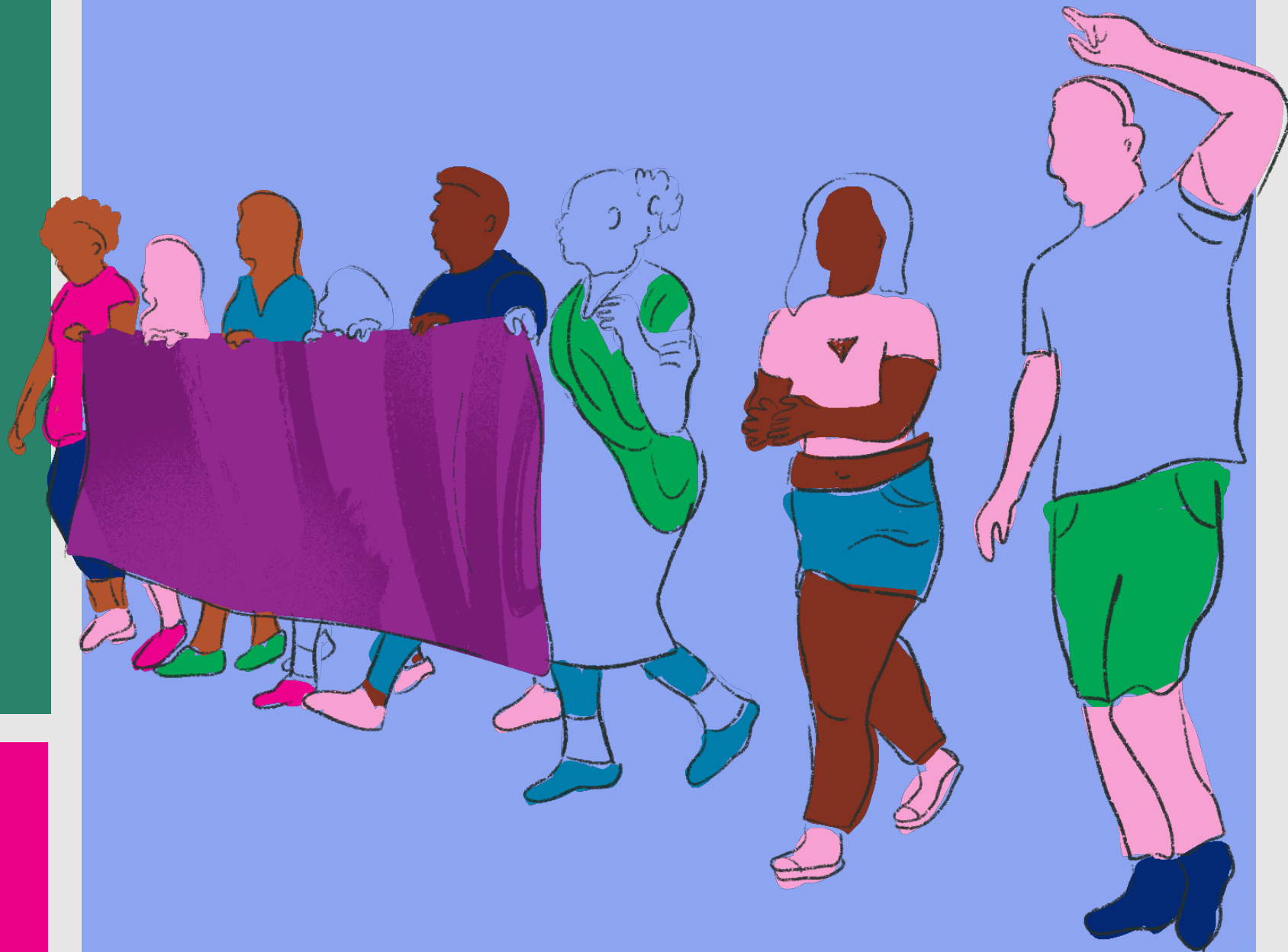
- Define a safe space
- Identify the process to create safe spaces
- Explain how to use safe spaces and co-curricular activities to address SRGBV

Session Objectives

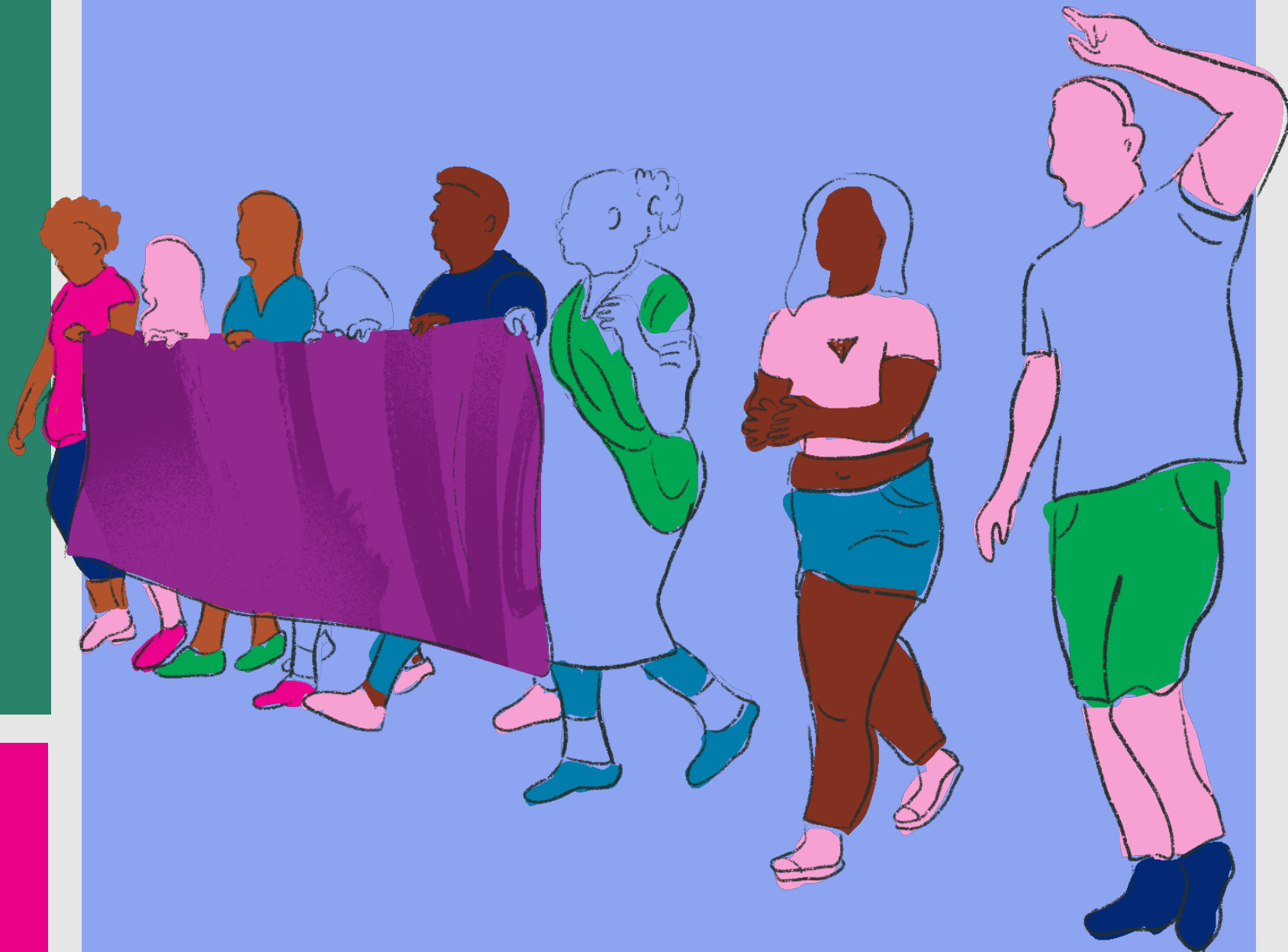
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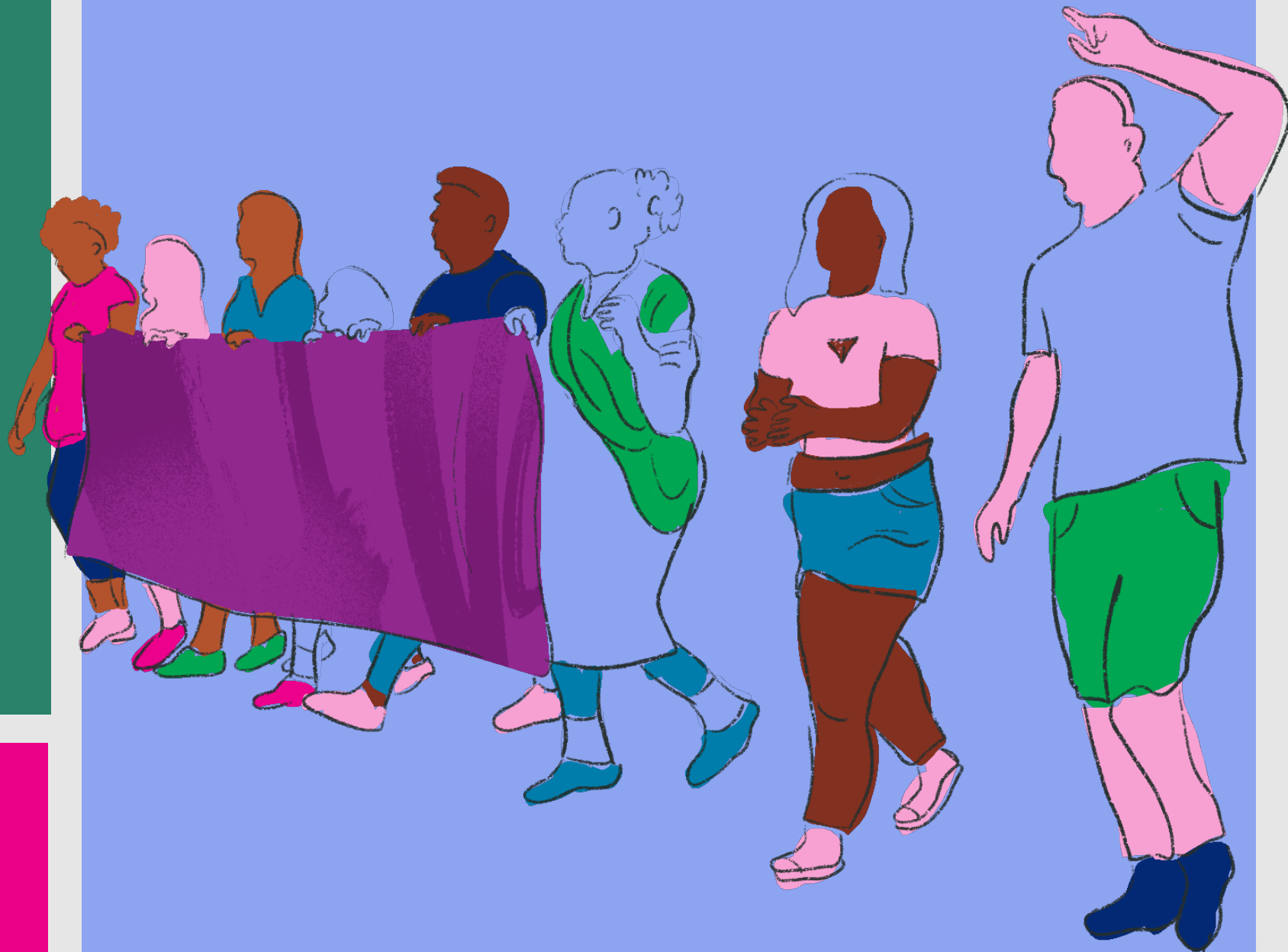
Activity: Defining Safe Spaces



Activity: Role of Teachers in Safe Spaces

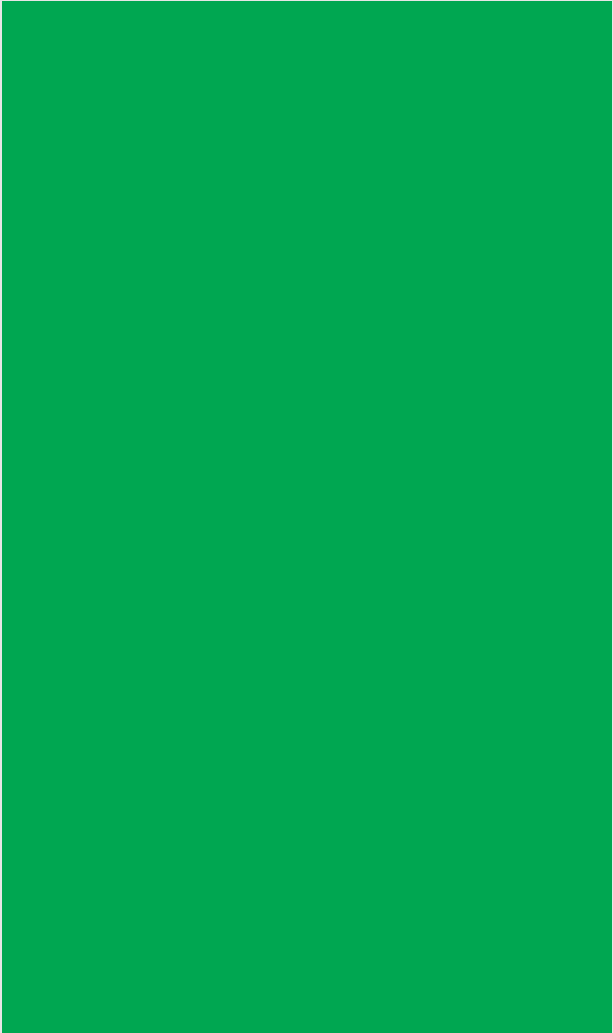


**Activity: Creation
of co-curricular
activities to
make children
feel safe**

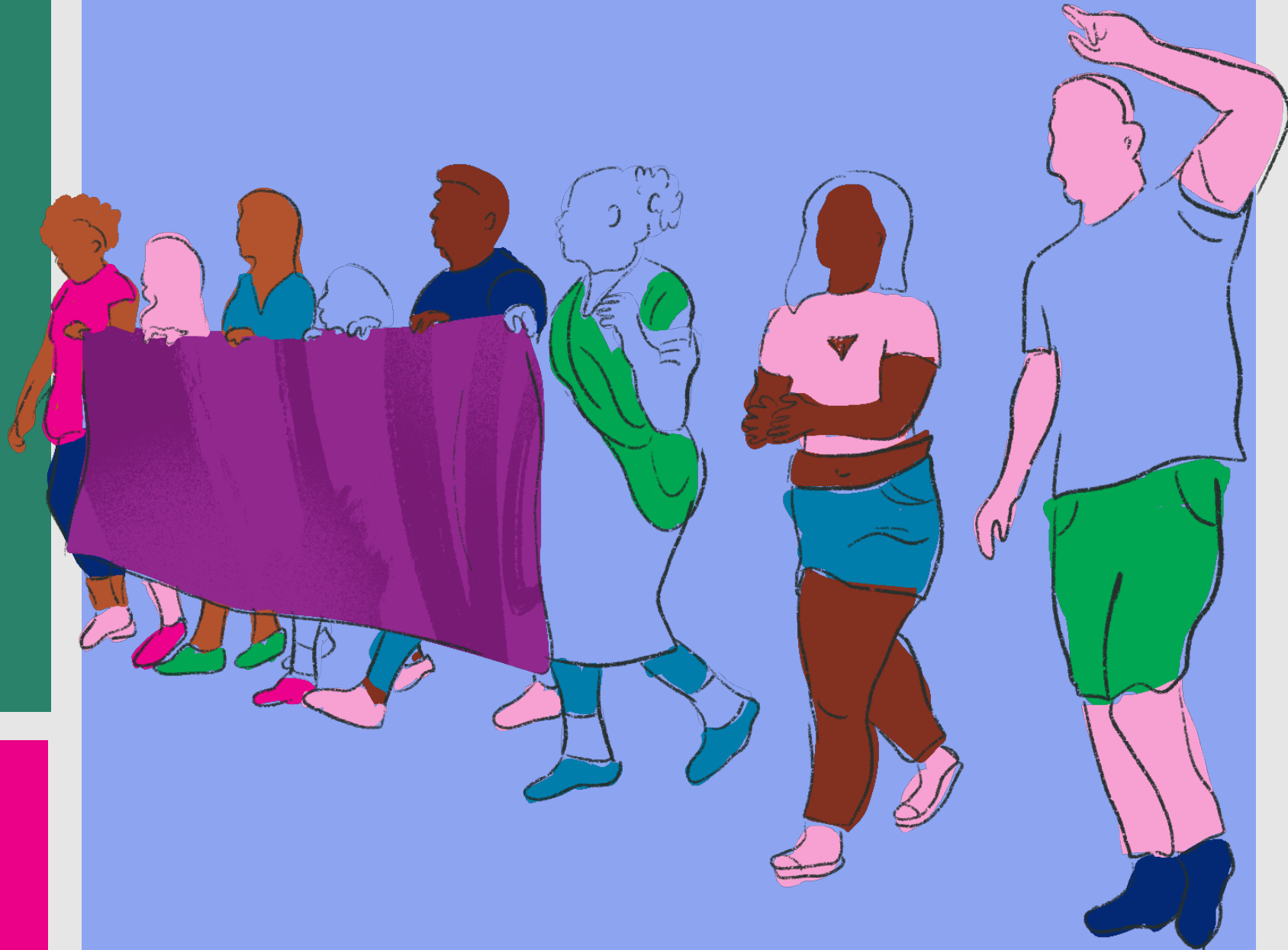




Key aspects of co-curricular activities

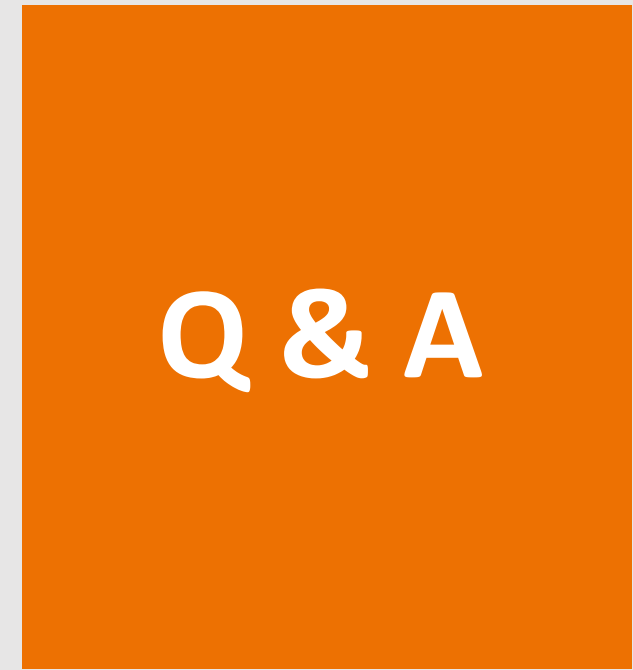
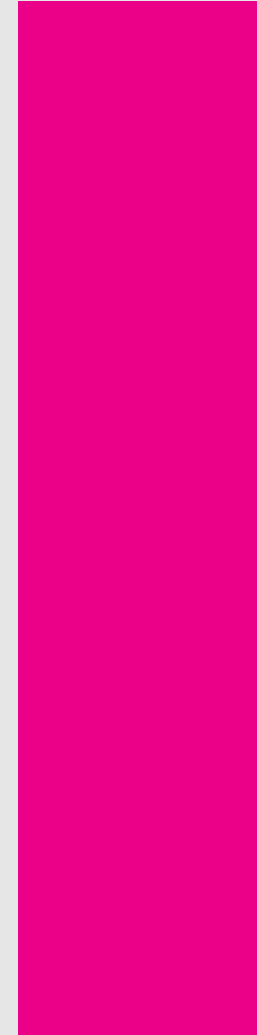
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- Strengthen linkages with the school and wider community
 - Provide mentorship and coaching
 - Address boys' attitudes towards SRGBV
 - Curricula that impart life skills

Activity: Thinking of safe spaces



Knowledge Check







Thank You

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