

Preventing SRGBV: Facilitator's Guide

Module 1: Introduction to SRGBV



UNGEI



United Nations
Educational, Scientific and
Cultural Organization



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Session 1: Define SRGBV



Session 1
Define SRGBV

**Module 1:
Introduction to
school-related
gender-based
violence (SRGBV)**

Primary Source of Information:
[UN Women Global Guidance Document on SRGBV](#)

Slide number: 1-2
Duration: 5 mins
Slide title: Introduction
Strategy: Lecture & discussion



Welcome to this course on SRGBV.

By the end of this module, you will be able to define school-related gender-based violence, discuss the related challenges with SRGBV and the policies to address SRGBV, and identify the stakeholders involved in preventing SRGBV.

Although SRGBV is a global problem, it is much [more acute in Africa](#). In particular, violence against women and girls is much higher than in other parts of the world. We will define SRGBV as a serious issue that impacts the lives of millions of students and young people every year. Minimum estimates suggest that 1 in 3 students between 11-17 years' experience some form of school violence every year. Much of that violence is driven by gender inequality and unequal power dynamics between children and teachers, older and younger peers, girls and boys and LGBTQ+ children.

Education for all and movements like [#breakthebias](#) cannot succeed if we fail to acknowledge and address SRGBV.

Before discussing strategies to mitigate SRGBV at a nationwide level through appropriate policies and policy execution, we will learn to define and identify SRGBV and our reactions to it.

Let's look at our agenda for this session in a little more detail.

- Recognize instances of SRGBV
- Describe the extent and scale of the prevalence of SRGBV
- Identify the risks that SRGBV poses
- Explain the consequences of not addressing SRGBV

Session Objectives

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Slide number: 3

Slide title: Session Objectives

Duration: 5 mins

Strategy: Lecture



In this session, we will talk about defining SRGBV. By the end of this session, you will be able to:

- Recognize instances of SRGBV
- Describe the extent and scale of the prevalence of SRGBV
- Identify the risks that SRGBV poses
- Explain the consequences of not addressing SRGBV

To focus on our gender equality goals and overall development of the country, it is vital that we address this issue.

Before we begin, I would like us to get to know each other a little through a small activity

Introduction



Slide number: 4

Duration: 20 mins

Slide title: Introduction
and Icebreaker

Strategy: Discussion



Look at the picture and see what it means to you in terms of the current realities you see near you and your vision for the future.

Write your response on a Post-It note in one word.



Listen for responses such as:

- Learning
- Safety
- Teaching
- Technology
- Happy learner
- Student
- Girl education
- Empowerment

Praise their thought process and ask them to introduce themselves one by one in the following format:

- Name

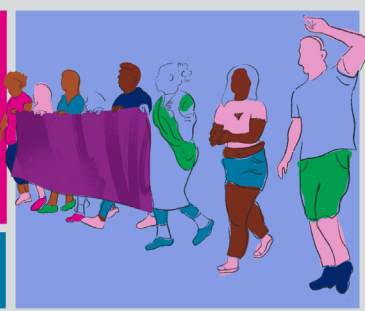
- Role

- If they had a magic wand, what would they change in the world?

- In their role and capacity, what can they change for the millions of girls like the one in the picture?

Now that we know each other better, let's tackle SRGBV together.

Activity:
What is SRGBV?



Slide number: 5

Duration: 20 mins

Slide title: What is SRGBV?

Strategy: Activity



Read through the handouts provided on Page 2 of the participant guide in groups of 4-5 each and identify all instances of SRGBV that you can find. Also, label why each scenario qualifies as SRGBV or does not qualify as SRGBV.



Scenario 1: Mussa is an 8-year-old boy from Maputo. He came home crying last week because he accidentally spilled some water on an 11-year-old boy, who gathered his friends together and beat up Mussa.

Scenario 2: Some of Sakina's classmates left nasty comments on her Facebook page when she uploaded a new profile picture. They made fun of her hair and clothes.

Scenario 3: Sadia refused to go to school this morning. She said that one of the teachers keeps touching her buttocks multiple times in a day. Her teacher threatened her to stay quiet or else she would receive failing marks.

Scenario 4: Xiluva's classmates no longer want to spend time with her after school. When she tried to walk with them today, they said that her mother is a witch who is causing crops to wither and sent her away.

Scenario 5: 10-year-old Adil was punished for flying a paper plane in his math class. His teacher asked him to stand outside the class for one hour with his hands in the air.

Scenario 6: Shamila is a janitor/cleaner at a village school. She says one of the students, Denny, touched her inappropriately. When she told him she would complain, he slapped her.

Scenario 7: Mr. Tembe beat his son Abilio with a stick because he did not feed the goats before going to school in the morning. Abilio apologized and said he was getting late, so he forgot, but Mr. Tembe beat him up again for making excuses.



Listen to how participants respond and which instances they classify as SRGBV.

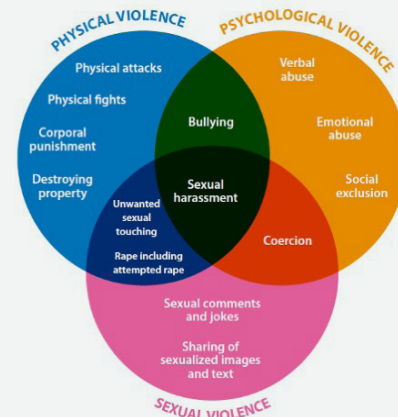
Explain to them that these are all forms of SRGBV, which takes multiple shapes and forms.

Let's look at how we can define SRGBV more accurately.

Defining SRGBV

SRGBV is:

- An act or threat of sexual, physical, or psychological violence occurring in and around schools
- Perpetrated as a result of gender norms and stereotypes
- Enforced by unequal power dynamics



Source: Adapted from UNESCO, 2019, *Behind the numbers: Ending school violence and bullying*, Paris, UNESCO, p. 11 and UNESCO and UN Women 2016, *Global Guidance on Addressing School-related Gender-based Violence*, Paris, UNESCO, p.21.

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Slide number: 6

Slide title: Define SRGBV

Duration: 10 mins

Strategy: Lecture & Discussion



SRGBV is any act or threat 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.



Ask the participants if they still have any doubts about the earlier scenarios and answer questions, if any. Tell them that typically, SRGBV is not restricted only to girls. Boys can also be subjected to it.

Tell them the different forms of SRGBV, as represented on the slide.

Ask them if they can think of any additional scenarios featuring SRGBV and can share them.

Tell them that [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.

Let's discuss the different shapes that SRGBV can take and where it can occur.

Where SRGBV occurs and its types



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Slide number: 7
Duration: 5 mins

Slide title: Define types of SRGBV
Strategy: Lecture & Discussion



SRGBV can manifest itself in many ways and be perpetrated by different people. In a school setting, the people who commit gender-based violence to others can include:

- Learner to learner (peer to peer)
- Teacher/staff to learner
- Learner to teacher/staff
- Teacher/staff to teacher/staff



Tell the participants about where SRGBV can take place – the school itself, on the way to school or back, at home, in the community, or even in cyberspace.

Since SRGBV is present in multiple forms all around us, let's also understand why it is important to address it.



Why addressing SRGBV is important

Slide number: 8

Duration: 5 mins

Slide title: Why addressing SRGBV is important

Strategy: Lecture & Discussion



Why do you think it is important to address SRGBV?



Listen for some key points such as:

- To ensure children and young people do not drop out and complete their education
- To achieve education and human development goals
- To end abuse, exploitation, and trafficking
- To attain gender equality

In case the participants are unable to think of these points on their own, guide them to these.



The ever-increasing scale of SRGBV poses a massive threat to our society and our nation as a whole. We can see some challenges that we face, such as pandemics and wars but SRGBV operates beneath the surface.

Children have a right to live free from discrimination. No child should be treated unfairly for any reason.

Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people. (Source: <https://www.unicef.org/child-rights-convention/convention-text-childrens-version>)

Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

Let's discuss the different shapes that SRGBV can take and where it can occur.



Understanding the scale of SRGBV

Slide number: 9

Duration: 5 mins

Slide title: Understanding the scale of SRGBV

Strategy: Lecture & Discussion



Explain the scale of the SRGBV issue to the participants. In particular, cite some of the statistics from marginalized groups, homophobic bullying, and cyber bullying from the different regions of the world.

Inform the participants that overall [gender-based violence ranged](#) from 42.3% in Nigeria to 67.7% in Ethiopia. In Bangladesh during the pandemic, corporal punishment inflicted by parents on their schoolchildren [increased by 42%](#), and this rise was coupled with a 40% increase in calls to the national child helpline. Greater than [90% of students](#) in countries ranging from Tanzania, Trinidad and Tobago, South Korea, Jamaica, Yemen, and Saint Kitts and Nevis reported that they experienced corporal punishment from their teachers despite this school-related gender-based violence being explicitly banned in these countries.

Before addressing SRGBV, it is critical to understand some of the root causes for it.



Defining the root causes of SRGBV

Slide number: 10

Duration: 5 mins

Slide title: Define the root causes of SRGBV, before finding solutions for it

Strategy: Lecture & Discussion



Some of the most common causes of SRGBV are:

- Harmful societal norms that favor men and boys over women and girls, adults over children, teachers over children, and other relations that reinforce power/authority
- Traditional expectations of behavior as per defined masculine/feminine roles
- Gender discrimination against girls and women or the LGBTQ+ community
- Wars and conflicts
- Income inequalities
- Anonymity of social media
- Covid-19 related disruptions and increased levels of domestic and gender-based violence

Policymakers, authority figures, teachers, parents, other students and community members participate in and create these dynamics. Changing them will require all of us to work together and tackle the issue.

If left unchecked, SRGBV can pose multiple risks and challenges. Let's understand some of these.

Risks posed by SRGBV



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Slide number: 11

Duration: 15 mins

Slide title: Understand the risks that SRGBV poses

Strategy: Activity



In our respective groups, let's think about the risk factors contributing to SRGBV within each of the groupings shown in the chart and the consequences of the same.



Think about the potential consequences in terms of SRGBV based on the diagram on page 4 of the participant guide

Choose a representative from your group to share your thoughts with the audience.

Let's also talk about the consequences of SRGBV, especially on children and young people.



Slide number: 12

Duration: 20 mins

Slide title: Consequences of SRGBV

Strategy: Activity



SRGBV can attack the well-being of people in 4 different and interlinked ways:

- Body (Physical wellbeing)
- Mind (Mental health)
- Heart (Engagement with others/society)
- Soul (Being purposeful and a contributor to society)



Assign this activity to participants in groups and ask them to make a list of the consequences of SRGBV under each category. They can use page 6 of the participant guide to record their thoughts. Lead them into a discussion where they have lists that look like:

Body

Physical injuries
Disability
Unwanted pregnancy
Genital mutilation
STDs/STIs
Drug abuse

Mind

Anxiety
Depression
Anger issues
Being suicidal or self-harm tendencies
PTSD (Post-traumatic stress disorder)
OCD (obsessive-compulsive disorder)
Memory issues
Eating disorders

Heart

Lack of focus
Poor grades/performance
Dropping out

Soul

Bullying others
Violence and crime
Sexual harassment
Intergenerational reproduction of violence



Tell the participants that there could be financial consequences linked to each of these consequences as well. Talk about the tangible costs and intangible costs of SRGBV. Highlight that as per the World Bank, unchecked violence in schools could lead to [\\$11 trillion in lost](#) lifetime earnings. While research into current and future costs is still in progress, the bottom-line is that SRGBV sets nations back many years, on their roads to progress.

With this activity, you now understand the definition and causes of SRGBV, along with the risks and consequences. However, it is also important for us to understand who the stakeholders are who get impacted by SRGBV.

Activity:
Understanding
the stakeholders
Impacted by
SRGBV



Slide number: 13

Duration: 30 mins

Slide title: Understand stakeholders
impacted by SRGBV

Strategy: Activity



In your groups, think about the key stakeholders affected by SRGBV and the potential effect on them.



Consider the following stakeholders and list down the key interventions needed to address their unique needs:

1. Children including those with disabilities, LGBTQ+
2. Teachers
3. Parents
4. Schools
5. Communities and Community-based Organizations
6. Researchers
7. Government officials



Sample list of recommendations on interventions:

1. **Children** – implementation and enforcement of international and national laws promoting child safety and elimination of violence against children, as described in the Convention on the Rights of the Child, for example
2. **Teachers** – building awareness and providing the right tools to reach out to stakeholders such as police and child support
3. **Parents** – building awareness and providing psychological support
4. **Schools** – coordinated interventions to spread awareness and also take suitable action against instances of SRGBV
5. **Communities and Societies** – create forums and platforms to hear the voices of the marginalized communities
6. **Researchers** – resources to carry out in-depth studies around SRGBV and its effects
7. **Government officials** – influence policymakers and legislators to strengthen laws preventing SRGBV

Tell the participants that now is the time to discuss how we can collectively take this chance to change things through our understanding of what SRGBV is and who all it impacts.



Slide number: 14

Duration: 15 mins

Slide title: Knowledge check

Strategy: Lecture & Discussion



Let's now recap and test our knowledge of what we have learned so far. I'll ask you some questions – please raise your hands to answer them.

Q1. Rahul was entering his classroom while a staff member was sweeping the area outside. Angry at the rising clouds of dust, Rahul called her some vulgar names. Upset, she ran to the principal's room and raised a complaint. Will this be considered SRGBV? Select the appropriate response:

- A. There was no violence, so this is not SRGBV.
- B. SRGBV only takes place if the victim is a student.
- C. The staff member's conduct is wrong, and she is unnecessarily looking to get Rahul in trouble. She should be punished instead.
- D. This is SRGBV and needs to be addressed.

Q2. Income inequality reduces SRGBV. State True or False, and why.

Q3. Schools need to make efforts to eradicate SRGBV and should adopt a strict approach against incidents. State True or False, and why.



Listen to the participant responses and provide feedback

Q1. D. This is certainly SRGBV. Violence can be psychological as well and can be student-student, staff-student, or even staff-staff. The staff member is absolutely right.

This is certainly school-related and also an incident of gender-based violence. Therefore, it needs to be treated in that manner.

Q2. False. Income inequalities are known to increase SRGBV.

Q3. True. Schools are important stakeholders in the journey against SRGBV. They need to work with other stakeholders to address SRGBV.

Now, I'd like to take up any questions that you may have for me.



Q & A

Slide number: 15

Duration: 5 mins

Slide title: Understanding the scale of SRGBV

Strategy: Lecture & Discussion

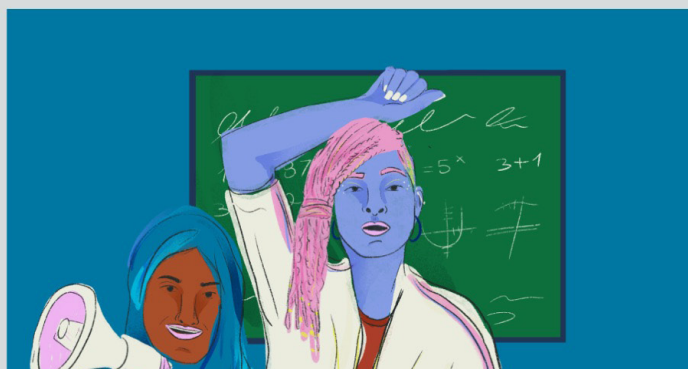


Ask the participants to ask any questions they may have, before proceeding to the next session that focuses on the challenges in addressing SRGBV.

Session 2: Challenges in addressing SRGBV

Session 2

Challenges in addressing SRGBV



Introduction & Recap



Slide numbers: 16 - 17

Duration: 2 mins

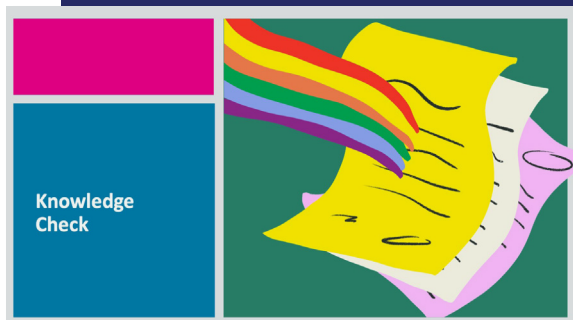
Slide title: Introduction and Recap

Strategy: Lecture



In the last session, we got introduced to SRGBV and its scale. Let's participate in an activity to check our understanding.

In addition, if there are any questions about what we have discussed so far, I'll be happy to answer them.



Slide number: 18

Duration: 10 mins

Slide title: Checking understanding of last session

Strategy: Activity



Look at the statements on the screen and discuss with your group on whether they are true or false. Discuss and correct the statements that are false.



Mark the following statements as TRUE or FALSE.

1. SRGBV can only be physical or sexual in nature.
2. A student at a school who hits a teacher is not engaging in SRGBV.
3. Addressing SRGBV will help us get to our gender equality goals faster.
4. Mental well-being can be severely compromised due to being a victim of SRGBV.



Answer Key:

1. **False.** SRGBV can also be psychological. Bullying, online abuse, and other ways to traumatize someone can be classified as SRGBV as well.
2. **False.** SRGBV does not only mean that learners are victims. Learners can also be perpetrators of SRGBV with other learners, non-teaching staff, or teachers being the victims.
3. **True.** By making our surroundings safer, we will end up being more inclusive and supportive.
4. **True.** Especially if those experiencing SRGBV are not able to get access to the right kind of support mechanisms, wellbeing is likely to suffer.

Great! We have improved our understanding of SRGBV. With that, let's begin with our agenda for this session.

- Reflect on the complex nature of SRGBV
- Identify the potential challenges in dealing with SRGBV
- Articulate challenges prevalent in committees in addressing SRGBV

Session Objectives

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Slide number: 19
Duration: 5 mins

Slide title: Session objectives
Strategy: Lecture



In this session, we will talk about some of the challenges in addressing SRGBV. By the end of this session, you will be able to:

- Reflect on the complex nature of SRGBV
- Identify the potential challenges in dealing with SRGBV
- Articulate challenges prevalent in committees in addressing SRGBV

Before addressing SRGBV, we need to understand the complexities and the challenges posed by the complex nature of SRGBV.

Activity:
Understanding
the stakeholders
Impacted by
SRGBV



Slide number: 20

Duration: 40 mins

Slide title: Understand the roles of victims
and perpetrators

Strategy: Activity



Read through the case study provided as a handout on page 9 of the participant guide and discuss in groups about what needs to be better and how communities can support a victim of SRGBV.



Raoul is a 15-year-old boy who was using a knife to carve shapes on his desk in school. The teacher who caught him forced him to strip to his underpants and run around the school ground three times as a punishment.

All his classmates laughed at him and one of them, Nora, even made a video of Raoul, which was uploaded to Facebook. An angry Raoul went to her house a few days later and ripped off her shirt. Humiliated, Nora told her mother in the evening, who asked her to be quiet because she brought this upon herself. "After all Nora, what do you expect when you humiliate a boy?" her mother said.

Nora was not satisfied and spoke to Ms. Mubanga, one of her favorite teachers at school about what to do. Ms. Mubanga was disturbed by what she heard but had no idea about how to help. She told Nora that not much could be done in this scenario and the best thing to do would be to move on.

However, Nora spoke to both her parents again and convinced them to speak to the police. They were reluctant, but her father agreed to talk to one of his friends, who was a police officer. The police officer listened sympathetically but suggested that it would be useless to file a formal complaint. Raoul would go unpunished, and he and his friends would target Nora more often.

Still unsatisfied, Nora decided to do her own research and find out more about violence against girls and women. However, she failed to find detailed statistics about situations like hers.

Q1. Identify any instances of SRGBV in this scenario.

Q2. During each interaction, what are the SRGBV-related challenges that you can identify?



Tell the participants that both Raoul and Nora are victims of SRGBV. In fact, they are both perpetrators as well – Nora for putting up a highly embarrassing video that led Raoul to be traumatized and Raoul for causing a sexual offence by ripping her shirt.

Also, talk about the challenges pertaining to SRGBV in this scenario:

1. The teacher who punished Raoul was probably not aware that he was indulging in SRGBV.
2. Raoul and Nora were not aware that they have been subjected to SRGBV and what support they can expect to receive.
3. Nora's mother subscribes to a gender stereotype about boys needing to be treated with respect. Later, her father also does not exhibit awareness of what should be done to help Nora.
4. Ms. Mubanga has no idea about what to do to address the issue that Nora brings up.
5. The discouragement provided by the police officer is an example of how the system fails to protect the most marginalized of people.
6. There does not seem to be enough information on SRGBV for Nora to be able to educate others.

Inform the participants that SRGBV is a complex issue and has multiple challenges that prevent it from being addressed proactively.

Now, we will spend some more time understanding the specific challenges that prevent SRGBV from being addressed adequately.



Defining the root causes of SRGBV

Slide number: 21

Duration: 10 mins

Slide title: Challenges pertaining to SRGBV

Strategy: Lecture & Discussion



There are multiple challenges that face us as changemakers and individuals when it comes to SRGBV.

1. Social and cultural norms – discourage reporting of SRGBV and even support it
2. Gender inequalities – notions of superiority of men and boys over women and girls
3. Capacity constraints – education systems not geared up to support victims
4. Weak coordination – lack of linkage between departments like police, child protection, social services, education etc.
5. Weak legislation – absence of laws that prevent vulnerable people from SRGBV
6. Lack of data/research – inability to discern what works and what does not. In addition, there is limited data/evidence on the scale of the problem in many contexts.
7. Limited data/evidence – the known scale of SRGBV is only like the tip of the iceberg due to inadequate reporting and lack of tracking mechanisms

Before proceeding further, I would like you to think about the case study once again and see how these challenges are reflected in it.

Let's also understand some of these challenges in more detail.

Norms affecting SRGBV (1/2)

Social and cultural norms

- Discourage reporting of SRGBV
- Offer explicit/implicit support to some forms of SRGBV
- Resistance/reluctance to talk to children about gender, violence, and sex



Impact



Increase in instances of SRGBV due to social support



Continuing lack of awareness of the seriousness of SRGBV

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Slide number: 22

Slide title: Norms affecting SRGBV

Duration: 5 mins

Strategy: Lecture & Discussion



The way our society is structured and the cultural norms we follow play a huge part in how we think about SRGBV. Typically, social norms that we have adopted means that reporting of SRGBV is discouraged and/or even looked down upon.

In addition, some might even offer implicit/explicit support to some forms of SRGBV.

Not only that, teachers, parents, and policymakers may be resistant to the idea of talking about gender, violence, or sex to children and young people. Or, based on their lack of comfort with talking about these topics, they may even be reluctant to have these conversations.

Does this resistance or reluctance exist in your country? How might we address it?

Let's also understand some of the gender inequalities that exist and further exacerbate the issue of SRGBV.

Norms affecting SRGBV (2/2)

- Gender inequality - Devaluing women and girls and treating men/boys as superior
- Beliefs about the entitlement of males to get what they want

Slide number: 23

Duration: 5 mins

Slide title: Norms affecting SRGBV

Strategy: Lecture & Discussion



Devaluing women and girls and treating men and boys as superior is one of the ways in which gender inequalities present themselves.

For example, research from Ethiopia found that, although 93 per cent of male students knew violence against girls was against the law, about 33 per cent believed that it is right for male students to get whatever they want, either by charm or by force, and about 21 per cent admitted to behaving this way themselves.

Of course, in addition to social attitudes and prevalent inequalities, education systems in our country are also stretched to the limit already.

Let's learn a bit more about these specific challenges.

Education system challenges affecting SRGBV

Educational system challenges

- Untrained or poorly trained teachers
- Lack of tools, capacity, and awareness to address SRGBV



Impact



Inability of teachers to prevent violence or promote gender equality



Ineffective contribution to change due to constraints of time and resources

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Slide number: 24

Duration: 5 mins

Slide title: Education System challenges affecting SRGBV

Strategy: Lecture & Discussion



Teachers are often untrained or poorly trained on handling SRGBV. Not only that, with excessive demands on their time, they lack the tools, capacity, and self-awareness to prevent violence and promote gender equality. In addition, some of the teachers may themselves be the victims of violence.

However, by equipping them well, we can slowly but surely move towards an SRGBV-free future.

Unfortunately, not only teachers but other support systems are struggling too. Let's talk about some challenges there as well.

Other system challenges affecting SRGBV (1/3)

- Weak coordination among multiple departments
- Poor support systems to provide aid to victims

Slide number: 25

Duration: 5 mins

Slide title: Other System challenges affecting SRGBV

Strategy: Lecture & Discussion



Preventing and addressing SRGBV needs strong coordination among multiple departments such as ministries of education, police, health, social services, and child protection.

There is an urgent need for organizational culture change to overcome the roadblocks.

In addition, the issue of weak support systems for supporting victims needs to be addressed as well, particularly in fragile or conflict-affected communities.

Let's also talk briefly about how the legal framework needs to be strengthened to successfully address SRGBV.

Other system challenges affecting SRGBV (2/3)

- Largely non-existent laws pertaining to SRGBV
- Poor implementation allowing perpetrators to go free

Slide number: 25

Duration: 5 mins

Slide title: Other System challenges affecting SRGBV

Strategy: Lecture & Discussion



Because laws pertaining to SRGBV are largely non-existent, there are not enough systems to protect against SRGBV. Some countries have introduced legislation recently, but poor implementation with perpetrators going unpunished causes challenges.

Lastly, let's talk about the challenge posed by insufficient data and research on SRGBV.

Other system challenges affecting SRGBV (2/3)

- Unclear relationships between vulnerability of victim & SRGBV
- Lack of sufficient scientific studies

Slide number: 27

Duration: 5 mins

Slide title: Other System challenges affecting SRGBV

Strategy: Lecture & Discussion



There are huge gaps in the availability of relevant data with unclear relationships between vulnerability and instances of SRGBV.

There have not been enough studies conducted at sufficient size nor scale to understand the extent of SRGBV. Hence, there are challenges to identify the practices that mitigate SRGBV and strategies that can be used worldwide to address it.

Different communities face different kinds of challenges with SRGBV. Let's spend some time thinking about the ones that may apply in your country.

Activity:
Understanding
the challenges
applicable to
your community



Slide number: 28

Duration: 15 mins

Slide title:

Understand challenges

Strategy: Activity



Out of the list of challenges provided on page 10 of the participant guide, please select the top 3 that are applicable to your own community. After that, discuss with your group and select the top 3-4 challenges that you believe are common to the entire group.



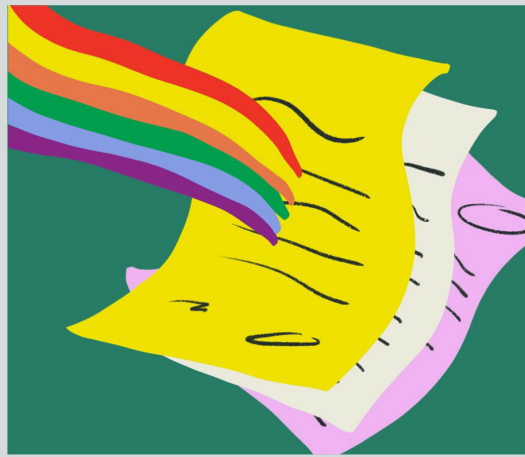
1. Social and cultural norms
2. Gender inequalities
3. Capacity constraints
4. Weak coordination and monitoring mechanisms
5. Weak legislation
6. Lack of data/research
7. Limited data/evidence



Tell the participants that they now understand the key challenges faced in addressing SRGBV and can shift focus to some of the legal frameworks in existence around the world.

That brings us to the end of this session.

Knowledge Check



Slide number: 29

Duration: 15 mins

Slide title: Knowledge check

Strategy: Lecture & Discussion



Let's now recap and test our knowledge of what we have learned so far. I'll ask you some questions – please raise your hands to answer them.

Q1. Which of these is not an SRGBV-related challenge that we face as changemakers?

- A. Social and cultural norms discourage reporting of SRGBV and even support it
- B. Gender inequalities create notions of superiority of men over women
- C. Capacity constraints – education systems not geared up to support victims
- D. Huge amounts of data and insights about the scale of SRGBV

Q2. Laws created recently to address SRGBV have made a huge difference in reducing incidents of SRGBV. State True or False, and why.



Listen to the participant responses and provide feedback

Q1. D. Typically, data in many part of the worlds is non-existent or scant, making it unclear how serious SRGBV really is.

Q2. False. Most of the laws are new or non-existent and are not used properly by law enforcement authorities. However, in certain countries, as SRGBV-related actions become more prevalent, this might become true in the future as well.

Now, I'd like to take up any questions that you may have for me.



Q & A

Slide number: 30

Duration: 5 mins

Slide title: Conclusion

Strategy: Lecture & Discussion



Ask the participants to ask any questions they may have, before proceeding to the next session that focuses on the best practices in addressing SRGBV.

Session 3: Best Practices & Policies to Check SRGBV

Session 3

Best practices and policies to check SRGBV



Introduction & Recap



Slide numbers: 31 - 32

Duration: 2 mins

Slide title: Introduction and Recap

Strategy: Lecture



In the last session, we spoke about the scale and complexity of SRGBV and the challenges it poses to our communities. Let's participate in an activity to check our understanding of what we have learned.

Additionally, if there are any questions about what we have discussed so far, I'll be happy to answer them.

Knowledge Check



Slide number: 33

Duration: 10 mins

Slide title: Checking understanding of last session

Strategy: Activity



Based on what we discussed in the last session, each group needs to create a set of 4 quiz questions.

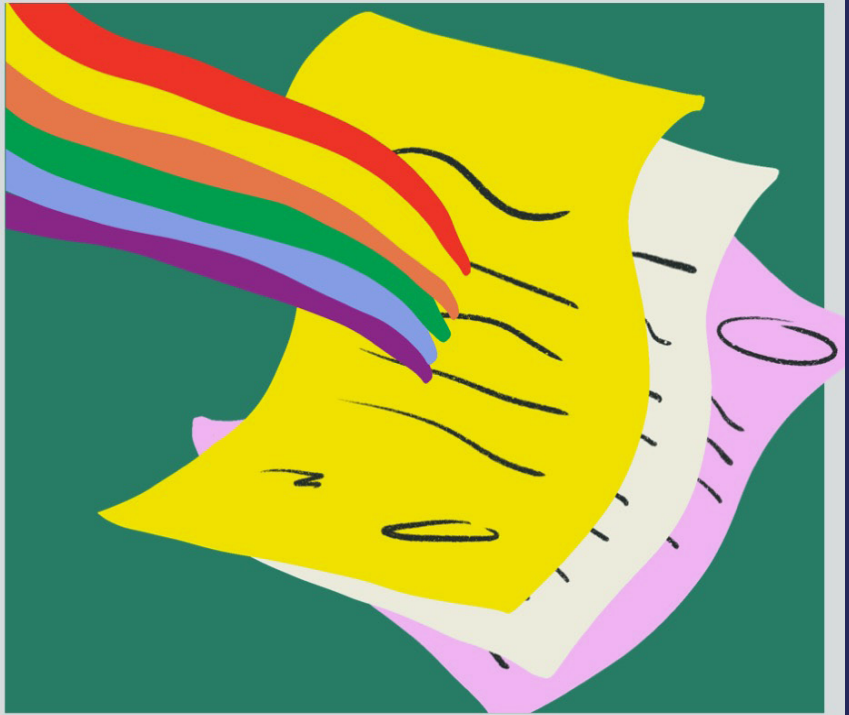
Pass your quiz sheets to the group on your right.

Each group needs to answer every question, with correct answers adding one point and wrong ones losing one point.

Group(s) with the most points are the victor(s).

Great! We have improved our understanding of SRGBV. With that, let's begin with our agenda for this session.

Knowledge Check



Slide number: 34
Duration: 5 mins

Slide title: Introducing the agenda and session objectives
Strategy: Lecture



In this session, we will learn more about how some other countries are addressing SRGBV through legislation. By the end of this session, you will be able to:

- Describe some of the key laws and policies against SRGBV in your context
- Assess the legal framework available for addressing SRGBV – what laws exist that address issues of GBV, corporal punishment, sexual violence etc.
- Identify the policy framework to address SRGBV that exists in your context

Before reviewing some policies for addressing SRGBV in our own communities, let's learn some lessons from actions taken elsewhere in the world.

Activity: Understanding the support from various legal provisions



Slide number: 35
Duration: 30 mins

Slide title: Understand the support from various legal provisions
Strategy: Activity



Read through the examples of legislation on page 12 and 13 of the participant guide from different countries and discuss with your group:

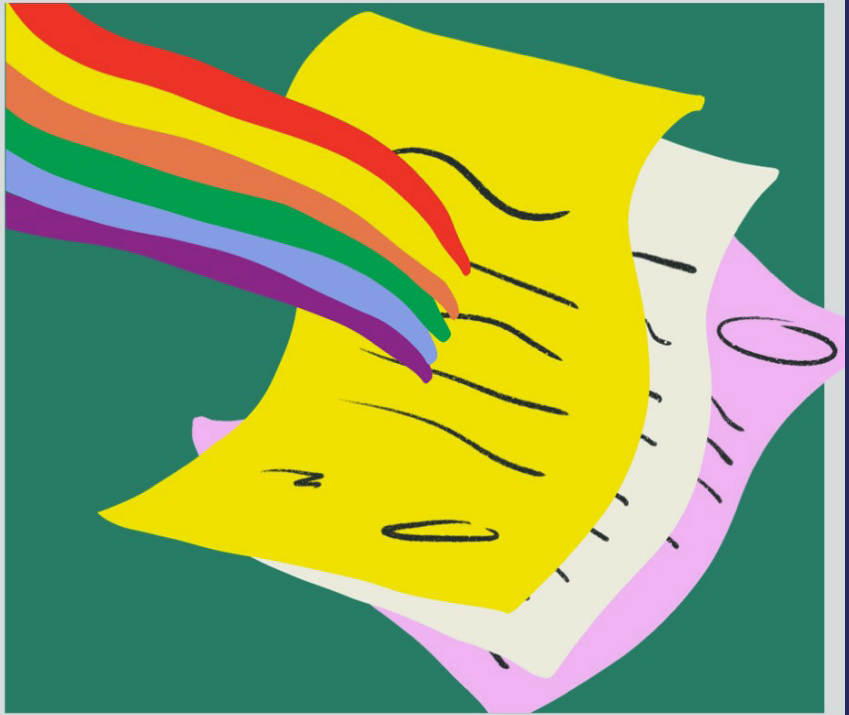
1. Out of physical, psychological, and sexual SRGBV, which one would be most easily addressed by each set of laws?
2. Which of the major challenges from your community do you think can be addressed through each of these pieces of legislation?



Provide feedback based on your expertise in the subject matter and engage the participants in a discussion around the questions above.

At a broad level, we now understand what could be improved upon in terms of legislation. Now, let's talk about assessing the gaps in national policy frameworks.

Knowledge Check



Slide number: 3

Duration: 10 mins

Slide title: Gaps in policy frameworks

Strategy: Lecture & Discussion



Policy frameworks provide a common direction for developing policies and programs such as national action plans, ministerial regulations, policy statements, and other mechanisms.

Typically, key policy frameworks around SRGBV would include education, frameworks to prevent violence against women, protection of children's rights, and the rights of vulnerable communities.

Some of the evaluated gaps in policy frameworks around the world are:

- Limited translation of legislation into policy
- Poor enforcement of legislation
- Poor monitoring of policy implementation
- Lack of integration of SRGBV into education plans and other public policies
- Negligible action on GBV and "hidden" forms of violence

Now, let's think of some ways to design a national policy framework that prevents SRGBV.

Activity:
Understanding
the framework
for change



Slide number: 37

Duration: 30 mins

Slide title: Understand
framework for change

Strategy: Activity



Let's talk about the SRGBV Theory of Change provided by the UNESCO and UN Women Global Guidance document.

The theory specifies three overarching objectives for a comprehensive response to SRGBV:

Lead: Policies, guidelines, and support mechanisms are developed at a ministry level

Teach: Schools are provided access to curriculum, teaching resources, and training

Partner: Parents and the community are engaged to build positive norms and practices

Let's think about how each of these objectives can be attained with concerted and consistent effort.



Assign the participant groups the role of ministry, school, or parents. Preferably, if there are multiple groups, restrict the ministry role to one group and you can have multiple groups performing the role of schools and parents.

Ask the groups to think about what key impact their assigned role would be looking to create, based on their objectives.

Then, ask them to discuss and define the outcomes they would choose to deliver, along with the strategies and outputs they would use to get there.

In case they are not able to clearly articulate their thoughts, provide them with some guidance in the form of the figure on page 14 of the participant guide, with some of the elements blanked out to prompt them to think.

Goal	Objectives	Strategies	Outputs	Outcomes	Impacts
School administrators & teachers have the necessary conditions and mechanisms to prevent and respond effectively to school-related gender-based violence	Lead Ministry develops policy, guidelines & support	Develop, distribute & enforce policies on SRGBV & bullying Develop guidelines on safety in & around school Use reporting mechanisms to increase accountability Include creation of a safe, SRGBV free learning environment in staff responsibilities Allocate budget for creation of safe learning environments	Policies & guidelines available to the whole school community Professional codes of conduct promoted and enforced Security plans & safe school timetables established & implemented Data on SRGBV collected and analysed	Clear understanding of the prevalence and drivers of SRGBV All staff are supported by the policies and school leadership to prevent or respond to violence Preventing & addressing SRGBV are priority areas School leadership & institutional response strengthened	School community empowered and supported to address SRGBV
	Teach Schools have access to curriculum, teaching resources & training	Develop & disseminate curriculum & teaching materials Pre- and in- service training includes SRGBV psychosocial support, positive discipline & conflict management Use teacher support groups to strengthen change	Student centered participatory activities taught in school Guidelines on how to prevent SRGBV & options for corrective measures Peer training and support groups established, including male involvement & bystander interventions Student groups created	School community develops the knowledge / attitude / skills to promote gender equality & a safe learning environment Positive discipline practices established Teachers demonstrate gender equality in their teaching practices Adherence to rules & regulations	School community trained and have the tools to prevent & respond to SRGBV
	Partner Engage parents and community to build positive norms & practices	Enhance involvement of parents in school Facilitate parent/teacher meetings to address social and cultural drivers of SRGBV Establish linkages with health, social services, law enforcement, civil society etc Involve parents in case management plans Work with men & boys to create gender safe school communities	Increased stakeholder participation Information campaigns for parents, learners & the community Interventions to address SRGBV on the way to school established (e.g. safe routes to school) Multisectoral referral mechanism in place Reporting & redress mechanisms in place	Increased communication between school management & families Enhanced parental involvement in schools Increased awareness of SRGBV within the community Teachers & staff feel empowered and supported by parents Increased opportunity to report incidents of SRGBV to external / independent persons Coordinated action to address and negative social norms and environmental drivers	Co-ordinated multisectoral response, parental & community support

Source: Adapted from UNAIDS IATT on Education and School Health (2015)

This is great! We now know exactly what each stakeholder group needs to accomplish to help us in ending SRGBV. Let's also see how change happens.

How change happens: The non-linearity of change

Figure 2 Prevention model and theory of change



UNGEI

Slide number: 38

Duration: 10 mins

Slide title: Non-linearity of change

Strategy: Lecture & Discussion



One of the reasons why change efforts often fail is because people tend to see them as linear as in, we assume that once we deliver a programme, we will start to see shifts. An effective change can only be brought about by multiple efforts in various directions – at the individual, family, school, community and societal level. Because the roots of gender-based violence are deeply structural.

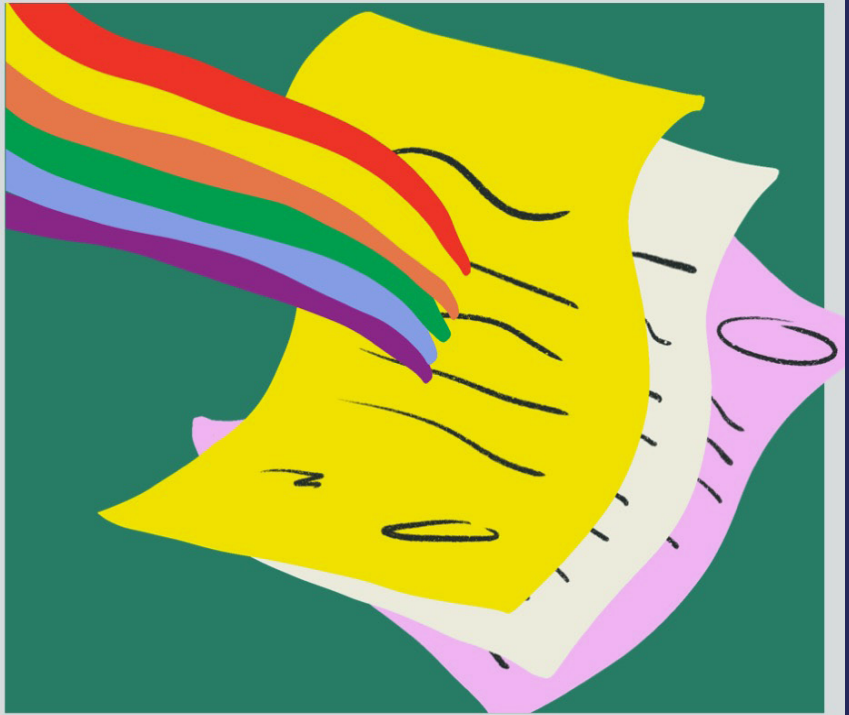
In addition, when you start implementing a programme and measure its impact, you may find that incidents of violence are increasing. This is because reporting is starting to increase – people are more aware of how and where to report and are also less afraid to do so. So even though more incidents are a bad thing – it actually shows that the programme is working.

We will talk about the components on this slide in more detail later, but I just wanted to highlight two things to you:

1. Change can be non-linear as well, and everything does not have to proceed stepwise. For example, in our Lead, Teach, Partner framework, we don't need to wait for policymaking to happen before community mobilization happens. Things can proceed in parallel as well.
2. In the short-term, there may be indications that things are 'worse' than they were before the interventions. However, it is crucial to look at the reasons why.

Now, you're aware of stakeholder groups who create change and also that their contributions can be cyclical instead of linear.

Knowledge Check



Slide number: 39

Slide title: Knowledge check

Duration: 10 mins

Strategy: Lecture & Discussion



Let's now recap and test our knowledge of what we have learned so far. I'll ask you some questions – please raise your hands to answer them.

Q1. Until policymaking and legislation supports addressing SRGBV, there is no point in community mobilization. State True or False, and why.



Listen to the participant responses and provide feedback

Q1. False. Change can be non-linear and multiple change initiatives need to happen in parallel. Community mobilization can begin irrespective of legal support.

Now, I'd like to take up any questions that you may have for me.



Q & A

Slide number: 40

Duration: 3 mins

Slide title: Conclusion

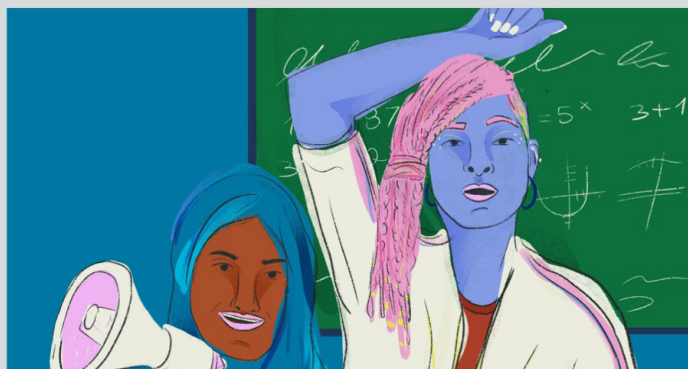
Strategy: Lecture & Discussion



Ask the participants to ask any questions they may have, before proceeding to the next session that defines the stakeholders who can address SRGBV.

Session 4: Stakeholders in addressing SRGBV

Stakeholders in addressing SRGBV



Introduction & Recap



Slide numbers: 41 - 42

Duration: 2 mins

Slide title: Introduction and Recap

Strategy: Lecture



In the last session, we discussed some strategies to create lasting change through policy frameworks that address SRGBV. Now, let's talk about the importance of partnerships with various stakeholders to address and eventually eliminate SRGBV.

In addition, if there are any questions about what we have discussed so far, I'll be happy to answer them.

- Discuss the importance of partnership with various stakeholders in addressing SRGBV
- Identify the specific roles of various stakeholders in addressing SRGBV
- Describe the importance of men and boys in conversations around SRGBV

Session Objectives

UNGEI



Slide number: 43

Duration: 5 mins

Slide title: Session objectives

Strategy: Lecture



In this session, we will understand the roles of different stakeholders in preventing SRGBV. By the end of this session, you will be able to:

- Discuss the importance of partnership with various stakeholders in addressing SRGBV
- Identify the specific roles of various stakeholders in addressing SRGBV
- Describe the importance of men and boys in conversations around SRGBV

Let's start with an activity to understand how a multisectoral approach can help mitigate SRGBV.

Let's start with an activity to understand how a multisectoral approach can help mitigate SRGBV.

**Activity:
Understanding
community
support**



Slide number: 44

Duration: 30 mins

Slide title: Understanding
Community Support

Strategy: Activity



SRGBV is too massive a problem to be tackled by just one or two sectors alone. Multiple sectors need to work together to address it, with extremely high levels of coordination.

Read through the examples given on page 15 of the participant guide of how other countries have tried to address SRGBV. Working in groups, identify the sectors collaborating to address SRGBV. In addition, also comment on which sectors seem to be missing from their respective strategies and how they can be brought in to contribute to a solution.



List of sectors/departments to choose from:

- Health
- Women Empowerment/Health
- Child Protection
- Social Services
- Justice Department
- Police & Security
- Youth & Sports
- Transportation & Urban Planning



Peru: Since 2013, the Ministry of Education has been coordinating a national education policy framework against school violence. Its Escuela Amiga ('Friendly School') policy works across multiple ministries and focuses explicitly on building an institutionalized, system-wide approach to preventing SRGBV (Varela et al, 2013).

Bahamas: In 2013, the Government of The Bahamas appointed a National Task Force for Ending GBV. The task force involved a coordinated approach between different ministries, including the Ministry of Education, Science and Technology. Other ministries included Social Services, Urban Renewal, the Attorney-General, National Security, Police, Families and Children, Child Protection, Youth, Sports and Culture, Health, and Women's Affairs, as well as NGOs such as the Salvation Army, Bahamas Crisis Centre and the Bahamas Christian Council. In addition, a Ministerial Committee was appointed to have oversight of the National Task Force, including the Minister of Education, Science and Technology. The high-level task force is responsible for sharing information and making recommendations about practices, policies and protocols. This is in addition to developing an efficient, comprehensive and coordinated national response at the system level, as well as at the integrated case management level, and helps to facilitate networking between ministries, departments and NGOs working on GBV (Maura, 2013).

Guatemala: The National Plan for Strategic Action for 2007-2017 includes a Guide to the Prevention of School Harassment and an awareness-raising and information campaign on school harassment, deriving from a bi-ministerial accord (Health and Education). In 2013, the ministries of health and education reaffirmed their commitment to working together to design and implement a comprehensive sexuality education programme for youth in nine regions of the country (Hunt et al, 2014; UNICEF, 2014a). England: The Young People's Programme (funded by the Department of Education) brings together local agencies to share information between local services. Regular local meetings of service agencies discuss individual cases of young people requiring support and develop a risk-focused, coordinated safety plan to support them.

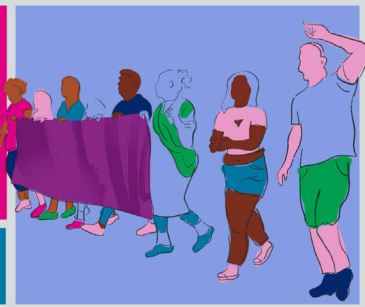
Côte d'Ivoire: The Ministry of National Education and Technical Education established a framework for the coordination and monitoring of child protection strategies as part of a national cross-sector policy on child protection introduced in 2012 (UNESCO/UNGEI, 2015).

Philippines: The Department of Education invited other sectors to provide inputs on developing the school curriculum (K+12 Curriculum) to integrate child sexual exploitation within GBV and link children to sexual and reproductive health and GBV services. Central to this was the involvement of a national committee and advocacy group - the National Steering Committee - formed by family planning organizations in the Philippines and Department of Health (UNESCO, 2014).

Thank the participants for their eager participation in the activity and praise any new ideas that came up.

Because teachers are the stakeholders who are directly in touch with learners, we will spend some time talking specifically about their role in the first instance.

Activity: Role of teachers in mitigating SRGBV



Slide number: 45

Duration: 15 mins

Slide title: Understand role of teachers in mitigating SRGBV

Strategy: Activity



Education systems, teachers' unions, and even teachers themselves can empower teachers to get the right training and awareness about SRGBV, create codes of conduct and disciplined practices, and advocate for policy change, among other actions.

Teachers can be perpetrators as well as victims of SRGBV, so empowering them would go a long way in addressing and eventually eliminating SRGBV.

In your groups, discuss some of the strategies that could be used to strengthen the role of teachers to successfully address SRGBV.



Illustrative responses:

- Training for teachers on how to identify and address SRGBV
- The creation of support groups in schools to help teachers identify and address SRGBV
- Teacher education toolkits to identify and address SRGBV
- Identification of school/district leaders with the responsibility to liaise with other stakeholders for holistic solutions
- Public pledges and declarations
- Awareness sessions and teachers talking about how they work to end SRGBV
- Public flags/signboards/badges that talk about being violence-free
- Awards, certificates, and public recognition for exemplary contributors



Thank the participants for their eager participation in the activity and highlight some of the outstanding strategies.

Tell them that the community also plays a critical role in addressing SRGBV.

Let's participate in one more activity to identify the places where the community can step in to address SRGBV.

Activity:
Community
support needed
to address SRGBV



Slide number: 46

Duration: 40 mins

Slide title: Understand community
support needed to address SRGBV

Strategy: Activity



Draw the journey of a child from home to school and back and list all possible human interactions during the journey.

Use the red post-it notes to indicate spaces where an act of SRGBV can happen and the green ones to indicate spaces that are safe.



Ask each group to discuss how a community consisting of parents and concerned citizens can come together to turn the reds into greens.



Based on the responses of the participants, share some of the ideas that could be implemented to mobilize communities to identify and prevent SRGBV:

1. Parent awareness sessions to inform them how the home environment or behavior of people at home could cause or lead to SRGBV.
2. Create students' clubs to help them support each other through any such instances and help in stopping perpetrators and educating them on alternative, non-violent solutions.
3. Enable the presence of additional 'classroom assistants' who can help prevent sexual abuse or emotional abuse, especially that of girl students in classes, by serving as SRGBV monitors.
4. Similar to a 'carpool', get parents to volunteer to walk students to school so that no incidents of SRGBV take place on the way.
5. Set up stalls or kiosks where community members can learn about SRGBV, its identification, and prevention.
6. Seek the support of traditional and religious leaders in adding content relating to SRGBV in their sermons and conversations to influence the community positively.



Provide examples of countries where this has been done successfully.

Raising awareness at community level	Nigeria: ActionAid's Transforming Education for Girls in Nigeria (TEGIN) used weekly 'Community Circles' to conduct awareness-raising activities, including planning marches and high-profile events around violence against women and girls and to mark international days of celebration. Some of these circles involved traditional leaders and elders, leading to 'considerable (and unexpected) change in the community's attitude and behaviour (Leach et al, 2013).
Community advocacy teams and 'referral points'	Ghana: In 2007, ActionAid and Songtaba (a community based partner) established a community networking initiative with the aim of stopping violence against girls in schools in Nanumba District - an area far from the capital, where child protection services did not have the financial or human resources to follow up reported cases of SRGBV. By linking community structures to decentralized agencies, the networking initiative resulted in an increased number of reported cases of abuse as mechanisms to report SRGBV became more visible, active and able to facilitate redress for abuse. It should be noted that the initiative was conducted as part of a multicomponent initiative, involving girls' clubs, awareness-raising activities and Peer Parent Educators (Antonowicz, 2010).
Community members as classroom assistants	Guinea: In 2002, the International Rescue Committee (IRC) started the Classroom Assistant Program in schools for Liberian refugees in Guinea, following research findings that male teachers were sexually exploiting female students, in particular offering good grades and other school privileges in return for sex. It was not possible for IRC to find refugee or local women with the necessary education and time to become teachers. Instead female classroom assistants were recruited from the community and trained as a preventative mechanism against sexual exploitation and abuse. The classroom assistants have an explicit mandate to address the abuse and exploitation of students. An assessment of the programme found that both girls and boys reported they felt the classrooms were more welcoming and supportive of learning. Not only did their physical presence in the classroom act as a deterrent, but classroom assistants also played a critical role in reducing sexual exploitation by collecting exam grades from the teachers and distributing them to students, thereby being the key point of communication around grades and helping prevent the manipulation of girls into sexual relationships in exchange for good grades. However, it should be noted that a key lesson learned in the early stages of the programme was the need to train teachers about the role of classroom assistants to avoid reinforcing gender power imbalances (e.g. in the way they spoke to classroom assistants in front of the students) (Winthrop and Kirk, 2006).
Parents/ community members as protective 'escorts' to and from school	Iraq: 'Walking buses' are used in Iraq to ensure girls are safe on their way to and from school. Children are supervised and escorted on an approved route to school, with at least two trained adults acting as 'driver' and conductor'. The adults are parents, family members or community volunteers who are trusted by parents. There is some evidence that these walking buses have had a positive correlation with girls' attendance rates (UNICEF, 2010).



Community alert systems	<p>Palestine: In 2011, UNESCO introduced an SMS community alert system for 29 schools in the Gaza strip, as part of a pilot crisis-Disaster Risk Reduction (c-DDR) programme. The system built upon an informal initiative of parents who called teachers in the morning to ensure that routes to school were safe. The new alert system uses text messages via mobile phones to warn students, teachers and parents where incidents are occurring. The system can also be used for monitoring and reporting to collect data, for example, on experiences of violence (Sbardella, 2009; Souktel, 2012).</p>
Community security groups	<p>Afghanistan: There have been several reports of communities forming defence groups or ‘security shuras’ to physically protect students. For example, in Khost Province, Arbikai Shuras (traditional community defence structures) have provided security to schools. The Arbikai Shuras are made up of young men from different tribes in the area and are paid for by the community; although not established by the Ministry of Education, they are known by the government. By demonstrating the community’s support for girls’ education, these community security groups can be a more effective defence mechanism than outside security forces (Glad, 2009).</p> <p>Nigeria/Pakistan: The Safe Schools initiative was launched in Nigeria following the abduction of schoolgirls in Chibok in 2014, and has subsequently been extended to Pakistan after the Peshawar school massacre by Taliban gunmen in December 2014. The initiative focuses on school and community interventions, with special measures for the most at-risk and vulnerable children. It aims to create community security groups promoting safe zones for education consisting of teachers, parents, police, community leaders and young people themselves, as well as building better school fortifications and linking schools to police stations by mobile telecommunications.</p>
Working with religious and traditional leaders	<p>Mauritania: UNICEF, together with the Imams and Ulema Coalition for the Rights of Women and Children in Mauritania (RIODEF) and other Imam networks, undertook an initiative to raise awareness about corporal punishment of children in schools- not only in Madrassas (Qur’anic schools) and non-religiously affiliated schools - but also in the home. A national study on corporal punishment against children in the Islamic Law (Sharia) was conducted to clarify the position of Islam vis-à-vis corporal punishment, which concluded that Islamic law (Sharia) protects the physical integrity of children and provided the basis for a fatwa (a religious opinion on how questions related to Islamic law should be understood, interpreted or applied) that forbids verbal and physical violence in the educational system. Various awareness-raising sessions were held to publicize the fatwa, with workshops across Mauritania and the fatwa was distributed to more than 2,000 schools and religious centres (Antonowicz, 2010).</p>

Thank the participants for their innovative ideas in strengthening the community aspects of addressing and eliminating SRGBV. Tell them that global agencies, humanitarian groups, non-profit organizations, and individual researchers can also contribute to addressing SRGBV with their work. A combination of people inside and outside the community – working together – is what is needed to create a positive impact.

The next step is to highlight the role of men and boys in contributing to discussions around SRGBV and stepping up to help end SRGBV. Let’s spend some time talking about that.

Role of men and boys

Embrace vulnerability

Break stereotypes

Understand and practice consent

Slide number: 47

Duration: 5 mins

Slide title: Community support needed to address SRGBV

Strategy: Lecture & Discussion



For too long, social norms have dictated how men and boys and women and girls should act and behave. This has led to imbalances because of stereotypical gender roles that have become entrenched in everyday interactions. Because of their relative gender privilege, men and boys can play an important role in destroying some of the myths that lead to SRGBV.

- Encourage men and boys to be more vulnerable and talk about their feelings. These could be male teachers in schools, male members of the family, or friends.
- Identify positive role models who exemplify the right behaviors.
- Encourage men and boys to break stereotypes. These could be things like choice of clothes, toys, job options etc.
- Have conversations around consent. Inform boys that touching others or other people touching them without consent is inappropriate.

Your role as changemakers and influencers is to break some of these barriers and enable societal change



Slide number: 48

Slide title: Stop. Start. Continue

Duration: 15 mins

Strategy: Activity



Take three post-it notes each and write:

- One activity pertaining to SRGBV you see around you and will stop immediately
- One thing you will start doing to address and help eliminate SRGBV
- One thing you are proud of and will continue doing to address SRGBV



Ask each of them to stick their post-it notes on a wall.

(Optional) Encourage them to pose next to the wall, take pictures/videos and share as public commitments towards change.

Thank you for your participation and great ideas in the quest to decode SRGBV and its impact.

Knowledge Check

Slide number: 49

Duration: 10 mins

Slide title: Knowledge check

Strategy: Lecture & Discussion



Let's now recap and test our knowledge of what we have learned so far. I'll ask you some questions – please raise your hands to answer them.

Q1. Which of the following ideas could be used as part of community mobilization against SRGBV?

- A. Create students' clubs to help them support each other through any such instances and help in stopping perpetrators and educating them on alternative, non-violent solutions .
- B. Enable the presence of additional 'classroom assistants' who can help prevent sexual abuse or emotional abuse, especially that of girl students in classes, by serving as SRGBV monitors.
- C. Similar to a 'carpool', get parents to volunteer to walk students to school so that no incidents of SRGBV take place on the way.
- D. All of the above

Q2. Encouraging men and boys to be more vulnerable and talk about their feelings could lead them to become more violent. State True or False, and why.



Listen to the participant responses and provide feedback

Q1. D. All of these initiatives are small efforts that go a long way in preventing and addressing SRGBV.

Q2. False. By encouraging men and boys to open up, social norms and gender stereotypes can be shattered, leading to a more equal world, devoid of SRGBV.

Now, I'd like to take up any questions that you may have for me.



Q & A

Slide number: 50

Duration: 8 mins

Slide title: Conclusion

Strategy: Lecture & Discussion



Ask the participants to ask any questions they may have, before closing Module 1.



Thank You

UNGEI



Slide number: 51

Duration: 5 mins

Slide title: Resources for further reading

Strategy: Lecture & Discussion



Guide the participants to the following resources for further reading:

1. <https://www.endvawnow.org/en/articles/1764-introduction.html?next=1765>
2. <https://reliefweb.int/report/world/ending-school-related-gender-based-violence-series-thematic-briefs>
3. <http://www.iccwtnispcanarc.org/upload/pdf/1849358114School%20-%20related%20gender%20based%20violence%20in%20the%20Asia%20pacific%20region%20.pdf>