

Preventing SRGBV: Facilitator's Guide

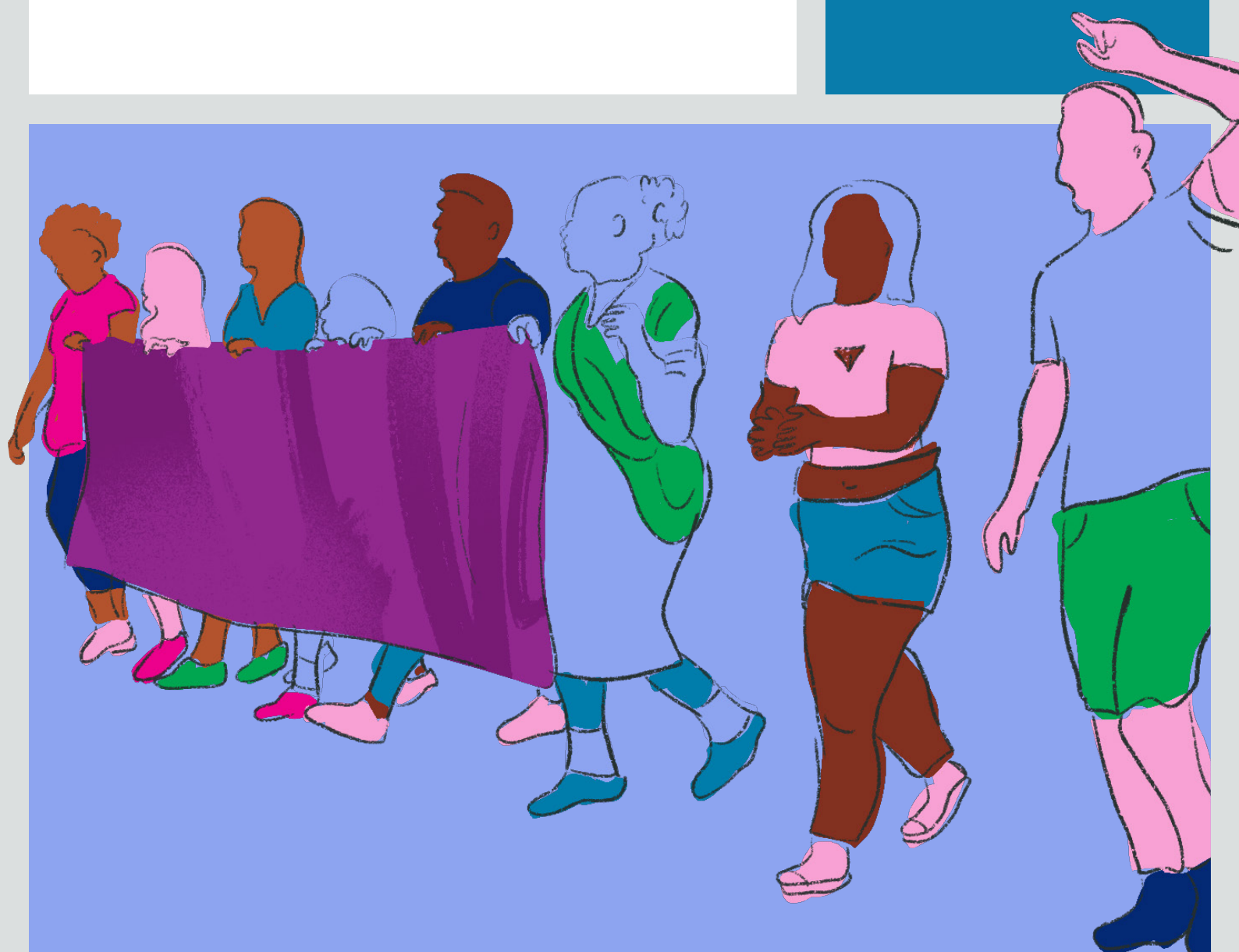
Module 2: Whole-School Actions to Address SRGBV



UNGEI



United Nations
Educational, Scientific and
Cultural Organization



Contents

Session 5: Whole-School Approach to Prevent SRGBV	3
Session 6: Minimum Standards for a Whole-school Approach	19

Session 5: Whole-School Approach to Prevent SRGBV



**Session 5:
Whole-School
Approach to**

**Module 2:
Whole-School Actions
to Address
school-related
gender-based
violence (SRGBV)**

Primary Source of Information:
[Whole-school Approach to Preventing SRGBV](#)

UNG EI

UNG EI  

Slide numbers: 1 - 2 Slide title: Introduction
Duration: 5 mins Strategy: Lecture



Welcome to this module, which discusses a whole-school approach to addressing SRGBV. By addressing the environment in which teaching and learning take place, SRGBV can be prevented much more effectively.

We will learn to make schools safer and more friendly towards children.

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

- Define the aspects of a whole-school approach to prevent SRGBV
- List the specifics of a school environment that is safe and supportive

Session Objectives

UNGEI



Slide number: 3

Duration: 5 mins

Slide title: Session Objectives

Strategy: Lecture



In this session, we will talk about articulating whole-school strategies for action to address SRGBV. By the end of this session, you will be able to:

- Define the aspects of a whole-school approach to prevent SRGBV
- List the specifics of a school environment that is safe and supportive

Before we begin, I would like us to participate in an activity.

Activity:
Elements of a
whole-school
approach



Slide number: 4

Duration: 60 mins

Slide title: Activity: Elements of
a whole-school approach

Strategy: Activity



In your groups, look at the layout of the school and discuss:

1. Potentially unsafe actions that could happen at various places in the school
2. Potential perpetrators of the unsafe actions
3. What could be done to address the risks to safety



Provide participants with 10 minutes to individually think of some ideas.

After that, they can take 30 minutes to discuss with each other, and use the last 20 minutes to present their thoughts to the larger group.

Observe if they talk about only the stakeholders present in the school or even ones external to the immediate school environment (such as parents)

Great! The intent of the whole-school approach is to foster a safer and more inclusive learning environment with multiple stakeholders working together. Let's dive into this in a little more detail.

Domains of a whole-school approach



UNGEI

Slide number: 5

Duration: 5 mins

Slide title: Domains of a whole-school approach

Strategy: Lecture & Discussion



Adopting a whole-school approach means we take a holistic view to building the right capacity and addressing SRGBV. It includes relying on school leadership, teachers and staff, parents, and students in creating an environment that supports learning, safety and wellbeing.

It includes developing and strengthening policies and procedures, training people, and building partnerships that matter.

Let's look at the slide and think of ways in which each strategy can contribute to a whole-school environment.

Let's go through each of the 8 interrelated domains of the whole school approach.

School leadership and community engagement



UNGEI

Slide number: 6

Duration: 10 mins

Slide title: School leadership and community engagement

Strategy: Lecture & Discussion



Effective school leadership and community engagement can set the stage by creating a great learning environment. Think about your own surroundings and your own experiences.

What do you think should be done to ensure a strong whole-school impact?

What should be the minimum applicable standards to create positive change?



Listen for responses such as:

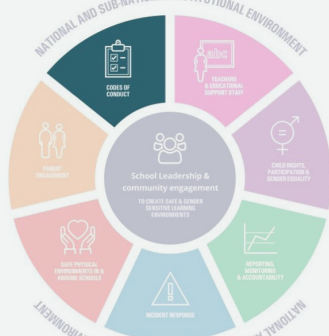
- School principals, teachers, students, and parents should acknowledge and discuss ways to prevent and respond to SRGBV.
- Involve local agencies like women's organizations, the police, the legal system, and child welfare organizations with schools to spread awareness.
- Equip each stakeholder to talk about SRGBV and respond in their capacity to prevent or respond to SRGBV.

In case the participants are not able to provide similar responses, guide them by asking questions such as:

1. Who all do you think should be included in school leadership and community, and how can they contribute?
2. What are the non-school organizations who can support the school leadership and the community? And how?
3. What should each of these stakeholders be equipped to do?

You're right. By working together, we can address SRGBV and ensure its eradication. Let's also talk about establishing a code of conduct that can support us.

Codes of conduct



UNGEI

Slide number: 7

Duration: 10 mins

Slide title: Establishing a code of conduct

Strategy: Lecture & Discussion



It would be great to have a set of clear guidelines that prescribe what to do to address SRGBV, wouldn't it? I would like you to spend a few minutes thinking about what could be included in such a 'code of conduct'.



Listen for responses such as:

- Clear guidance on the ethical norms and standards of acceptable conduct and behavior for teachers, school staff, learners...
- Key definitions of the different forms of SRGBV
- Types of punishments or other actions to be taken in cases of SRGBV
- Investigation process and stakeholders involved
- Guidelines for stakeholders in terms of appropriate behavior with victims
- Reporting templates and record-keeping

In case the participants are not able to provide similar responses, guide them by asking relevant questions that lead to the answers

In addition to what we have discussed so far, teachers and other staff members play a crucial role in addressing SRGBV as well. Let's understand how they can make a difference.

Role of teachers and staff



UNGEI

Slide number: 8

Duration: 10 mins

Slide title: Understanding the role of teachers and staff

Strategy: Lecture & Discussion



Typically, a teacher would be the first point of contact for a student for any learning or school-related activity. How do you think teachers can make a difference in countering SRGBV?



Listen for responses such as:

- They should be able to identify SRGBV and respond to or prevent incidences
- Teachers or staff members who experience SRGBV should receive adequate support from each other and from the school
- The teaching methods used should dispel notions about gender stereotypes and be more progressive and gender equal
- Staff should be equipped to speak up and step in if they spot an incidence of SRGBV in their vicinity.

In case the participants are not able to provide similar responses, guide them by asking relevant questions that lead to the answers.

The next logical step would be to integrate child rights and gender equality into the learning approach as well. Let's see how.

Child rights and gender equality



UNGEI

Slide number: 9

Duration: 10 mins

Slide title: Child Rights and Gender Equality

Strategy: Lecture & Discussion



Providing consistent and holistic lessons about SRGBV will help students become confident in identifying, discussing, reporting, and appropriately addressing incidents of violence that they witness.

Subtle messages about gender rules, roles, and responsibilities may be implicitly reinforced through lessons delivered to students both within and outside the classroom. This needs addressing through a strong curricular approach.



Listen for responses such as:

- By educating them about their rights
- By helping them understand what constitutes SRGBV
- By informing them about actions to take if they have been subjected to SRGBV
- By giving them a 'voice' and enabling them to have more representation in discussions around SRGBV
- By helping them create healthy relationships with each other, irrespective of gender.

In case the participants are not able to provide similar responses, guide them by asking relevant questions that lead to the answers.

Awareness and enablement surely help but must be supported by strong reporting and monitoring mechanisms. Let's learn more about these.

Reporting and monitoring mechanisms



UNGEI

Slide number: 10

Duration: 10 mins

Slide title: Identify reporting and monitoring mechanisms

Strategy: Lecture & Discussion



Simply being aware of SRGBV and how it affects you would be pointless without adequate support mechanisms to hold perpetrators accountable. What do you think can be done to enable children, teachers, school staff and community members to report SRGBV and move from awareness to accountability?



Listen for responses such as:

- Create safe student spaces for reporting and discussing incidences
- Institutionalize non-retaliation policies where a perpetrator cannot further victimize a victim
- Activate support systems (internally or externally) to make a difference
- Build systems or processes that monitor incidences and hold the right people/organizations accountable for change

In case the participants are not able to provide similar responses, guide them by asking relevant questions that lead to the answers.

Post-reporting, a response mechanism must quickly be set in motion to address the challenges caused by SRGBV and to bring closure to the incident.

Incident response



UNGEI

Slide number: 11

Duration: 10 mins

Slide title: Define the incident response processes

Strategy: Lecture & Discussion



Quick and decisive action is critical after an incident has been reported. What do you think are the minimum standards that must be provided to prevent/address SRGBV?



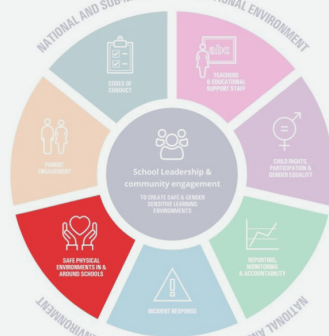
Listen for responses such as:

- Defined processes to take action
- Address unique needs of boys and girls to take action adequately
- Connect with local nonprofits and NGOs who can help
- Refer victims for support to the right authorities

In case the participants are not able to provide similar responses, guide them by asking relevant questions that lead to the answers.

Based on incident reports coming in on a regular basis, the physical environment in and around schools will need to be improved. Let's see how.

Safe & secure physical environments



UNGEI

Slide number: 12

Duration: 10 mins

Slide title: Identify the elements of safe and secure physical environments in and around schools

Strategy: Lecture & Discussion



What do you think are the facilities and infrastructure that would ensure that schools are safe against SRGBV? Think about aspects around prevention as well as identification of incidents.

Discuss some of the unsafe aspects of school environments that you have come across and how they can be addressed.



Listen for responses such as:

- Toilets to be safe and secure, especially for girls/women
- Adequate lighting at different places
- Teachers' rooms in relatively high movement areas
- Classrooms and school rooms to have large windows, making it possible to reduce blind spots
- Safe passage to and from school
- Reminders at various places about preventing SRGBV and highlighting the redressal process

In case the participants are not able to provide similar responses, guide them by asking relevant questions that lead to the answers

Enabling a safe environment in a school will remain inadequate unless parents participate in extending it to the home as well. Let's learn how parent engagement helps.

Engaging parents against SRGBV



UNGEI

Slide number: 13

Duration: 10 mins

Slide title: List the ways of engaging parents against SRGBV

Strategy: Lecture & Discussion



Irrespective of what schools do, parents will remain an integral component of preventing SRGBV. No strategy to address SRGBV can succeed without their support. What do you think are the ways in which parents can contribute?



Listen for responses such as:

- Partner with the school to assess unsafe areas and practices and suggest improvements
- Support a safer approach from home to school and back
- Create an environment at home to support awareness of SRGBV
- Start with challenging gender stereotypes and engage in positive parenting and discipline

In case the participants are not able to provide similar responses, guide them by asking relevant questions that lead to the answers.

That has been a very engaging discussion and I'm impressed with the quality of thinking we have been able to do. Now let's look at the minimum standards prescribed by the Global Working Group to end SRGBV and the UN Girl's Education Initiative (UNGEI).

Activity: Applying the elements of a whole-school approach



Slide number: 14
Duration: 60 mins

Slide title: Applying the elements of a whole-school approach
Strategy: Activity



Kito has just taken over as the principal of a high school about an hour's drive from the city of Tete. The school seems to have a poor track record in addressing SRGBV. Based on interviews and observations over the last one month, he has prepared a draft about his thoughts on SRGBV. You have been given access to some excerpts of his draft. Discuss with your group and use the whole-school framework to decide on what are the key aspects that need to be addressed at the school.



Provide participants with 15 minutes to read the excerpts.

After that, they can take 30 minutes to discuss with each other, and use the last 15 minutes to present their thoughts to the larger group.

Report Excerpt:

Out of the nearly 500 students in the school, 350+ are boys. And among the 20 teachers, only 3 are women. There is no concrete data that exists for SRGBV incidences, and no reports have been filed or maintained about any



such incidences. Most of the class and school representatives are boys and girls play little or no part in any non-curricular activities. In addition, boys and girls don't seem to interact much with each other, largely spending time with people from their own gender.

There were a couple of times when I saw teachers trying to break up fights, but they refused to discuss details, just mumbling, "routine arguments" when I asked them.

On inviting the teachers to a conversation to learn about their approach to handling SRGBV, most of them were not even aware of the definition or examples of SRGBV. One of the female teachers had a 1-to-1 discussion with me later where she mentioned a disturbing incident of a male student groping her. However, she refused to provide more details or to comment on why a report was not filed. Overall, teachers are not aware of how to weave in gender-responsive teaching methodology into the curriculum.

The lights in some of the corridors don't work and even during the daytime, they seem a bit dark. Probably because of the fear of being attacked, I noticed most of the girl students going to the restroom facilities in groups and not alone. While walking around, I decided to peek into a few classrooms but because they didn't have the large glass windows that I'm used to, I didn't make much progress.

Back at my office, I passed by the teachers' rooms. The closed doors and their location in a rather remote part of the building did not really give me a lot of confidence. I doubt if students, especially of the opposite gender would be comfortable using them.

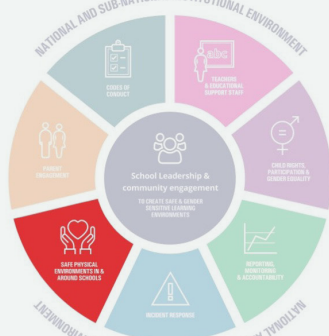
I decided to search for some local agencies and organizations that could provide a little more context to SRGBV and what has been done so far to address it. However, the police had never heard of the term, and the person at the only women's organization sighed hopelessly when I tried asking her a few questions.

There's so much to do and I don't even know where to begin!

Note: Advise them to use the whole-school framework to put together their thoughts and ideas.

Ok, that was a great discussion and it really helped me understand your thoughts about adopting a whole-school approach. That brings us to the close of this session.

Safe & secure physical environments



UNGEI

Slide number: 15

Duration: 10 mins

Slide title: Knowledge check

Strategy: Lecture & Discussion



Let's 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 guidelines accurately prescribe what to do to address SRGBV? (Select all that apply)

- A. Clear guidance on the ethical norms and standards of acceptable conduct and behavior for teachers, school staff, learners
- B. Key definitions of the different forms of SRGBV to be provided to teachers, staff, and learners
- C. Investigation process and stakeholders involved
- D. Public humiliation and punishment of perpetrators

Q1. State True or False. Secure physical environments include school exits and even the route students take to travel to school and back home.



Listen to the participant responses and provide feedback.

Q1. All except D. The idea of addressing SRGBV includes potential punishment as well as counselling but public humiliation further perpetuates SRGBV and is unacceptable as a resolution.

Q2. True. Safe passage to and from school is an essential component of a safe physical environment that fosters learning and prevents physical/sexual/psychological violence.

With that, we come to the close of Session 5.



Q & A

Slide number: 16

Duration: 15 mins

Slide title: Conclusion

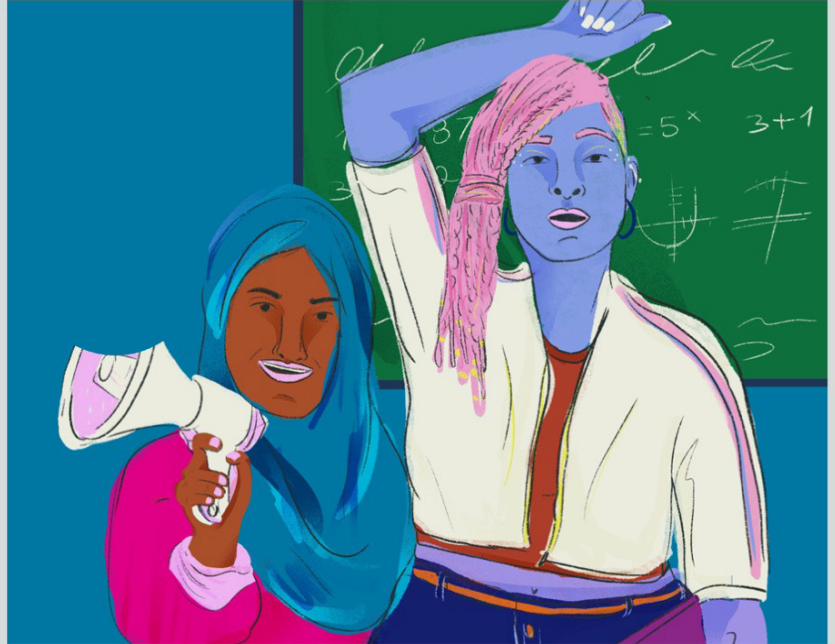
Strategy: Lecture & Discussion



Ask the participants to ask any questions they may have, before closing session 5.

Session 6: Minimum Standards for a Whole-school Approach

Session 6: Minimum Standards for a Whole-school Approach



UNGEI

Slide number: 17

Duration: 5 mins

Slide title: Introduction

Strategy: Lecture



Welcome to this session, which talks about the prescribed minimum standards to make the whole-school approach a success.

We will learn how to make schools safer in all respects.

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

- Describe the minimum prescribed standards to be followed to implement a whole-school approach
- List the measures to be used to track progress against the standards

Session Objectives

UNGEI



Slide number: 18

Duration: 5 mins

Slide title: Introducing the objectives and the agenda

Strategy: Lecture



In this session, we will talk about the minimum prescribed standards for a whole-school approach. By the end of this session, you will be able to:

- Describe the minimum prescribed standards to be followed to implement a whole-school approach
- List the measures to be used to track progress against the standards

Let's discuss the minimum standards briefly before we discuss them in more detail.

Slide number: 19

Duration: 45 mins

Slide title: Becoming familiar with the standards within each domain of the Whole School Approach framework

Strategy: Activity

Activity:
Understanding the standards within each domain of the whole-school framework



Before you, are a set of minimum standards that contribute to a whole-school approach along with the 8 different components of the whole-school approach.

Match each minimum standard to its corresponding component individually, and then present your final answer as part of your group.



List of components:

1. School Leadership and Community Engagement
2. Code of Conduct
3. Teachers and Educational Staff Support
4. Child Rights, Participation, and Gender Equality
5. Reporting, Monitoring, and Accountability
6. Incident Response
7. Safe and Secure Physical Environments In and Around Schools
8. Parent Engagement

List of minimum standards:

School principals, teachers, student councils, and parents work together to develop a whole school approach to prevent and respond to SRGBV

Parents are involved with school in keeping learners safe

Sanitary facilities are safe and secure

Classroom architecture and design is gender-responsive

Students move safely to and from school

Parents use positive parenting and disciplinary techniques

Child rights approaches are integrated into curricula

Student leadership is centralized and girls and boys equally represented



Healthy peer relationships are promoted and student awareness and attitudes about gender norms and SRGBV improve

Teachers have the capacity to identify, respond to, and prevent SRGBV

School structures promote women's leadership and support teachers who experience violence

Teachers have the skills to use positive and gender-responsive teaching and learning methods

Key definitions of the different forms of SRGBV are outlined in the code

The code provides an unambiguous, zero-tolerance stance on SRGBV

The code emphasizes conduct promoting a positive and safe school environment

Child-centered procedures are in place for responding to the different needs of girls and boys who experience SRGBV

Establish referral links with local child protection systems

Students have safe and confidential spaces to report experiences of SRGBV

Reporting mechanisms are linked to support systems MS 3: School protection or review organizations are in place to improve monitoring and accountability

School protection or review organizations are in place to improve monitoring and accountability

Local entities such as women's organizations, the police, the judiciary, and child welfare agencies partner with schools to prevent and respond to SRGBV



Ensure that the matches by the participants map to the following diagram. Provide them feedback and discuss in case their responses are different.

Let's talk about each of the standards in more detail



1. School leadership and community engagement

MS 1: School principals, teachers, student councils and parents work together to develop a whole school approach to prevent and respond to SRGBV

MS 2: Local entities such as women's organizations, the police, the judiciary, and child welfare agencies partner with schools to prevent and respond to SRGBV



5. Reporting, monitoring and accountability

MS 1: Students have safe and confidential spaces to report experiences of SRGBV

MS 2: Reporting mechanisms are linked to support systems

MS 3: School protection or review organisations are in place to improve monitoring and accountability



2. Code of conduct

MS 1: Key definitions of the different forms of SRGBV are outlined in the code

MS 2: The code provides an unambiguous, zero-tolerance stance on SRGBV

MS 3: The code emphasizes conduct promoting a positive and safe school environment



6. Incident response

MS 1: Child-centered procedures are in place for responding to the different needs of girls and boys who experience SRGBV

MS 2: Establish referral links with local child protection systems



3. Teachers and educational staff support

MS 1: Teachers have the capacity to identify, respond to, and prevent SRGBV

MS 2: School structures promote women's leadership and support teachers who experience violence

MS 3: Teachers have the skills to use positive and gender-responsive teaching and learning methods



7. Safe and secure physical environments in and around schools

MS 1: Sanitary facilities are safe and secure

MS 2: Classroom architecture and design is gender-responsive

MS 3: Students move safely to and from school



4. Child rights, participation and gender equality

MS 1: Child rights approaches are integrated into curricula

MS 2: Student leadership is centralized and girls and boys equally represented

MS 3: Healthy peer relationships are promoted and student awareness and attitudes about gender norms and SRGBV improve



8. Parent engagement

MS 1: Parents are involved with school in keeping learners safe

MS 2: Parents use positive parenting and disciplinary techniques

Standards for school leadership and community engagement

1. School leadership and community engagement MS 1 School principals, teachers, student councils, and parents work together to develop a positive school approach to prevent and respond to SRGBV. MS 2 Local entities such as women's organizations, the police, the judiciary, and child welfare agencies partner with schools to prevent and respond to SRGBV.	5. Reporting, monitoring and accountability MS 5 Schools have safe and confidential systems to report incidences of SRGBV. MS 6 Reporting mechanisms are linked to support systems.
2. Code of conduct MS 7 The individuals of the different forms of SRGBV are defined in the code. MS 8 The code provides an integrated, non-retaliatory code of conduct. MS 9 The code empowers students promoting a positive and safe school environment.	6. Incident response MS 10 Schools have a clear and visible plan for responding to the different forms of SRGBV and for supporting affected students. MS 11 Schools ensure that they have clear incident response plans.
3. Teachers and educational staff support MS 12 Teachers have the capacity to identify, monitor and respond to SRGBV. MS 13 Schools ensure that teachers receive ongoing monitoring and support to ensure their continued growth. MS 14 Teachers have the skills to use positive and gender-responsive teaching and learning methods.	7. Safe and secure physical environments in and around schools MS 15 Schools ensure that they have safe and secure physical environments in and around schools. MS 16 Schools ensure that they have safe and secure physical environments in and around schools.
4. SRGBV rights, participation and gender equality MS 17 Schools ensure that they have a positive and safe school environment. MS 18 Schools ensure that they have a positive and safe school environment. MS 19 Schools ensure that they have a positive and safe school environment.	8. Parent engagement MS 20 Schools ensure that they have a positive and safe school environment. MS 21 Schools ensure that they have a positive and safe school environment.

Slide number: 20

Duration: 5 mins

Slide title: Standards for school leadership and community engagement

Strategy: Lecture



School leadership and community engagement are at the core of the solution to SRGBV. The school leaders and the community need to step up to prevent and address SRGBV, by contributing to a culture that promotes gender-equality, respect, and non-violence.

School principals, teachers, student councils, and parents need to work together to create a positive environment.



Tell the participants that school leaders need to create an environment that makes the school a supportive and sensitive place with the right culture. They need to be proactive to prevent as well as address incidences of SRGBV.

Student leaders can ensure that the approach followed is relevant and student-centric in its execution and pinning accountability.

Parents and other community members can form associations that have the right 'voice' to reflect the priorities, ideas, and inputs of all members.

Local entities need to contribute to creating awareness, advocacy, and create a sense of ownership among the community.

Engaging police, women's organizations, child welfare agencies, and the judiciary can strengthen the movement towards safer schools.

Let's see how we can measure the impact of school leadership and community engagement.



Measuring school leadership and community engagement

Slide number: 21

Duration: 5 mins

Slide title: Measuring school leadership and community engagement

Strategy: Lecture & discussion



How do you think we can measure if the school leadership is engaged and if the community is participative and contributing meaningfully to attaining the right standards?

Take a couple of minutes to think and provide some measures that could serve as indicators of effectiveness of school leadership and community engagement.



Listen for responses such as:

- Number (or percentage) of schools in the area where community representation exists on a school committee (thereby providing an opportunity for community members to feed into any SRGBV issues that may be raised)
- Number of local organizations such as nonprofits, police, or other community organizations that are engaged in implementing a whole-school approach
- Presence of student leaders in management committees (thereby providing an opportunity for students to feed into any SRGBV issues that may be raised)
- Gender ratio in committees formed for engagement (aiding representation of girls and women, key since much SRGBV is inflicted against girls and women)
- Percentage/Number of parents involved in school committees (thereby providing an opportunity for parents to feed into any SRGBV issues that may be raised)

Surely, by implementing the minimum standards and constantly tracking performance against them, we can make a difference. Let's now see what minimum standards a code of conduct should have.

Standards for code of conduct

 1. School leadership and community engagement MS 1: School principals, teachers, student councils and parents work together to develop a whole school approach to prevent and respond to SRGBV MS 2: Local entities such as women's organizations, the police, the judiciary and child welfare agencies partner with schools to prevent and respond to SRGBV	 5. Reporting, monitoring and accountability MS 1: Students have safe and confidential spaces to report experiences of SRGBV MS 2: Reporting mechanisms are linked to support systems MS 3: School protection or review organizations are in place to improve monitoring and accountability
 2. Code of conduct MS 1: Key definitions of the different forms of SRGBV are outlined in the code MS 2: The code provides an unambiguous, zero-tolerance stance on SRGBV MS 3: The code emphasizes conduct promoting a positive and safe school environment	 6. Incident response MS 1: Child-centered procedures are in place for responding to the different needs of girls and boys who experience SRGBV MS 2: Established referral links with local child protection systems
 3. Teachers and educational staff support MS 1: Teachers have the capacity to identify, respond to, and prevent SRGBV MS 2: School structures promote women's leadership and support teachers who experience violence MS 3: Teachers have the skills to use positive and gender-responsive teaching and learning methods	 7. Safe and secure physical environments in and around schools MS 1: Sanitary facilities are safe and secure MS 2: Classroom architecture and design is gender-responsive MS 3: Students move safely to and from school
 4. Child rights, participation and gender equality MS 1: Child rights approaches are integrated into curricula MS 2: Student leadership is centralized and girls and boys equally represented MS 3: Healthy peer relationships are promoted and student awareness and attitudes about gender norms and SRGBV improve	 8. Parent engagement MS 1: Parents are involved with school in keeping learners safe MS 2: Parents use positive parenting and discipline techniques

Slide number: 22

Duration: 5 mins

Slide title: Standards for code of conduct

Strategy: Lecture



A code of conduct outlines the ethical norms and standards of acceptable behavior for all stakeholders involved.

An appropriate code includes explicit definitions of each type of SRGBV, based on international and national standards and engagement with stakeholders.

A code of conduct also has an unambiguous approach to clarifying a zero-tolerance approach to SRGBV.

In addition, it aligns with national legislation (if available) and provides for strict procedures against gendered practices such as corporal punishment, bullying, and sexual harassment.



Tell the participants that students and teachers must both be clear that any violations of the code will be met with appropriate responses.

Let's see how we can measure the impact of a code of conduct.



Measuring code of conduct

Slide number: 23

Duration: 5 mins

Slide title: Measuring code of conduct

Strategy: Lecture & discussion



What are some of the measures that you would use to check if a code of conduct is being enforced in schools?

Take a couple of minutes to think and provide some measures that could serve as indicators of effectiveness.



Listen for responses such as:

- Number (or percentage) of schools in the area where a code of conduct has been formulated with a reference to SRGBV
- Percentage of schools implementing a code of conduct
- Percentage of codes of conduct conforming to the minimum standards
- Percentage of teachers/students/parents or other community members aware of the code of conduct
- Proportion of parents (m/f), teachers and support staff (m/f), and students (m/f) who were involved in decision-making processes for the development of the code of conduct

A code of conduct that goes beyond the minimum standards will certainly help in reducing SRGBV. Let's spend a few more minutes talking about how a code of conduct helps in preventing SRGBV.

Importance of a code of conduct

Guide and support education practitioners	Protect pupils, teachers and school staff	Achieve and maintain high degree of educational professionalism	Promote public trust in, and support for, the education profession
<ul style="list-style-type: none"> • Help members of the education profession solve ethical dilemmas • Stipulate explicit professional rules to guide teachers' conduct 	<ul style="list-style-type: none"> • Protect pupils from harm, discrimination, intimidation, harassment, and humiliation • Maintain position of trust for teachers and other staff, without abusing authority • Highlight and reinforce implications of misconduct 	<ul style="list-style-type: none"> • Uphold the honor, dignity, self-esteem, and reputation of educational staff • Enhance the dedication, efficiency of service, and professional commitment of educational staff • Promote a sense of professional identity among educators 	<ul style="list-style-type: none"> • Present a positive image of the profession • Emphasize social responsibility and public accountability towards pupils, parents, and the community • Establish conditions conducive to the best possible professional service

(Source: UNESCO & UN Women, 2016)

UNGEI

Slide number: 24

Duration: 5 mins

Slide title: Importance of code of conduct

Strategy: Lecture



Explain the importance of a code of conduct by highlighting the points on the slide and how subscribing to it is critical.

Now, let's address the question of how teachers and staff can play their part in eliminating SRGBV.

Standards for teachers and educational support staff

1. School leadership and community engagement MS 1 School principals, headteachers, deputy principals and other senior school leaders are responsible for ensuring a safe and secure environment for all students and staff. MS 2 School principals, headteachers, deputy principals and other senior school leaders are responsible for ensuring the safety and security of all students and staff. MS 3 School principals, headteachers, deputy principals and other senior school leaders are responsible for ensuring the safety and security of all students and staff.	5. Reporting, monitoring and accountability MS 5 Schools have systems in place to monitor and report on the safety and security of all students and staff. MS 6 Schools have systems in place to monitor and report on the safety and security of all students and staff.
2. Code of conduct MS 1 The school has a code of conduct that is clear, concise and easy to understand. MS 2 The school has a code of conduct that is clear, concise and easy to understand. MS 3 The school has a code of conduct that is clear, concise and easy to understand.	6. Incident response MS 1 Schools have systems in place to respond to incidents of SRGBV. MS 2 Schools have systems in place to respond to incidents of SRGBV. MS 3 Schools have systems in place to respond to incidents of SRGBV.
3. Teachers and educational staff support MS 1 Teachers have the capacity to identify, respond to and prevent SRGBV. MS 2 Teachers have the capacity to identify, respond to and prevent SRGBV. MS 3 Teachers have the capacity to identify, respond to and prevent SRGBV.	7. Safe and secure physical environments in and around schools MS 1 Schools have systems in place to ensure the safety and security of all students and staff. MS 2 Schools have systems in place to ensure the safety and security of all students and staff. MS 3 Schools have systems in place to ensure the safety and security of all students and staff.
4. Gender rights, participation and gender equality MS 1 Schools have systems in place to ensure the safety and security of all students and staff. MS 2 Schools have systems in place to ensure the safety and security of all students and staff. MS 3 Schools have systems in place to ensure the safety and security of all students and staff.	8. Parent engagement MS 1 Schools have systems in place to ensure the safety and security of all students and staff. MS 2 Schools have systems in place to ensure the safety and security of all students and staff. MS 3 Schools have systems in place to ensure the safety and security of all students and staff.

Slide number: 25

Duration: 10 mins

Slide title: Standards for teachers and educational support staff

Strategy: Lecture



Teachers and staff members are at the frontlines of preventing and addressing SRGBV. Hence, they need to be trained and assisted to be able to prevent, recognize, and respond to SRGBV.

With the right interventions, they would be able to recognize and address various forms of SRGBV and contribute meaningfully to making things better.



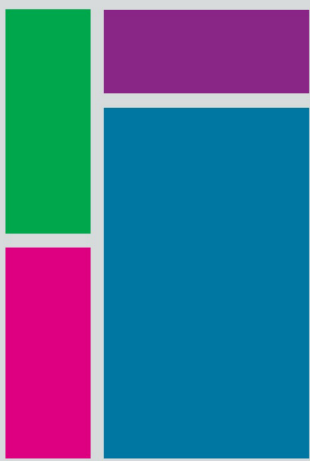
Tell the participants that the awareness that teachers and staff build will help them in being more confident about sharing positive gender messages and understanding the challenges faced by students.

They are also more likely to feel comfortable while discussing sensitive topics.

As a minimum set of standards, teachers and staff should be able to:

1. Identify the verbal and nonverbal signs of SRGBV being inflicted by students or staff
2. Recognize their own (implicit) perpetuation of certain types of violence
3. Challenge traditional discourses about gender roles or behaviors (such as 'boys will be boys')
4. Feel empowered enough to take on leadership positions as women leaders and speak up about any incidences of SRGBV that they face
5. Display more kindness, recognize gender differences, and explain the benefits of positive discipline
6. Reflect on the utility of corporal punishment and work towards abolishing it

Let's see how we can measure the effectiveness of capacity building and support for teachers and educational staff



Measuring effectiveness of capacity building and support for teachers and educational staff

Slide number: 26

Duration: 10 mins

Slide title: Measuring effectiveness of capacity building and support for teachers and educational staff

Strategy: Lecture & discussion



What would be the measures for evaluating teacher and staff capacity to address SRGBV?

Take a couple of minutes to think and provide some measures that could serve as indicators.



Listen for responses such as:

- Number of teacher training institutions or agencies that provide training on SRGBV and positive discipline methods
- Percentage of teachers that have attended training on SRGBV (in-service or pre-service)
- Percentage of women in management roles at schools
- Percentage of staff trained on gender-responsive approaches and positive discipline methods
- Percentage reduction in incidences of corporal punishment over last year
- Percentage of teachers who do not use corporal punishment
- Percentage of students of each gender who have not been subjected to corporal punishment

By displaying the intent to change, teachers and staff can lead the effort to address SRGBV. Let's now see what minimum standards are prescribed for child rights, participation, and gender equality.

Standards for child rights, participation, and gender equality

1. School leadership and community engagement MS 1 School principals, teachers, support staff, and students work together to develop a vision of the school as a safe and supportive environment for all. MS 2 School policies and procedures promote the safety, the dignity, and the well-being of all students and staff. MS 3 School policies and procedures promote the safety, the dignity, and the well-being of all students and staff.	5. Reporting, monitoring and accountability MS 5 Schools have systems and procedures in place to report incidents of SRGBV. MS 6 Reporting mechanisms are timely and effective.
2. Code of conduct MS 1 The behaviour of all students and staff is governed by the code. MS 2 The code of conduct is clear, concise, and easy to understand. MS 3 The code of conduct is regularly reviewed and updated.	6. Incident response MS 1 Schools have systems and procedures in place to respond to incidents of SRGBV. MS 2 Schools have systems and procedures in place to respond to incidents of SRGBV.
3. Teachers and educational staff support MS 1 Teachers have the capacity to identify, respond to, and report incidents of SRGBV. MS 2 Teachers have the capacity to identify, respond to, and report incidents of SRGBV. MS 3 Teachers have the capacity to identify, respond to, and report incidents of SRGBV.	7. Safe and secure physical environments in and around schools MS 1 Schools have systems and procedures in place to ensure the safety and security of students and staff. MS 2 Schools have systems and procedures in place to ensure the safety and security of students and staff.
4. Child rights, participation and gender equality MS 1 Child rights approaches are integrated into the curriculum. MS 2 Student leadership is promoted and girls and boys equity representation. MS 3 Healthy peer relationships are promoted and students awareness and attitudes about gender roles and SRGBV improved.	8. Parent engagement MS 1 Schools have systems and procedures in place to engage parents and the community. MS 2 Schools have systems and procedures in place to engage parents and the community.

Slide number: 27

Duration: 5 mins

Slide title: Standards for child rights, participation, and gender equality

Strategy: Lecture



Providing a set of consistent and cumulative lessons about SRGBV will enable students to become more proficient in identifying, discussing, and reporting incidences of SRGBV.

Girls and boys will feel respected enough to contribute to a positive school environment. In addition, they will be able to work towards fostering healthy relationships among peers as well as peers and teachers.



Tell the participants that the minimum standards should include:

1. Integrating discussions about the rights and responsibilities for students and teachers to promote gender-equality, non-violence, and SRGBV prevention in the school curricula. Embedding child rights in school processes ensures consistency and compatibility.
2. Involving students in design, policy and practice of the whole-school approach would make it more relevant, responsive, and accessible for all. Enhancing their advocacy skills can make them more vocal proponents for change.
3. Reassessing gender relations, power dynamics, and gender roles will help students in challenging traditional notions and stereotypes.

Let's talk about some of the techniques that schools can use to prepare students for healthy relationships.

Preparing students for healthy relationships

Imparting knowledge of:

- Respectful friendships
- Sexual health education
- Unhealthy or exploitative relationships
- Tools for healthy communication

Slide number: 28

Duration: 5 mins

Slide title: Standards for child rights, participation, and gender equality

Strategy: Lecture



Some of the ways in which schools can prepare students for healthy relationships are:

1. Teach about respectful friendships at younger ages
2. Introduce this topic alongside sexual and reproductive health and rights education
3. Link curriculum with broader discussion of masculinities and femininities
4. Provide spaces to reflect upon their own ideas of healthy romantic relationships
5. Teach tools for recognizing and addressing signs of unhealthy or exploitative relationships
6. Teach tools for healthy communication

Let's talk about some of the indicators that measure the extent of empowerment of children.



Measuring empowerment of children

Slide number: 29

Duration: 10 mins

Slide title: Measuring empowerment of children

Strategy: Lecture & discussion



What are some of the measures that you would use to check the levels of empowerment of children to advance child rights and child participation?

Take a couple of minutes to think and provide some measures that could serve as indicators of effectiveness.



Listen for responses such as:

- Percentage of schools with school councils equipped to address SRGBV
- Percentage of schools with safe spaces to discuss gender and violence
- Percentage of schools with curricula on gender equality, child rights, and SRGBV
- Percentage of school students of each gender, familiar with SRGBV
- Percentage of students of each gender, who rate the school safe from SRGBV
- Percentage of students of each gender, who can differentiate between healthy and unhealthy relationships

Violence against children is chronically under-reported and no matter how much we spread awareness and create systems, without proper reporting and monitoring, everything fails. Let's talk about how we can build in better reporting, monitoring, and accountability.

Standards for reporting, monitoring and accountability

1. School leadership and community engagement MS 1 School principals, headteachers, school boards and governing bodies support the development of a culture of reporting and accountability within the school. MS 2 School principals, headteachers, school boards and governing bodies support the development of a culture of reporting and accountability within the school.	5. Reporting, monitoring and accountability MS 5 Systems have safe and confidential ways to report experiences of SRGBV. MS 6 Reporting mechanisms are linked to support systems. MS 7 School processes or review operations are in place to ensure monitoring and accountability.
2. Code of conduct MS 1 The behaviour of all members of staff and students is covered in the code. MS 2 The code includes a comprehensive, non-discriminatory list of prohibited behaviours. MS 3 The code establishes a system for monitoring and reporting on compliance.	6. Incident response MS 1 The school has a system for responding to incidents of SRGBV. MS 2 The school has a system for responding to incidents of SRGBV. MS 3 The school has a system for responding to incidents of SRGBV.
3. Teachers and educational staff support MS 1 Teachers have the capacity to identify, monitor and respond to SRGBV. MS 2 Teachers have the capacity to identify, monitor and respond to SRGBV. MS 3 Teachers have the capacity to identify, monitor and respond to SRGBV.	7. Safe and secure physical environments in and around schools MS 1 Schools have safe and secure physical environments in and around schools. MS 2 Schools have safe and secure physical environments in and around schools. MS 3 Schools have safe and secure physical environments in and around schools.
4. CBHR rights, participation and gender equality MS 1 CBHR rights, participation and gender equality are promoted. MS 2 CBHR rights, participation and gender equality are promoted. MS 3 CBHR rights, participation and gender equality are promoted.	8. Parent engagement MS 1 Parents are engaged in the school's reporting and accountability systems. MS 2 Parents are engaged in the school's reporting and accountability systems. MS 3 Parents are engaged in the school's reporting and accountability systems.

Slide number: 30

Duration: 10 mins

Slide title: Standards for reporting, monitoring, and accountability

Strategy: Lecture



Safe and age-appropriate school-based mechanisms for reporting violence are crucial. The reporting could be done by the students themselves or by other people. However, the reporting process needs to be simple, clear, and accessible.

Overall, effective reporting systems should ensure:

1. Accessibility and child-friendliness
2. Anonymity in use, to prevent retribution or retaliation from accused parties



Tell the participants that the minimum standards should include:

1. Addressing issues openly so that students don't feel scared of retaliation or being shamed. Similarly, staff members who have access to discreet and anonymous ways to report violations may feel more comfortable.
2. Reporting mechanisms that could include anonymous suggestion boxes, counselling services, or reliance on a designated teacher. Using female teachers for safe reporting or sessions on child rights and sexual and reproductive health is also key to providing students with a safe environment.
3. Because school staff are the adults most likely to address incidents of SRGBV in and around school grounds, it is important to monitor and hold them accountable

Let's talk about some of the indicators that measure improvements in reporting and monitoring.



Measuring empowerment of children

Slide number: 31

Duration: 5 mins

Slide title: Measuring improvements in reporting and monitoring

Strategy: Lecture & discussion



How would you measure improvements in reporting and monitoring?

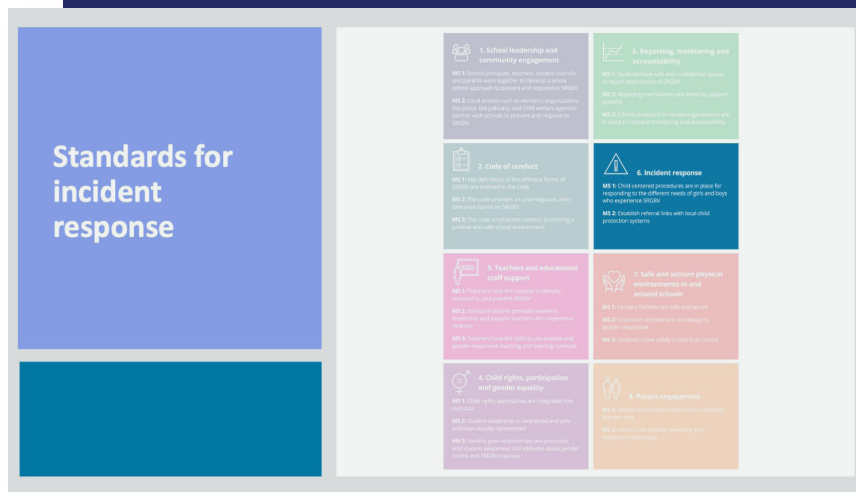
Take a couple of minutes to think and provide some measures that could serve as indicators of effectiveness.



Listen for responses such as:

- Percentage of schools that deliver training to teachers on reporting and response mechanisms and referral to health care and psychosocial support
- Number of schools with a monitoring system for reporting and accountability
- Percentage of students of each gender, who know about reporting mechanisms and procedures and have confidence in using them
- Percentage of staff who know how to respond to incidents of SRGBV
- Increase/decrease in number of SRGBV incidences over a 12-month period

Through effective reporting and monitoring, SRGBV can be addressed more effectively. Only when incidences get discussed, it is more likely that they will be addressed. Now, let's talk about incident responses.



Slide number: 32

Duration: 5 mins

Slide title: Standards for incident response

Strategy: Lecture



In a whole-school approach, it is crucial to bring together all stakeholders towards finding a solution to SRGBV. Each reported incident needs to be directed to people whose roles and responsibilities are clearly defined to intervene and provide a solution.



Tell the participants that the minimum standards should include:

1. Responding adequately to the different needs of boys and girls facing SRGBV with physical, legal, and psychological support without laying any blame on the victims.
2. It is important that when an incident is reported, school staff, teachers, and students are aware of the referral pathways and it is the school leadership's responsibility to provide adequate protection and referral to support services, including follow-up with parents and guardians.
3. There needs to be enough guidance and ready access to emergency contact details and referral procedures for a swift and appropriate response.

Let's talk about some of the indicators that measure how incidents of SRGBV are addressed.



Measuring how incidents of SRGBV are addressed

Slide number: 33

Duration: 5 mins

Slide title: Measuring how
incidents of SRGBV are
addressed

Strategy: Lecture & discussion



What are some of the indicators that could suggest how incidents of SRGBV are addressed?

Take a couple of minutes to think and provide some measures that could serve as indicators of effectiveness.



Listen for responses such as:

- Percentage of schools with survivor-centered processes for dealing with child safety and abuse
- Percentage of reported cases followed up through referral
- Percentage of teachers with comprehensive knowledge of child abuse reporting and response mechanisms

With a combination of all that we have discussed so far, let's also understand the standards that go into creating a stronger physical environment in and around schools.

Standards for strengthening physical environments in around schools

1. School leadership and community engagement MS 1 School principals, headteachers, school boards, and governing bodies are able to develop a vision and strategy for school and community engagement. MS 2 Local entities such as parents' organizations, the police, the judiciary, and civil service agencies partner with schools to promote and implement SRGBV.	5. Reporting, monitoring and accountability MS 5 Schools have safe and confidential means to report incidents of SRGBV. MS 6 Reporting mechanisms are linked to support services. MS 7 School conduct or review organizations are linked to monitor monitoring and accountability.
2. Code of conduct MS 1 The definitions of the different forms of SRGBV are defined in the code. MS 2 The code provides an unambiguous, non-negotiable code of conduct. MS 3 The code establishes incident reporting a positive and safe school environment.	6. Incident response MS 4 Schools develop policies and procedures for responding to incidents of SRGBV and ensure that all staff are trained. MS 8 Schools ensure that staff have clear incident response plans.
3. Teachers and educational staff support MS 1 Teachers have the capacity to identify, monitor and respond to SRGBV. MS 2 Schools provide ongoing support, monitoring and support to teachers who experience SRGBV. MS 3 Teachers have the skills to use positive and gender-responsive teaching and learning methods.	7. Safe and secure physical environments in and around schools MS 1 Sanitary facilities are safe and secure. MS 2 Classroom architecture and design is gender-responsive. MS 3 Students move safely to and from school.
4. SRGBV, rights, participation and gender equity MS 1 SRGBV rights, participation and gender equity are integrated in the curriculum. MS 2 Student leadership in education and gender equity is promoted. MS 3 Schools have a gender-responsive curriculum and a gender-responsive policy on SRGBV.	8. Parent engagement MS 1 Schools have policies and procedures to ensure parent engagement. MS 2 Parents participate in monitoring and accountability mechanisms.

Slide number: 34

Duration: 5 mins

Slide title: Standards for strengthening physical environments in around schools

Strategy: Lecture



Strengthening the physical infrastructure of learning environments is central to keeping both students and teaching staff safe from SRGBV on school grounds.

By physically mapping the school premises, safe and unsafe zones inside the premises can be identified and addressed. Some of the characteristics of safer environments are:

- Structural soundness
- Adequate fencing and gates
- Well-lit classrooms and grounds
- Seating arrangements that prevent overcrowding



Tell the participants that the minimum standards should include:

1. Sanitation facilities that are safe and secure and located within reasonable proximity to school buildings or playgrounds
2. Classrooms architecture and design that is gender-responsive (such as classrooms with adequate lighting and well-spaced desks)
3. Safety measures to ensure safe passage to and from school (such as school buses) to minimize sexual violence and harassment

Let's talk about some of the indicators that measure the strength of the physical environment around schools.



Measuring how strong the physical environment around schools is

Slide number: 35

Duration: 5 mins

Slide title: Measuring how strong the physical environment around schools?

Strategy: Lecture & discussion



How would you evaluate the strength of the physical environment in and around schools?

Take a couple of minutes to think and provide some measures that could serve as indicators of effectiveness.



Listen for responses such as:

- Number of schools that have conducted mapping for safe and unsafe zones
- Percentage of schools with separate sanitary facilities for males and females
- Number of schools with free transport to take students to and from school
- Percentage of students of each gender, who report feeling safe when using the sanitary facilities at school
- Percentage of students of each gender, who report feeling safe in the classroom
- Percentage of students of each gender, who feel safe travelling to and from school

Although parents are not a direct part of the school, their involvement cannot be discounted. Let's learn about how engaging parents can make a difference.

Engaging parents against SRGBV

1. School leadership and community engagement MS 1 School principals, headteachers, school boards, and governing bodies support the school's policy of zero tolerance to SRGBV and ensure that all staff are aware of and committed to this policy. MS 2 Local policies such as anti-bullying, safeguarding, the school's policy on child sexual abuse, and child sexual abuse reporting are shared with parents and the community.	5. Reporting, monitoring and accountability MS 5 Schools have systems and procedures in place to report incidents of SRGBV. MS 6 Reporting mechanisms are linked to support systems.
2. Code of conduct MS 7 The behaviour of the different forms of SRGBV are outlined in the code. MS 8 The code outlines the consequences of SRGBV and the role of the school in addressing it.	6. Incident response MS 9 Schools have systems in place to respond to incidents of SRGBV. MS 10 Schools have systems in place to respond to incidents of SRGBV.
3. Teachers and educational staff support MS 11 Teachers have the capacity to identify, respond to and report SRGBV. MS 12 Schools provide ongoing support, training and support for teachers and staff.	7. Safe and secure physical environments in and around schools MS 13 Schools have systems in place to ensure that the physical environment is safe and secure. MS 14 Schools have systems in place to ensure that the physical environment is safe and secure.
4. SRGBV rights, participation and gender equality MS 15 Schools have systems in place to ensure that all students are aware of their rights and the rights of others. MS 16 Schools have systems in place to ensure that all students are aware of their rights and the rights of others.	8. Parent engagement MS 17 Parents are involved with school in ensuring that the school is a safe and secure place for all students.

Slide number: 36

Duration: 5 mins

Slide title: Standards for parent engagement

Strategy: Lecture



Including parents in SRGBV conversations can help in addressing sensitive topics such as corporal punishment, sexual harassment, and child sexual abuse.

Helping parents in speaking up against SRGBV can lead to:

- Improved understanding and respect among parents, students, and school staff
- Discussion of positive gender relationships
- Easier coordination with formal or informal referral resources in the community



Tell the participants that the minimum standards should include:

1. Drawing parents' attention to SRGBV and how building local alliances can alleviate the problem
2. Awareness of positive parenting and discipline techniques by parents to create healthier relationships and more trust

Let's talk about some of the indicators that measure parental engagement



Measuring how strong the physical environment around schools is

Slide number: 37

Duration: 5 mins

Slide title: Measuring the engagement levels of parents

Strategy: Lecture & discussion



What are some of the indicators that point to how involved or engaged parents are, to tackle SRGBV?

Take a couple of minutes to think and provide some measures that could serve as indicators of effectiveness.



Listen for responses such as:

- Percentage of schools that include parents in the design, organization, and implementation of approaches to prevent SRGBV
- Percentage of schools with school-based parent-teacher committees
- Percentage of parents who have participated in dialogue and workshops on gender equality and SRGBV
- Percentage of parents who consider the safety of the school environment to be an important aspect of their children's education
- Number and frequency of parent-teacher meetings discussing issues of SRGBV

Let's try and put our knowledge to use in an actual scenario.

Activity: Issues that arise when a whole-school approach is not followed



Slide number: 38
Duration: 60 mins

Slide title: Identify the issues that arise when a whole-school approach is not followed
Strategy: Activity



In our respective groups, let's revisit the scenario from Module 1 featuring Raoul and Nora to identify how a whole-school approach could help in reducing 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.

She spoke to the new principal about the issue, who wants to apply a whole-school approach towards such situations.

Instructions: Apply the whole-school approach to this scenario and recommend how each of the 8 domains of a whole-school approach could be used to support Raoul and Nora and to prevent such occurrences in future.

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

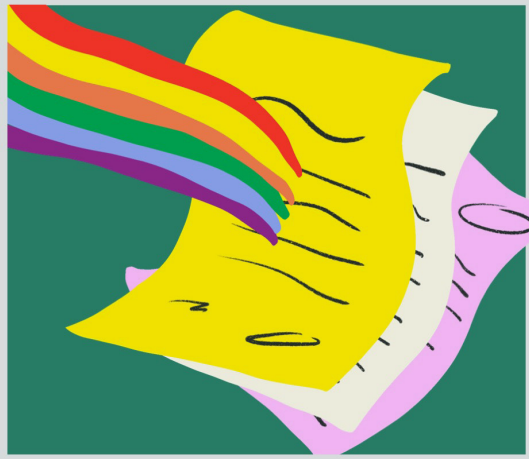


Illustrative responses:

- Ms Mubanga and other teachers should be trained on the minimum standards so that they can address SRGBV effectively
- Teachers who perpetrate SRGBV should also be told about the zero-tolerance approach towards SRGBV.
- Students should be coached and counselled on reporting SRGBV incidents instead of turning into perpetrators themselves.
- Counselling mechanisms should be provided for the unique needs of Nora and Raoul in this scenario.
- Parents should be trained and educated about their own rights and those of their children in SRGBV incidents.

With this activity, you now understand the whole-school approach and its application in preventing SRGBV. Let's see if you can answer a few questions about the approach.

Knowledge Check



Slide number: 39

Duration: 15 mins

Slide title: Knowledge check

Strategy: Lecture & discussion



Let's 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. State True or False. One of the prescribed minimum standards is to create 'no-go' zones in schools, where boys can be segregated from girls to prevent SRGBV.

Q2. State True or False. Anonymous reporting mechanisms should be discouraged because they might result in false or frivolous complaints



Listen to the participant responses and provide feedback.

Q1. False. No, the minimum standards prescribe healthy peer relationships among boys and girls. Of course, toilets and other gender-specific facilities may be segregated. However, in all common areas, boys and girls need to interact with respect and inclusion.

Q2. False. While there is some potential for misuse, anonymous mechanisms protect victims from retaliation and protect their privacy. Stronger investigations can reduce/remove potential for misuse, but anonymous reporting mechanisms still need to remain.

With that, we come to the close of Session 6.



Q & A

Slide number: 40

Duration: 15 mins

Slide title: Recap and Q&A

Strategy: Lecture & Discussion



Ask the participants to ask any questions they may have around the whole-school approach and how to apply it in their own specific communities.

Ask them to make a note of at least 1-2 specific actions that they would undertake to further the adoption of the whole-school approach.



Thank You

UNGEI



Slide number: 41

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.globalpartnership.org/blog/applying-whole-school-approach-strengthening-education-systems-address-gender-violence-schools>
2. <https://shared.rti.org/content/journeys-whole-school-approach-end-srgbv-and-build-sel-competency>
3. <https://inee.org/blog/whole-school-approach-preventing-and-responding-school-related-gender-based-violence-srgbv>