

Preventing school-related gender-based violence (SRGBV)

# Using this guide



UNGEI



United Nations  
Educational, Scientific and  
Cultural Organization



# Course Introduction

Much before the Covid-19 pandemic, [one in three women globally](#) experienced gender-based violence. In countries such as Mozambique, every [one in four women](#) were subjected to gender-based violence (GBV). During crisis situations such as war, famine, or disease, [incidences of violence spike](#) due to confinement and increasing stress levels in households. UN Women indicates that [gender-based violence has become the shadow pandemic](#) due to the way that gender-based violence in all its forms [has intensified](#) since the Covid-19 pandemic began. The places where gender-based violence occurs and have intensified since the pandemic includes places of learning. With substantial changes that have emerged to educational systems the world over since the pandemic began, like GBV, school-related gender-based violence (SRGBV) has continued to be a worldwide threat to young people and needs to be addressed.

We need to equip all stakeholders within the education ecosystem to understand, recognize, and mitigate SRGBV in all its forms and shapes. These stakeholders include learners, teachers, school staff, policymakers, planners, practitioners, parents, and members of civil society.

## Target Audience

Ministry of education staff, practitioners working at non-governmental and grassroots organizations, members of youth organizations, and UN agencies with education levels of high-school and above; with limited understanding of SRGBV and basic understanding of gender concepts.

## Content Source

[UN Women Global Guidance](#)

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The development of this training course was facilitated by UNGEI with leadership supervision from Sujata Bordoloi. Preparation of the course content was led by Ronda Železný-Green, PhD, with support from Sumit Singla and Divya Joseph. Reviewers of the course content were: Sally Beadle (UNESCO), Khamsavath Chanthavysouk (UN Women), Kathleen Chau (UNESCO), Takudzwa Kanyangarara (UNICEF), madeleine kennedy-macfoy (Education International), Lydia Madyirapanze (FAWE), and Alinafe Malonje (Wona Collective). Zeynep Aydemir Koyuncu (UNGEI) facilitated the publication of the training course. The design support for the course materials was provided by The Space Room.

# Using this guide

This guide is intended to enable you to facilitate all 5 days of the course along with the classroom presentation and the participants' workbook. It includes suggestions for talking points, guidance for activities, and say/do/tell cues and help for implementing activities. The ideal number of participants is 18-20 – less than that could mean the discussions are not meaningful enough and more than that might mean you are unable to help everyone express themselves.

Note that the course can also be delivered as separate modules for each cohort of learners and does not necessarily need to follow the same content structure for the 5 consecutive days. In addition, if the participants are already familiar with some concepts, use your judgment to skip over some aspects.

Most of the examples, anecdotes, and activities are created for integrating majority world perspectives and scenarios. However, in case you need to make any country-specific adjustments to the content, use your judgment to do so.

Reliance on your expertise as a facilitator is welcome and bringing in your own examples and stories, wherever relevant, is encouraged. However, do ensure that you do not use identifiable examples or provide real names and contexts.

Another point to remember is that some of the scenarios and situations may be triggering for certain participants. Please open the training with this warning presented upfront so that people can prepare themselves. In such cases where the content becomes too overwhelming, allow participants to take a timeout and provide any support that may be needed.



This icon means 'say' – it provides you with the content you can use to guide the participants.



This icon means 'do' – it guides you towards certain actions such as noting down participant responses, focusing their attention on a particular aspect etc.



This icon introduces an activity – it could be a case study, a discussion, or a different activity, as mentioned in the guide.

# Learning Outcomes

A 5-day learning program delivered on-site or virtually with 5 modules to build a comprehensive understanding of SRGBV.

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## Module 1: Introduction to SRGBV

- Session 1: Define SRGBV: *2 hours*
- Session 2: Challenges in addressing SRGBV: *2 hours*
- Session 3: Policies to address SRGBV: *2 hours*
- Session 4: Stakeholders in preventing SRGBV: *2 hours*

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## Module 2: Whole-school actions to address SRGBV

- Session 5: Holistic approach to tackling SRGBV in schools: *4 hours*
- Session 6: Minimum standards for whole-school approach: *4 hours*

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## Module 3: Prevention through curricula and pedagogy

- Session 7: Support for educators to develop anti-SRGBV pedagogical approaches: *2.5 hours*
- Session 8: Training and support for teachers : *2.5 hours*
- Session 9: Key stakeholders in addressing SRGBV with schools: *2.5 hours*

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## Module 4: Reporting, response, and referral

- Session 10: Appropriate responses to SRGBV: *6 hours*
- Session 11: Formal and informal referral structures for SRGBV: *2 hours*

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## Module 5: Partnerships

- Session 12: Importance of coordination between sectors, teachers' unions, community, and family: *6 hours*
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# Setup

In-Person	Zoom Link
Large Post-It wall/easel pads	Breakout rooms
Blank paper	Whiteboard
Post-It notes of different colors	Chat
Scotch tape	Participant guide links
Markers	
PPT presentation	
Slide Advancers	
Branded pens, paper, and binders	
Participant workbooks	
Tables with 4-5 participants, facing forward	
Projector & screen	
Audio system	