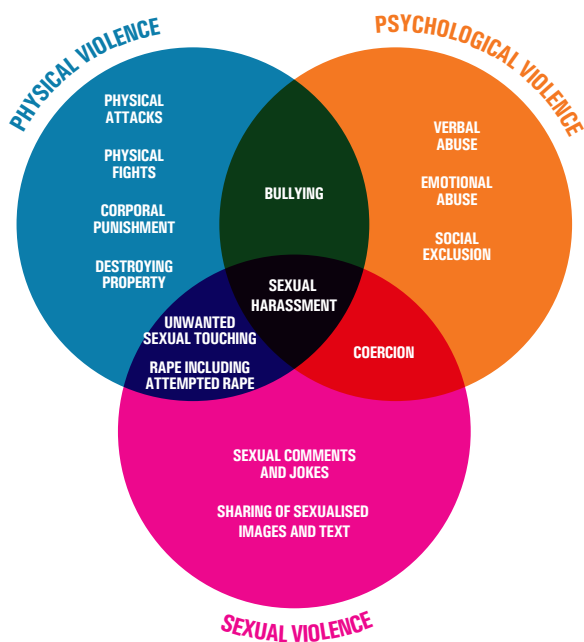


FREQUENTLY ASKED QUESTIONS: SCHOOL-RELATED GENDER-BASED VIOLENCE

What is School-Related Gender-Based Violence (SRGBV)?

- 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, and UNGEI and UNESCO, 2015

Where does SRGBV take place?

SRGBV doesn't occur only in schools, but also around schools. It can happen on the way to or from school, at home, in the community, and in cyberspace. Unsafe routes to and from school are one of the biggest reasons that girls drop out of school.

SRGBV can manifest itself in many ways and be perpetrated by different people. In a school setting, gender-based violence can be committed:

- Learner to learner
- Teacher/staff to learner
- Learner to teacher/staff
- Teacher/staff to teacher/staff



What is the scale of SRGBV?

- Based on global estimates, around one in three students reports experiencing physical violence at or around school in the previous month. There are similar prevalence rates for bullying and psychological violence (UNESCO, 2019).
- An estimated 60 million girls experience sexual assault on their way to school each year (George Washington University, 2016).
- One in four young women has experienced violence by an intimate partner (sexual or other) by the time they are 24 years old (WHO and UN Women, 2021) indicating the prevalence of gender-based or sexual violence among school-aged children. Perpetrators of intimate partner violence are almost always men and boys.
- Violence Against Children and Youth Survey data for low- and middle-income countries show sexual violence is shockingly high for both girls and boys, with up to a quarter of girls experiencing sexual violence in the last 12 months. Of those who experienced sexual violence, up to 40% of boys and 20% of girls reported experiencing it at school (Center for Global Development, 2023).
- More boys than girls are victims of physical bullying, defined as being hit by others in the last 12 months (UNESCO, 2019 from Global School-based Student Health Survey data).

What causes SRGBV?

- Harmful social and cultural norms allocate more power to men and boys than women and girls, including in many instances power **over** women and girls. Harmful norms can also perpetuate narratives which enable or support some forms of SRGBV e.g. "If he is pulling your hair, it must mean he likes you."
- For boys and girls, SRGBV is a way of establishing a masculine or feminine identity e.g. boys catcalling girls in a public space, girls bullying a girl for not presenting a traditionally feminine appearance. LGBTIQ+ children are particularly vulnerable for this reason.
- The single best predictor of children becoming either perpetrators or victims of domestic violence later in life is whether or not they grow up in a home where there is domestic violence (UNICEF, 2016)
- Discriminatory or non-existing institutional frameworks, laws, and policies reinforce harmful social norms, perpetuate the status quo and fail to protect girls and boys from different forms of SRGBV - for example, policies and laws that do not criminalize perpetrators of gender-based violence. Resistance and reluctance to talk to children about gender, violence and sex create a void in which children trade inaccurate information with one another about relationships, sex and violence.

What ends SRGBV?

A Whole-School Approach to Prevent SRGBV (developed by the Global Working Group to End SRGBV, 2018)

Violence cannot end until we see it, acknowledge it, report it and take action to end it. A whole-school approach means that school leaders, teachers and staff, parents, and students create a zero-tolerance environment together.

Established in 2014 as a norm-setting community of practice, the Global Working Group to End SRGBV is a partnership of 75 organizations around the world. Through a series of intensive and iterative discussions, the Group established Minimum Standards to measure and monitor progress on ending SRGBV.

The Global Working Group is co-chaired by UNESCO and UNGEI.



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

Together we can dismantle harmful social norms and end school-related gender-based violence.

Join the Global Working Group to End SRGBV: contact@ungei.org

Members of the Global Working to End SRGBV as of May 2024, in alphabetical order: ActionAid, African Union Commission, Agence française de développement, Breakthrough, Alliance for Child Protection in Humanitarian Action, CAMFED, La Campaña Latinoamericana por el Derecho a la Educación, Catcalls of NYC, Chemonics, CARE, Center on Violence against Women and Children at University of Bedfordshire, ChildFund International, Concern Worldwide, DAI, Department of Basic Education South Africa, Education Cannot Wait, Education Development Center, Education International, End Corporal Punishment, Equimundo, FHI 360, Forum for African Educationalists, Generations for Peace, GIZ Germany, Global Affairs Canada, Global Campaign for Education-US, Global Partnership for Education, Global Women's Institute, Graines de Paix, Hanover Research, Harris School, Human Rights Watch, Human Sciences Research Council, IIEP-UNESCO, Institute of Education-London, International Centre for Research on Women, International Planned Parenthood Federation, Irish Aid, Macquarie University in Australia, MenEngage Alliance, Miske Witts and Associates, NORAD, Peace Corps, Plan International, Population Council, Raising Voices, Research Triangle Institute, Right to Play, Safe to Learn, Save the Children, SIDA, Social Development Direct, Sonke Gender Justice, South Africa National Department of Basic Education, Spotlight Initiative, Teenage Network, Together for Girls, Transform Education, UK Foreign, Commonwealth & Development Office, UNESCO, UNFPA, UNGEI, UNICEF, University College London Faculty of Education and Society, University of East Anglia, University of Edinburgh, University of Kwazulu-Natal, University of Maryland, University of Melbourne Australia, University of Minnesota, UN Women, USAID, VVOB Education for Development, Youth Hub Africa, Wellspring Philanthropic Fund, World Bank, World Education, World Food Programme, World Vision