

**International Conference**  
**SE:LFIE**  
**Sexuality Education:**  
**Lessons Learned and**  
**Future Developments**  
**in the WHO European Region**



**Session 6**

**Prevention of gender-based  
violence and sexual abuse  
in sexuality education**

## Session 6

# Prevention of gender-based violence and sexual abuse in sexuality education



**Tigran  
Yepoyan,**  
**UNESCO**

**The role of curriculum, teaching recourses and training in addressing school-related gender-based violence (SRGBV)**



**Suzanne  
Hargreaves,**  
**Education  
Scotland**

**Relationships, sexual health and parenthood education (RSHP) & National Approach to Anti-Bullying to address SRGBV in schools in Scotland**



**Stefanie  
Amman,**  
**BZgA**

**National Initiative on the Prevention of Sexual Child Abuse “Trau dich!”**

## Session 6

# Prevention of gender-based violence and sexual abuse in sexuality education



- **What kind of sexuality (relationships and health) education can address GBV and how?**
- **What are the critical topics that can help preventing violence in school and in relationships?**
- **What are the challenges with the development and delivery of good quality sexuality education addressing GBV ?**
- **What types of interventions and how can complement curricular approach to GBV prevention?**
- **Special programmes & curricula-based sexuality education. How do they work together?**



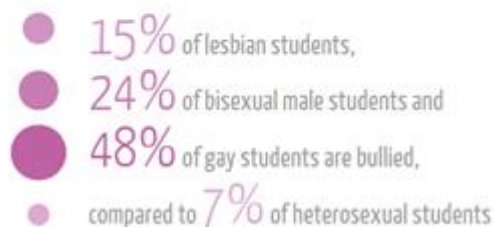
# The role of curriculum, teaching recourses and training in addressing school-related gender-based violence

246  
million  
girls & boys  
suffer from  
school-related  
violence  
every year

## THE NETHERLANDS [48]



## NORWAY [10]



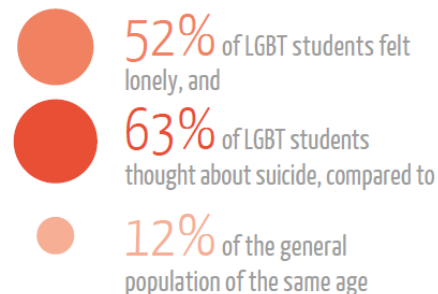
## BELGIUM [11]



## FINLAND [52]



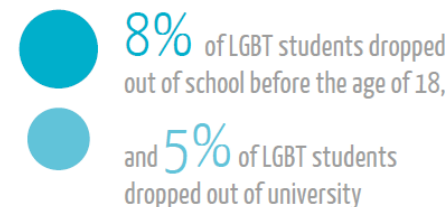
## POLAND [27]



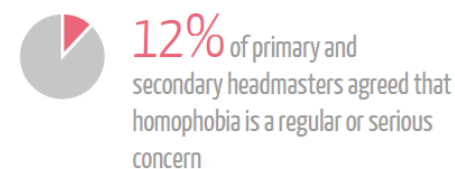
## TURKEY [53]



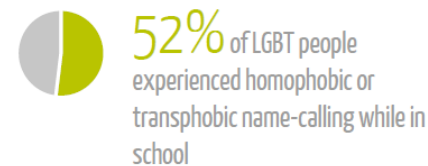
As a result of discrimination based on sexual orientation and gender identity,



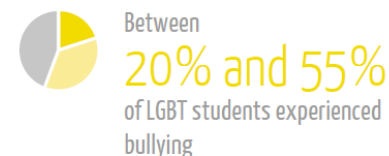
## FRANCE [46]



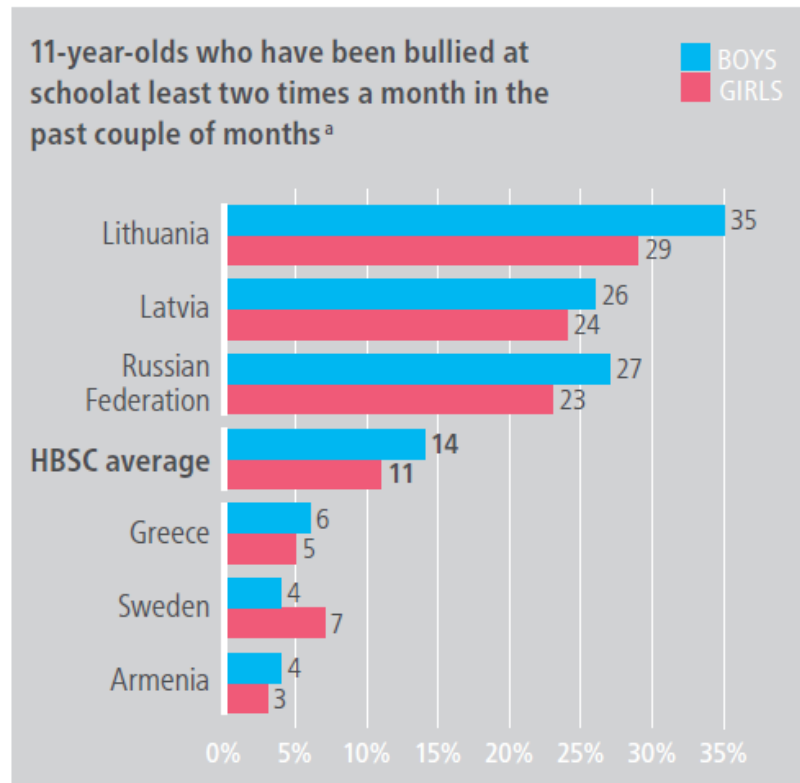
## IRELAND [47]



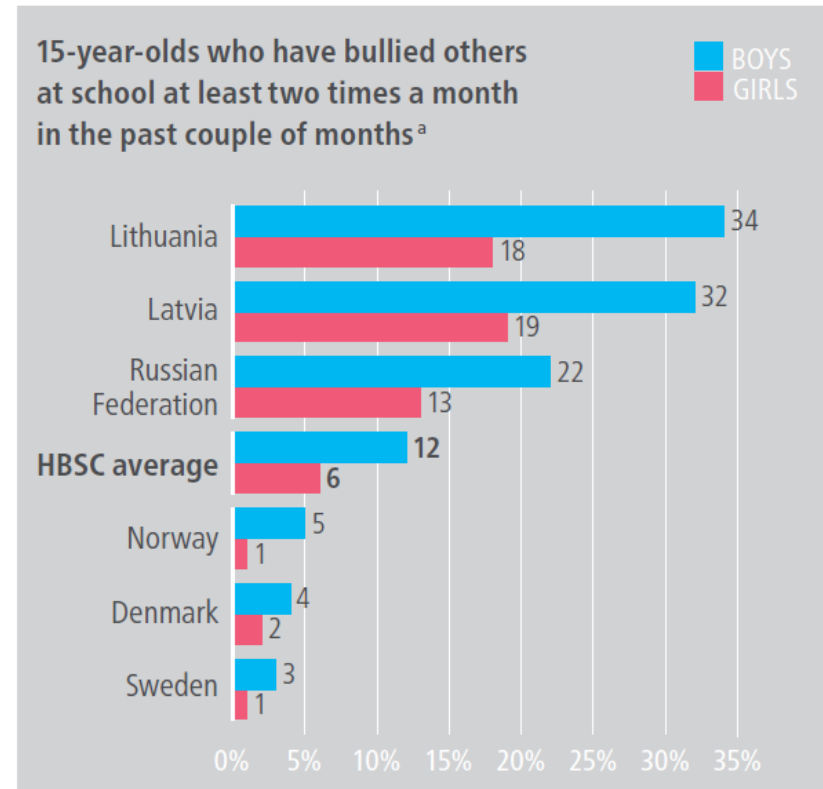
## UNITED KINGDOM [49-51]



# The role of curriculum, teaching recourses and training in addressing school-related gender-based violence



<sup>a</sup> Top and bottom 3, and average across all countries in the HBSC report



<sup>a</sup> Top and bottom 3, and average across all countries in the HBSC report

# The role of curriculum, teaching recourses and training in addressing school-related gender-based violence

## Consequences of SRGBV



### EDUCATIONAL

Inability to concentrate  
Falling grades  
Dropping out of school



### PHYSICAL

Injuries  
Substance misuse  
STIs, HIV and pregnancy



### MENTAL HEALTH

Anxiety and depression  
Anger and hostility  
Self-harm and suicide



### VIOLENCE AGAINST OTHERS

Victims turn to bullying  
Sexual harassment  
Carrying weapons

### Long-term impact:

Witnessing or experiencing violence as a child is linked to future use or acceptance of violence.



# The role of curriculum, teaching recourses and training in addressing school-related gender-based violence

**“Curriculum approaches are important, as education that encourages young people to question, negotiate and challenge violence and gender discrimination is critical for preventing SRGBV”**

**UNESCO - UN Women**  
**GLOBAL**  
**GUIDANCE**  
**ON ADDRESSING**  
**SCHOOL-RELATED**  
**GENDER-BASED**  
**VIOLENCE**

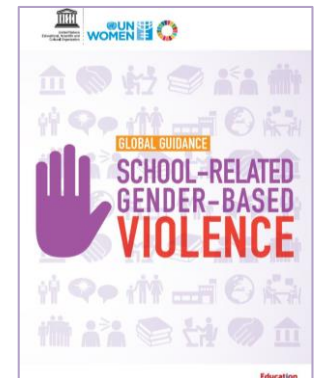
**“Good quality relationship and sexuality education (RSE) contributes to reduction of risk of sexual exploitation among young people and likely reduces the risk of violence and abuse in intimate relationships”**

**SEXUAL AND**  
**REPRODUCTIVE HEALTH**  
**AND RIGHTS**  
**STUDY FOR**  
**FEMM COMMITTEE**



# The role of curriculum, teaching recourses and training in addressing school-related gender-based violence

<b>2012</b> Education Sector Responses to Homophobic Bullying	<b>2014</b> Global Partners Working Group on SRGBV established by UNESCO and UNGEI	<b>2016</b> Out in the Open Report Education sector responses to violence based on sexual orientation and gender identity	<b>2016</b> Global Guidance on addressing school-related gender-based violence
<b>2013</b> A Discussion Paper: School-Related Gender-Based Violence	<b>2015</b> A Policy Paper on SRGBV launched at 59 <sup>th</sup> Session of the UN Commission on the status of women	<b>2016</b> International Ministerial Meeting: Education Sector Responses to Violence based on Sexual Orientation and Gender Identity/Expression	<b>2017</b> International Symposium on School Violence and Bullying: from evidence to action



# The role of curriculum, teaching recourses and training in addressing school-related gender-based violence

## PRACTICAL ACTION FOR HOLISTIC RESPONSES TO SCHOOL-RELATED GENDER-BASED VIOLENCE

Preventing and responding to SRGBV requires a comprehensive response from the education sector and its partners at a number of different levels.



### LEADERSHIP

Laws, Policies and Education Reform



### ENVIRONMENT

Ensuring Schools Are Safe and Supportive



### PREVENTION

Curriculum, Teaching and Learning



### RESPONSES

In and Around Schools



### PARTNERSHIPS

Collaborating With & Engaging Key Stakeholders



### EVIDENCE

Monitoring & Evaluation of SRGBV

# The role of curriculum, teaching recourses and training in addressing school-related gender-based violence



## PREVENTION: CURRICULUM, TEACHING AND LEARNING

Appropriate **curriculum** and **teaching approaches** are **key** to **preventing SRGBV**.

### Curriculum Approaches

**Education** that encourages young people to **question and challenge** violence and gender discrimination is critical for **preventing SRGBV**. Young people need to be able to **recognize what constitutes violence and abuse**, how to **protect themselves from harm**, and take action to **avoid harm to others**.

#### Train and Support Teachers



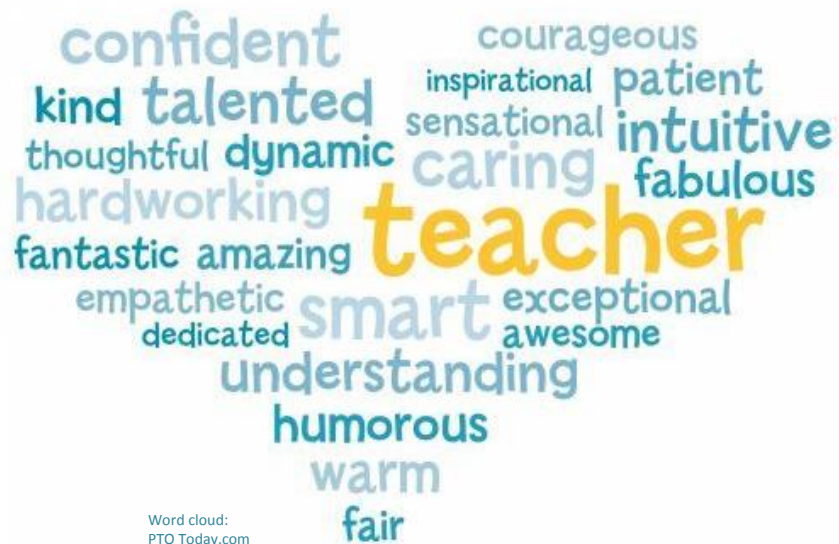
#### Safe Spaces & Co-curricular Activities





# The role of curriculum, teaching recourses and training in addressing school-related gender-based violence

## Teachers



**Teacher's personality**

**Teacher training**

**Teacher support**





# New Global Guidance

- Comprehensive, one-stop resource
- *How to* achieve a holistic response to SRGBV
- Tools and examples based on evidence, emerging practice, experience and expert recommendations

## Audience:

- National education sector: ministries, policy-makers, educators
- Civil society, multi- & bi-lateral partners, teachers unions
- Stakeholders in other sectors

Available online :

<http://unesdoc.unesco.org/images/0024/002466/246651E.pdf> [www.unesco.org](http://www.unesco.org) [www.ungei.org](http://www.ungei.org)





# Предотвращение насилия в образовательных учреждениях

Available at:  
<http://iite.unesco.org/>  
Методическое пособие  
для педагогических работников

## SRGBV Prevention in EECA

### Russian Federation



### Kyrgyz Republic



Teacher pre- &  
in-service  
training

Endorsed by the  
ministries of education  
of the Russian Federation  
and Kyrgyz Republic

# Useful resources

Also available in

[Chinese](#),

[French](#),

[Italian](#),

[Korean](#),

[Polish](#),

[Portuguese](#),

[Russian](#),

[Spanish](#)

<http://unesdoc.unesco.org/images/0021/002164/216493e.pdf>



GOOD POLICY AND PRACTICE  
IN HIV AND HEALTH EDUCATION

BOOKLET

8

## Education Sector Responses to Homophobic Bullying





United Nations  
Educational, Scientific and  
Cultural Organization

# OUT IN THE OPEN

Education sector  
responses to violence  
based on sexual  
orientation and gender  
identity/expression

SUMMARY REPORT



# Useful resources

Full report available in [English](#)

<http://unesdoc.unesco.org/images/0024/002447/244756e.pdf>

Summary report available in [English](#) and [French](#).

<http://unesdoc.unesco.org/images/0024/002446/244652e.pdf>

The screenshot shows the UNESCO website header with the logo and tagline "Building peace in the minds of men and women". Navigation tabs include ABOUT US, THEMES, COUNTRIES, PARTNERSHIPS, JOIN US, and RESOURCES. The main content area is titled "Homophobic and Transphobic Violence in Education" and contains the following text:

Violence based on sexual orientation and gender identity/expression in educational settings, sometimes referred to as homophobic and transphobic violence, is not a vague nor distant problem. It is happening right now and is denying millions of children and young people the fundamental human right to education. It is directed at students who are perceived not to conform to prevailing sexual and gender norms, including those who are lesbian, gay, bisexual, transgender and intersex (LGBTI).

This violence - which includes bullying - has significant, lasting negative impacts on students' lives. Research reveals these students often feel unsafe at school, avoid school activities, miss classes or drop out of school entirely. They are at increased risk of anxiety, depression, self-harm and even suicide.

The education sector plays a key role here. With a comprehensive approach in place, involving effective policies, relevant curricula and training materials, training and support for staff, and support for students, families and communities, the education sector can respond to and even prevent the violence.

RELATED LINKS

- What UNESCO does
- Partners
- Resources
- HIV and AIDS Clearing House

VIDEOS

<http://en.unesco.org/themes/homophobic-and-transphobic-violence-education>



# School-Related Gender-Based Violence. Thematic Brief 1\2015

[http://www.ungei.org/resources/files/hiv\\_and\\_health\\_education\\_clearinghouse\\_thematic\\_brief\\_srgbv\\_0.pdf](http://www.ungei.org/resources/files/hiv_and_health_education_clearinghouse_thematic_brief_srgbv_0.pdf)

## UNESCO HIV and Health Education Clearinghouse

Thematic brief 1/2015

### School-Related Gender-Based Violence

*School-related gender-based violence (SRGBV) is defined as acts or threats of sexual, physical or psychological violence occurring in or around schools and educational settings as a result of gender norms and unequal power dynamics between genders. It includes acts of bullying, sexual or verbal harassment, physical violence, corporal punishment, non-consensual touching, rape and assault and structural violence amongst others.*

*Leadership and joint action to eliminate school-related gender-based violence: International Partners Meeting Report, p. 2.*

Gender-based violence (GBV) is a serious violation of human rights, increases vulnerability to HIV and also has a negative impact on school attendance and the ability to receive a quality education. School-related gender-based violence (SRGBV) can occur in the classroom, in boarding facilities, on the journey to and from school. It can occur between pupils, and between pupils and education personnel. Girls are particularly vulnerable to SRGBV, which often stems from deeply rooted cultural beliefs and practices, power imbalances and gender norms. Gender non-conforming, lesbian, gay or transgender young people face specific issues of harassment and violence due to their sexuality. Recent estimates from *Plan International*, based on the number of children affected by verbal bullying, show 246 million girls and boys suffering from SRGBV every year. (A girl's right to learn without fear: Working to end gender-based violence at school, p. 11).

The consequences of SRGBV are not only physical. It has serious psychological consequences including low self-esteem, under developed social skills, and general anxiety. This in turn impacts on concentration, may increase dropout rates and lead to reduced academic achievement.

The education sector has an important role to play in helping prevent GBV through gender-transformative teaching and learning approaches, supported by well-trained teachers and education personnel. Schools themselves can also play a preventive role and ensure that effective policies, and reporting and response mechanisms, are in place and function effectively. Few ministries of education have, as yet, developed policies on sexual violence and guidelines on how schools should respond.

SRGBV is not a new issue. A number of development partners and other organizations have been working on the issue for many years. However, concrete actions, both

programmatic and policy, are hampered by the lack of evidence and data on the scale and nature of the problem. According to the United Nations Girls' Education Initiative (UNGEI) and UNESCO some of the knowledge gaps include research on non-heterosexual forms of violence, knowledge of student-on-teacher violence, links between SRGBV and other forms of violence (e.g. within families), links between SRGBV and bullying, teachers' perceptions on GBV and how they deal with it in the school environment, and the relationship between education, access and achievement. SRGBV as a development issue is now receiving increasing support and many are advocating for its inclusion in the post 2015 development agenda.



A girl's right to learn without fear: working to end gender-based violence at school  
*Plan International, 2013*



Promising practice in school-related gender-based violence (SRGBV) prevention and response programming globally  
*Concern Worldwide, 2013*



Addressing the intergenerational transmission of gender based violence: focus on educational settings  
*CARE, 2014*



School-related gender-based violence. A global review of current issues and approaches in policy, programming and implementation responses to school-related gender-based violence (SRGBV) for the education sector  
*UNESCO, 2014*



Are schools safe havens for children? Examining school-related gender-based violence  
*USAID, 2008*



School-related gender-based violence (SRGBV); UNGEI-UNESCO discussion paper  
*UNESCO; UNGEI, 2013*



Building a gender friendly school environment: a toolkit for educators and their unions  
*Education International; Education Development Center, Inc., 2007*



School-related gender-based violence in the Asia-Pacific region  
*UNESCO Office Bangkok, 2014*



Doorways training manuals  
*USAID, 2009*



Stop violence against girls in school: a cross country analysis of baseline research from Ghana, Kenya and Mozambique  
*ActionAid International, 2011*



Gender-based violence at school in French-speaking sub-Saharan Africa: Understanding its impact on girls' attendance to combat it more effectively  
*Ministère des Affaires Étrangères, 2012*



Voices against violence  
*World Association of Girl Guides and Girl Scouts; UN Women, 2013*



Good policy and practice in HIV and health education. Booklet 8: Education sector responses to homophobic bullying  
*UNESCO, 2012*



Violence against women and girls: Education sector brief  
*World Bank, 2014*



Literature review on the intersection of safe learning environments and educational achievement  
*RTI International, 2013*



Violence in primary schools in Southern and Eastern Africa: some evidence from SACMEQ  
*Saito, Mioko, 2013*



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# UNESCO HIV and Health Education Clearinghouse

A knowledge sharing initiative provided by UNESCO

Enter search terms



In focus <http://hivhealthclearinghouse.unesco.org/>



United Nations  
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## UNESCO Consultancy for evidence review on sexuality education

Defined as “an age-appropriate, culturally relevant approach to teaching about sex and relationships by providing scientifically accurate, realistic, non-judgmental information”, sexuality education provides opportunities to explore one’s own values and attitudes and to build decision making, communication and risk reduction skills about many aspects of sexuality.



## New School Health and Nutrition Webinar series



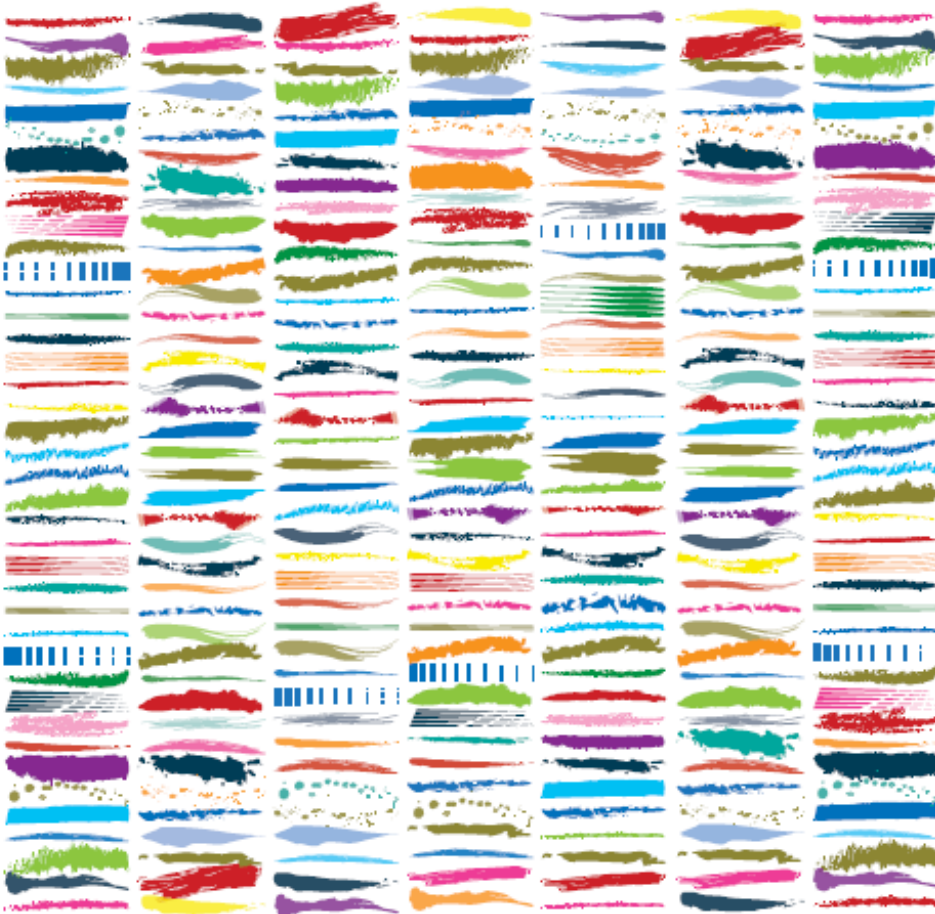
# Teaching Respect for All

- Set of 'key principles' for policy makers,
- Set of 'key principles' for head teachers and NGO managers,
- Support materials for teaching and learning - guide for educators
- Support materials for engaging with children and youth

<http://unesdoc.unesco.org/images/0022/002279/227983E.pdf>



<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/human-rights-education/resources/projects/teaching-respect-for-all/browse/2/>



## Session 6

# Prevention of gender-based violence and sexual abuse in sexuality education

**Thank you !**

**Learn more:** <http://en.unesco.org/themes/learning-live-together>  
<http://en.unesco.org/themes/school-violence-and-bullying>

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