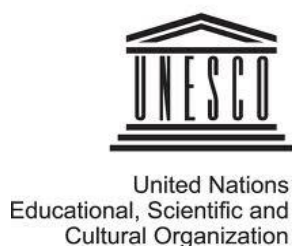




LEADERSHIP AND JOINT ACTION TO ELIMINATE SCHOOL-RELATED GENDER-BASED VIOLENCE

International Partners Meeting Report



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This report was produced as a result of the International Partners Meeting on Leadership and Joint Action to Eliminate School-related Gender Based Violence, held in Paris, France, April 2014.

EXECUTIVE SUMMARY

Gender-based violence (GBV) is a global problem that knows no geographical, cultural, social, economic, ethnic, or other boundaries. It occurs across all societies, represents a violation of human rights, and is a major obstacle to the achievement of gender equality.

School-related GBV (SRGBV) continues to be a serious barrier to fulfilling the right to education, especially for girls, and undermines their experience of school as a safe space for learning. Prevalence of SRGBV is one of the key factors for low quality of school education for girls and boys.

Despite governments having signed onto international frameworks to protect children from all forms of violence, recent reviews and initiatives have highlighted the extent to which children, especially girls, are exposed to SRGBV. Recent research and other initiatives also highlight the role of the education sector in the prevention of SRGBV, such as effective policies and regulation, reporting and response mechanisms, well supported and trained personnel, and gender-transformative teaching and learning approaches.

Recognising that an increasing number of development partners are now focusing their efforts on the issue of SRGBV through research, advocacy, and programming, UNGEI, UNESCO and the Ministry of Foreign Affairs and International Development of France identified the need for a forum for coordination and collective planning. As a first step, an international partners meeting was convened in Paris, France in April 2014. The two-day meeting aimed to take stock of current responses and the gaps in programming, to identify opportunities for collaboration and strategic action, and to develop a commonly agreed “Roadmap” outlining strategic directions for future actions and collaboration involving all interested parties.

Over 25 organisations were represented, each working on school-related gender-based violence through different entry points including: child protection, school violence, violence against women and girls, teacher support, girls’ education, sexual and reproductive health. Organisations included UN partners, bilateral actors, civil society organisations and research institutions¹. The breadth of experience and approaches gave rise to rich discussions and sharing of tools, lessons and experience. A working definition was used for the purposes of the meeting, enabling partners to focus discussions around certain key conceptual issues. By the end of the meeting participants agreed that a commonly held definition would be useful, and the following draft should be the subject of further refinement.

School-related GBV (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. Although both girls and boys can be targets of SRGBV, girls are the most vulnerable.

¹ See Annex 2 for list of participants

A survey carried out with all participants prior to the meeting enabled a rapid yet thorough mapping of their organisations' current and planned work on SRGBV, including research, implementation, tools and funding. Findings from the mapping indicate that²:

- A number of organisations have been working in this field for many years, with a wave of engagement beginning in the 1990s followed by a surge of responses during the mid-2000s;
- Efforts are spread across all regions with a majority in East Asia and the Pacific, and the least in Central and Eastern Europe. However, some interventions are more localized than others which have national scope; and
- Over 15 organisations are working on policy advocacy, research and / or capacity building.

An initial assessment of gaps and barriers identified through the survey was further discussed and elaborated during the meeting. The major gaps identified are:

- Coordination, on all levels;
- Research and evidence, particularly effects of SRGBV on performance and impact evaluations;
- Tools and resources: common guidance on effective responses, common indicators;
- Documentation of good practice or systematic knowledge management;
- Teachers: capacity building, support and engagement;
- Short-term interventions & funding – need sustainable approaches;
- Small scale of country programming with no scale-up plans or funding; and
- Raising awareness & advocacy – need clear messaging without increasing fear.

The main outcome of the two-day meeting was agreement on a roadmap of actions, with five major priority areas and recommendations for common action³.

1. **Establish a working group** to enable ongoing coordination, follow-up on agreed activities and knowledge-management /resource sharing. The working group would be coordinated by UNGEI and UNESCO;
2. **Develop an online resource center** to be hosted on the UNGEI website;
3. **Establish a sub-group on research.** An initial focus would be the development of indicators to strengthen evidence and promote a culture of monitoring and evaluation (Lead: USAID);
4. **Establish a sub-group on global standards.** The development of a normative guidance for national responses to SRGBV is seen to be a priority. This would be informed by existing DfID and UNWomen draft products, integrating policy and programming guidance. (Lead: UNESCO);
5. **Establish a sub-group on advocacy** to develop and a collective campaign. As an initial effort, advocacy would focus on influencing the post-2015 debates; a more comprehensive campaign would be planned for late 2014 and into 2015 (potentially beginning on the International Day Against Violence Against Women, 26th November).

² See Annex 1 for full results of mapping

³ See Annex 4 for full details of the roadmap.

I. Background

Gender-based violence (GBV) is a global problem that knows no geographical, cultural, social, economic, ethnic, or other boundaries. It occurs across all societies, represents a violation of human rights, and is a major obstacle to the achievement of gender equality.

School-related GBV (SRGBV) continues to be a serious barrier to fulfilling the right to education, especially for girls, and undermines their experience of school as a safe space for learning. Prevalence of SRGBV is one of the key factors for low quality of school education for girls and boys. The conveners of the meeting based themselves on the following definition of SRGBV:

School-related GBV (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, non-consensual touching, rape and assault. Although both girls and boys can be targets of SRGBV, girls are the most vulnerable.

The pervasive nature of SRGBV casts doubt on the school as an appropriate forum for educating children and young people about gender equality, non-violent behavior and sexual and reproductive health. New knowledge also highlights the vulnerability of children and young people who are gender non-conforming, lesbian, gay or transgender. Schools have the potential to contribute to social transformation but this cannot be effective if they are simultaneously sites of gender inequality and violence.

Despite governments having signed onto international frameworks to protect children from all forms of violence, recent reviews and initiatives have highlighted the extent to which children, especially girls, are exposed to SRGBV. Recent research and other initiatives also highlight the role of the education sector in the prevention of SRGBV, such as effective policies and regulation, reporting and response mechanisms, well supported and trained personnel, and gender-transformative teaching and learning approaches.

While this is by no means a new issue, an increasing number of development partners are now focusing their efforts on the issue of SRGBV through research, advocacy, and programming. Mapping existing knowledge and initiatives, identifying opportunities for joint advocacy and action will ensure that resources are used effectively, and that interventions are coordinated for maximum impact.

With these objectives in mind, UNGEI, UNESCO and the Ministry of Foreign Affairs of France convened an international partners meeting on 15 and 16 April 2014 to take stock of current responses and outline strategic directions for future actions and collaboration involving all interested parties.

Objectives

The international partners meeting brought together experts and key development stakeholders involved in addressing SRGBV through research, advocacy, policy dialogue and the funding, implementation, and monitoring and evaluation (M&E), of programmes. The objectives of the meeting were to:

1. Map SRGBV responses among participating development partners (including current research, implementation, tools and funding) and identify gaps on all these areas;
2. Identify opportunities for collaboration and strategic action and develop a “Roadmap” with identified actions.

Participants

Thirty-eight participants⁴ from organisations currently engaged in, or making significant plans for engagement in, the field of SRGBV attended the meeting. Participants included representatives from multilateral organisations, governments and international donors, civil society organisations and academic institutions:

Governments and international donors:	INGOs working on education and / or gender:	UN organisations and multilateral partnerships:	Academic institutions
<ul style="list-style-type: none">- Ministry of Foreign Affairs, France- Agence Française de Développement- DFID- GIZ-BMZ- Irish Aid- Norad- USAID	<ul style="list-style-type: none">- ActionAid- Education International- FAWE- Genre en Action- Plan France- Plan International- Save the Children- Concern Worldwide	<ul style="list-style-type: none">- UNESCO- GEFI-UNESCO- EFA-GMR- UNGEI- GPE- UNICEF- UN Women- IIEP	<ul style="list-style-type: none">- University of Sussex- Institute of Education, London

II. Proceedings

Opening roundtable on understanding SRGBV, sharing approaches and lessons

Following an official welcome and opening by Emmanuel Lebrun-Damiens, Deputy Director for Health, Food Security and Human Development, French Ministry of Foreign Affairs and International Development, the meeting opened with a roundtable debate chaired by UNESCO.

Discussants from Education International, FAWE, Irish Aid, UNGEI and Sussex University were asked to reflect on the following questions:

⁴ See Annex 2 for a detailed list of participants and their contact information.

- To what extent is SRGBV an education issue?
- What is the most important entry point?
- What advances and prevents meaningful action to eliminate SRGBV?
- What is the relevance of global efforts to address SRGBV?

Some of the issues raised by the discussants and other participants include:

- Need for multi-sectoral responses but critical importance of keeping the education sector at the centre, with teachers, education managers, and communities being a focus.
- Importance of building a conceptual framework around a globally relevant definition which can be adapted to different contexts.
- Conceptual approach built on analysis of power dynamics, gendered environments and structural violence. Recognition that schools and the people involved in them are part of the wider community and socio-cultural norms are reflected in schools.
- Recognition that teachers are agents for change, who need support and continued efforts for the professionalisation of their work. Teacher trade unions are a strategic ally with broad reach and an ability to promote structural change.
- Need for global partnerships to push forward this agenda and draw together different groups who have a common interest e.g. Civil Society Education Fund, GPE, CEDAW. Potential to replicate these efforts at regional and national level for improved coordination and impact.
- Recognition that this is not exclusively a girls' issue – engagement with men and boys is critical. Anyone can be a target and bystanders are also victims. Gender power relations also affect gender non-conforming people.
- Responses need to reflect the complexity of a modern world – involving media in all forms will be important to build support and address harmful norms.

Global Mapping

The objective of the global mapping exercise was to provide an overview of existing SRGBV approaches, interventions and partnerships amongst all represented institutions based on a previously completed questionnaire⁵. The questionnaire was shared with all participating organisations prior to the meeting, with the purpose of mapping their work on SRGBV, including current research, implementation, tools, funding, and their perception of existing gaps. A total of 22 questionnaires were received, and while not exhaustive, responses helped to improve understanding on trends and gaps.

Some of the main findings are:

- The respondents are active in East Asia and Pacific (76%) and Western and Central Africa (71%), and the least active in Middle East and Northern Africa (42%) and Central and Eastern Europe (23%). Five agencies are active in all regions.
- Most respondents are involved in policy advocacy and research/evidence-building, and slightly fewer in developing tools/resources.
- A first wave of engagement in SRGBV started twenty years ago, the main surge occurred between 2007 and 2009.

⁵ See Annex 3 for the questionnaire template.

- More than half of the respondents have future research planned (including empirical, qualitative or quasi-experimental research, reviews and research related to existing programs).
- The gaps and barriers identified in the survey highlight five key areas:
 - Coordination, on all levels;
 - Research (e.g. effects of SRGBV on performance) and evidence building, including impact evaluations;
 - Capacity on data collection, advocacy, legal and judicial barriers and reform, as well as social norms;
 - Country based programming (e.g. on efficient and safe reporting and response mechanisms and engaging boys and men);
 - Tools and resources, especially common indicators to assess school safety.

For a detailed overview of the results of the global mapping, please see Annex 1.

Cameo Presentations

During the global mapping session, brief ‘cameo’ presentations were provided by selected participants in order to highlight models or important approaches and interventions with direct relevance to the mapping results. The table below provides a brief overview of each cameo presentation, while the full presentations can be accessed through the UNGEI website at: <http://www.ungei.org>

Organisation	Cameo
Plan International	<p><i>Promoting Equality and Safety in Schools (PEASS)</i></p> <p>The overarching goal of the PEASS programme is to ensure safe, accountable, and child-friendly schools where girls and boys achieve quality education in an environment free from gender based violence. The programme will be carried out in Vietnam, Cambodia, Indonesia, Nepal and Pakistan. A model of ‘gender responsive schools’ is being piloted in Hanoi, and will be scaled up to all schools in the city (785 total) in collaboration with Hanoi Department of Education. A gender scorecard has been developed to assess gender responsiveness at schools.</p> <p><i>Champions of Change Programme</i></p> <p>Addressing gender based violence in and around schools in Latin America, this programme targets adolescent males, aged 14 to 18 from diverse ethnic backgrounds. The young men are trained and supported to become Champions of Change on gender equality and girls’ rights, and to encourage youth to challenge harmful gender norms at their schools and communities.</p>
USAID	<p><i>Intersection of Safe Learning Environments and Educational Achievement: A Dialogue for Action & Opportunities for Achievement in Schools (OASIS)</i></p> <p>USAID commissioned a literature review to investigate what evidence exists on the impact of SRGBV on learning outcomes. The report shows</p>

	<p>that while some data suggest a link between SRGBV and learning, evidence is limited, especially from developing countries. In some cases, the methodology that existing studies use is problematic.</p> <p>OASIS aims to fill these gaps in the current understanding of SRGBV by generating more (and better) data.</p>
MAE France	<p><i>Multi-stakeholder collaboration and national response, supporting ministries in West Africa</i></p> <p>In Cote d'Ivoire, MoFA France has been conducting multi-stakeholder collaboration and macro-level capacity building with various ministries in order to address SRGBV. Specifically, MoFA France has worked with the Ministries of Social Affairs, Justice, Education, Health and Communication on three main areas: 1) Reinforcement of the political and strategic framework; 2) Prevention measures; and 3) SRGBV detection, reporting and support systems.</p> <p>Results thus far include recognition by the MoE of its role and responsibilities in fighting SRGBV and an official statement of zero tolerance for teachers who commit sexual violence against students.</p>
Save the Children	<p><i>Teachers codes of conduct – community and child participation</i></p> <p>Save the Children has worked with communities and Ministries of Education in Afghanistan, Liberia, Nepal, South Sudan and Sierra Leone (and other countries) to develop teachers Codes of Conduct. These COCs were developed from a bottom up approach, working with communities and children to draft commonly agreed rules and regulations. These were pasted in school walls, for easy access and guidance.</p> <p>A Save the Children global evaluation 2008-2010, revealed that in Afghanistan, Angola, Nepal and South Sudan the codes were highly effective in reducing violence and corporal punishment in schools. Evaluation in Nepal showed that the COCs had contributed to improvement in school management, positive discipline, reduced violence and improved learning outcomes for girls and boys.</p>
University of London and ActionAid	<p><i>Stop Violence Against Girls in Schools (SVAGS) and TEGINT</i></p> <p>The SVAGS program includes four main components: 1) Addressing legal and policy frameworks; 2) Reducing violence through work in and around schools, 3) Girl-friendly schools; and 4) Empowerment of girls to challenge violence. Results show that positive change was noted in both Mozambique and Ghana in terms of the percentage of girls who experienced violence and reported it to someone. While this appeared as though violence increased, the project team concluded that increased acknowledgement of violence indicated progress in being able to talk about violence.</p>

	<p>The TEGINT endline research on programming in Tanzania and Nigeria found that there was a significant difference in the Girls Empowerment Index for those girls who attended girls’ clubs in Tanzania; but less in Nigeria possibly associated with which girls joined the clubs and the nature of supporting activities</p> <p>Overall, it was found that in both projects:</p> <ul style="list-style-type: none"> • More girls are accessing and staying in school; where the projects had worked successfully more girls, teachers and community members were speaking out against extreme forms of violence; and there is better coordination of informal and formal protection systems • The areas that have been most difficult to change are those that threaten norms about gender, sexuality and childrearing.
DfID	<p><i>Guidance Note on Addressing Violence Against Women and Girls in Education Programming</i></p> <p>Part of a series of DFID guidance notes on VAWG in different thematic areas, this two-part guidance note is aimed at both decision-makers and at programme implementers. The Note outlines evidence and rationale for working on VAWG in education settings and effective approaches for implementation.</p> <p>Key lessons in preventing VAWG in education programmes include:</p> <ul style="list-style-type: none"> • Address the lack of data, particularly on sexual violence in schools and violence against marginalised girls. • Ensure that reporting systems and child protection services are accountable, accessible and girl-friendly.
UNESCO	<p><i>Inter-partner collaboration in Asia-Pacific</i></p> <p>An Asia-Pacific SRGBV Working Group has been instituted after the regional consultation workshop on SRGBV (November 2013, Bangkok). The WG is convened by UNGEI with 13 regional partners including: UNGEI, UNICEF, UNESCO, UNiTE, ASPBEA, and Plan.</p> <p>The purpose of the WG is to coordinate research, implementation and advocacy to enhance the inclusion SRGBV programming into education and education-related policies and programmes in the EAP region. The WG is also a knowledge-sharing forum and partners work toward a joint-action plan which is aligned to the specific needs identified through research in the region.</p>
UNICEF	<p><i>Policy Advocacy Gap SRGBV Initiative - Norway-GPE-UNICEF</i></p> <p>With a focus on child-friendly schools, safe schools and child protection, UNICEF focusses on strengthening the:</p>

	<ul style="list-style-type: none"> • <u>Evidence-base</u> on effective strategies to address SRGBV; • Policy dialogue and development of strategies to address SRGBV <u>in Education Sector Plans</u> through the <u>education SWAP</u> process, LEGs and working groups; • <u>Advocacy among governments</u> to implement & enforce existing laws & policies; • <u>Capacity building</u> of national ministries to use data and evidence to design, implement and monitor SRGBV interventions. <p><i>Evidence Review on Sexual Violence/Violence Against Children</i> Emerging evidence generated by UNICEF highlights the following as effective or promising programmes to address sexual violence and / or violence against children:</p> <ol style="list-style-type: none"> 1) Sex education – shifts in knowledge less on behavior; 2) Child Sexual Abuse programmes –negotiating safe relationships and build awareness; 3) School-based programmes to address online abuse and dating / interpersonal violence; 4) Whole-school approaches to sexual violence prevention e.g. <i>Doorways</i> programme in Ghana and Malawi targeting teachers.
UNGEI	<p><i>Engaging Men and Boys Video</i></p> <p>UNGEI prepared a video on engaging men and boys in the promotion of girls’ education and gender equality, featuring Michael Kaufman, founder of the White Ribbon Campaign. The video, available on the UNGEI website, highlights that the majority of men are not perpetrators of violence, and their partnership is critical in developing holistic responses to violence against girls and women.</p>

Challenges in Addressing SRGBV

Following the presentation of the global mapping exercise, participants were separated into four groups and were asked to identify key challenges in addressing SRGBV. This process was an important step in preparing the development of the SRGBV roadmap of future commitments and action points.

The challenges identified by participants include:

- **Coordination:** The lack of coordination among SRGBV actors is both a gap in programming and a challenge in addressing the issue in all areas of intervention, including advocacy and research. The lack of coordination is a challenge at the country, regional and global level, and also is often an issue within institutions.
- **Fragmentation of Education Sector:** In some countries a number of ministries work on education, making it difficult to address SRGBV in a comprehensive way; in others

SRGBV is addressed by a number of different ministries such as Women and Children's Affairs, Justice, and Health as well as Education.

- **Incorporating SRGBV:** SRGBV concerns should be addressed with dedicated initiatives, but should also be incorporated into broader issues (ie. violence in schools, GBV in general, gender and education, HIV prevention, etc.).
- **Teachers and Teachers Unions:** Meaningful action to prevent SRGBV must include teachers and teacher unions because too often, teachers (both individually and collectively) are seen to be perpetrators of violence rather than part of the solution. Efforts must be made to ensure that teachers and teacher trade unions are included as key actors in school and community-based multi-stakeholder plans and policies to eliminate SRGBV. As it is, few organisations effectively engage with teachers and teacher unions to bring them on board.
- **Working with boys and men:** Few agencies are effectively engaging boys and men as allies in fighting SRGBV and advancing gender equality more broadly.
- **Raising Awareness:** Advocacy and awareness raising is a key to eliminating SRGBV, but it can also raise fears on the part of parents and communities about the danger or fears of sending girls to school. This challenge is also linked with the way SRGBV is treated in the media.
- **Knowledge Management:** Existing knowledge and 'lessons learned' from programming and research on SRGBV are not being sufficiently shared among relevant actors, leading to duplication and the loss of experience. Additionally, as very few interventions are evaluated with any level of rigor, both effective and ineffective programming approaches are not being reported.
- **Capacity-building:** While capacity-building for the purpose of addressing SRGBV is a challenge for all countries, low-income countries should be provided particular attention (particularly with regard to strategies for overcoming cultural obstacles when fighting against SRGBVs).
- **Short-term Interventions:** SRGBV programs are typically funded for a maximum of 3 to 5 years, which does not give sufficient time to achieve impact, namely in terms of behavior change. Longer-term funding is needed for both interventions and research.
- **Messaging:** Currently, the issue of SRGBV lacks common and easily accessible messages that effectively communicate the scale and the urgency of the problem to governments, donors, and the public.
- **Link between SRGBV and education performance:** While some research is being undertaken to link SRGBV to learning outcomes, further knowledge is needed in this area to inform programming and policy.

Through the discussion of challenges, participants also identified a number of common and key principles in effective responses to SRGBV. The following recommendations were made:

- Increase attention to gender equality across all programming;
- Increase engagement with men and boys on issues of gender;
- Increase multi-sectoral approaches;
- Increase programming specifically for and with children and youth;
- Increase collaboration with teachers unions as well as teachers;

- Expand stakeholders in work on SRGBV to include research institutions, inspectorate and others responsible for monitoring as well as units responsible for school support and counselling.

Funding

An important concern raised during the first day of the meeting was the short-term nature of funding for SRGBV-related work, including research and programming. In response, a short discussion on potential funding sources and related opportunities raised the following issues:

- **Work with the private sector:** Participants recommended reaching out to the private sector to help extend the duration of research and programs such as through guarantees.
- **Innovative sources of financing:** It was suggested that innovative sources of funding should be sought out, including:
 - Diaspora communities;
 - EU tax on financial transactions, of which a portion will be allocated to development. European organisations working on SRGBV can influence how this portion is spent;
 - Public Private Partnerships: see also the following bullet point.
- **Consortia of donors:** a possible strategy could be a consortia of different types of donors in order to establish of fund that could invest in a more long term engagement in research and programming on SRGBV. This might require a range of financial partners including foundations rather than reliance on bilateral donors.
- **Norad white paper:** Norad is currently in the process of developing a white paper on girls' education that will be launched in June. An action plan will then be developed, which represents an opportunity to provide input and ensure that SRGBV is included.
- **BMZ-GIZ:** new education strategy with a focus on quality and equity, gender being mainstreamed.
- **USAID's OASIS Program:** USAID offered to put funds toward developing a common set of indicators on SRGBV given that this was highlighted by many participants as a key challenge to address.
- **Influence existing donors/funding modalities to integrate violence into education programmes,** or school-based approaches within VAWG programmes. Potential initiatives include:
 - **GPE** – Civil Society Education Fund and Education Plan Development Grant
 - **Dfid** – links with the Girl Hub, Education Systems Strengthening
 - **EU** – Horizon 2020, other instruments eg. Instrument for Cooperation and Development and the European Development Fund

Roadmap

The main outcome of the two-day meeting was a roadmap for focussed action on SRGBV. The detailed actions recommended during the meeting can be reviewed in the full roadmap (see Annex 4).

Given the breadth of activities being recommended, the group focused its discussions on the core and overarching actions emerging from the discussions. Thus, participants reached agreement on **five major priority areas and recommendations for common action**.

1. Establish a **working group** to enable ongoing coordination, follow-up on agreed activities and knowledge-management/resource sharing. The working group would be coordinated by UNGEI and UNESCO;
2. Develop an **online resource centre** to be hosted on the UNGEI website;
3. Establish a sub-group on research. An initial focus would be the development of on **indicators** to strengthen evidence and promote a culture of monitoring and evaluation (Lead: USAID);
4. Establish a sub-group on **normative guidance for national responses to SRGBV**. This would be informed by existing DfID and UNWomen draft products, integrating policy and programming guidance. (Lead: UNESCO);
5. **Establish a sub-group on advocacy to develop and a collective campaign**. As an initial effort, advocacy would focus on influencing the post-2015 debates and a more comprehensive campaign would be planned for late 2014 and into 2015 (potentially beginning on the International Day Against Violence Against Women, 26th November).

Conclusions

This meeting served to bring together a wide range of stakeholders who, through their work on gender equality, education or child protection, are already addressing school-related gender based violence. The mapping of organisational responses demonstrates that whilst a number of programmes and initiatives are in place, there are wide gaps in evidence on the nature or impact of SRGBV, there are few examples of national-level programmes to address SRGBV and there are numerous smaller-scale programmes whose lessons and tools could be more widely disseminated to influence good practice. Through the partnerships formed or reaffirmed at this meeting, these gaps can begin to be closed, and the sharing of information enhanced.

Through the meeting, all participants expressed a strong shared commitment to raise the profile of GBV as an education issue and to find ways to enhance collaboration, develop partnerships and focus resources on common approaches to ending gender violence in and around schools. Agreement to collaborate on a common advocacy agenda targeting both the post-2015 development consultation process and a more general public (in 2015) reflects this common commitment.

The two days of discussion and focused 'planning' have acted as a strong springboard for furthering the conceptual approach to school-related gender based violence as well as strengthening all the participants' knowledge of current evidence, programming tools and good practice. The roadmap agreed by partners has a strong focus on coordination and knowledge sharing and reflects engagement in a range of approaches, in addition to a broad agreement on the core issues. All organisations have committed to sharing the content and outcomes of the meeting internally as a first step in creating stronger commitments to SRGBV programming.

Ms. Sanye Gulser Corat, Director for the Division of Gender Equality, UNESCO, summarized the rich discussions and highlighted the need for advocacy to integrate action against school-related gender based violence as a policy priority in the post-2015 development agenda:

- The strategic importance of eliminating gender-based violence in and around schools if we are to meet our Education for All goals.
- SRGBV is a barrier to **access** to education, as violence or fear of violence keeps learners, especially girls, out of school.
- SRGBV is a barrier to a **quality education** because it compromises the learning process and outcomes not only for those who have been subject to violence but also all those witnessing it.

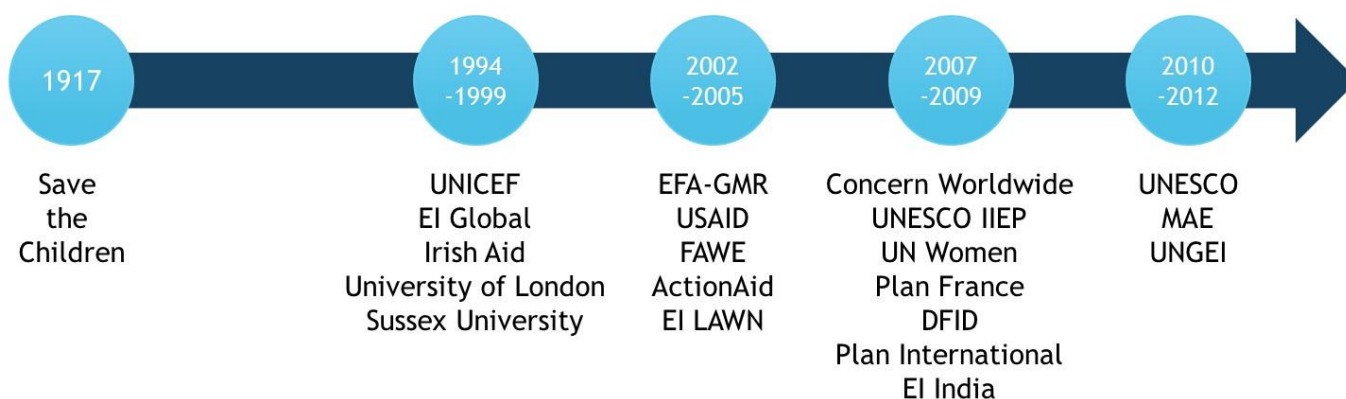
The establishment of a working group, with specific and targeted actions will provide a focused forum for all partners to continue collaborating and enhancing the quality and scale of responses to end gender based violence in and around schools.

Annex 1

Global Mapping

Prior to the international partners meeting, participants were requested to complete a brief questionnaire⁶ with the purpose of mapping the work of their organisations on SRGBV, including current research, program implementation, tool development, and advocacy, and their perception of existing gaps. A total of 22 questionnaires were received, and while not exhaustive, responses helped to improve understanding of trends and gaps in involvement on this issue. A summary of the responses was presented at the workshop. Details from the questionnaire responses are provided below.

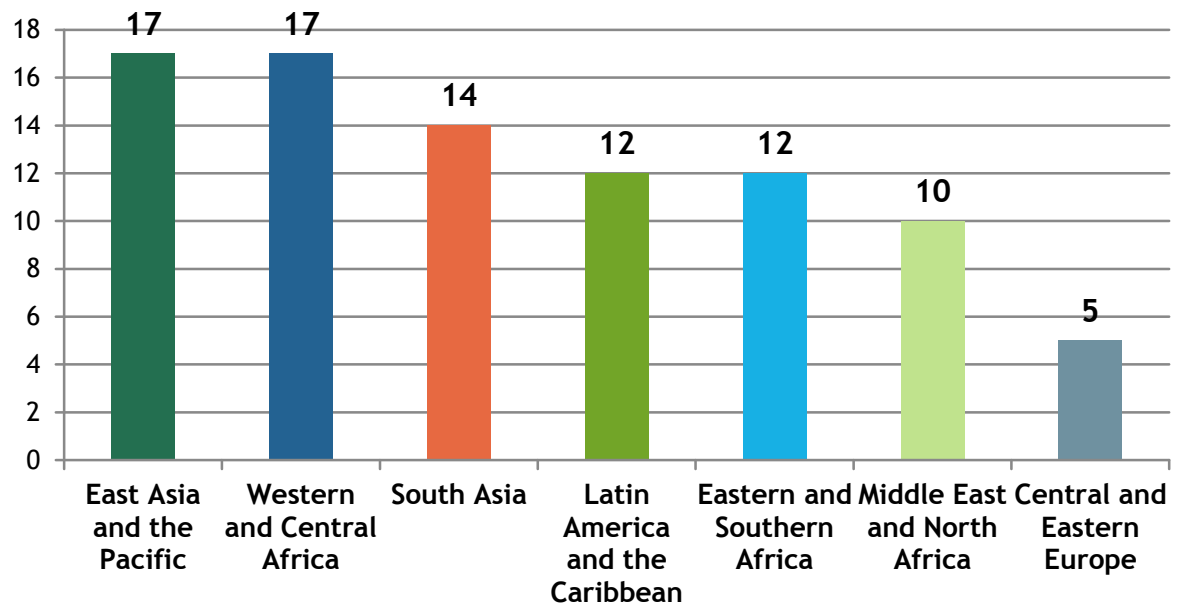
Based on questionnaire results, the below timeline of engagement in school-related gender-based violence or violence against women and girls indicates that a surge in activity occurred between 1994 and 1999. Engagement from other development actors continued to increase following 2002 until 2012.



Regarding SRGBV work globally, most respondents are active in East Asia and the Pacific (80%) and Western and Central Africa (80%), while less respondents are engaged in SRGBV work in the Middle-East and North Africa (47%) and Central and Eastern Europe (23%). This overview only gives a general idea – it does not indicate the relative importance of the activities per region.

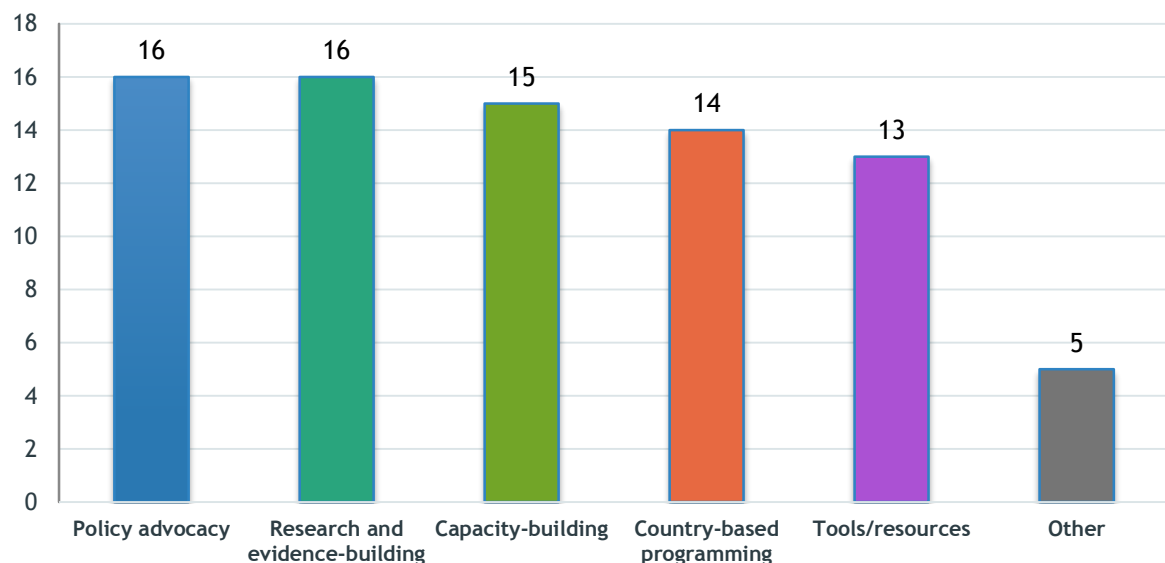
⁶ See Annex 3 for a questionnaire template.

SRGBV Engagement by Region



As part of the mapping exercise, greater understanding of the areas in which participating organisations work was sought, more specifically, policy advocacy, research/evidence-building, capacity-building, country-based programming, and tools & resources. The answers to the questionnaire showed the different fields of action are invested in a relatively balanced distribution:

Areas of Intervention Across Organizations



Overall, most respondents indicated involvement in policy advocacy (73%) and research/evidence-building (73%), and the least (but still more than half of them) in developing tools/resources (59%). Respondents also provided examples of activities being undertaken in each of these areas of intervention, which are outlined below.

Policy Advocacy

Most participating organisations are engaged in policy advocacy work to bring an end to SRGBV. This following list of specific activities demonstrates the extent to which addressing SRGBV is a priority for advocacy across the organisations and the range of advocacy efforts ongoing.

Organisation	Activities
Concern Worldwide and University of Sussex	A 2012 study into promising practice in SRGBV programming globally was launched internationally to inform policy makers and practitioners.
DFID	Violence against women and girls is a top ministerial priority.
Education International	EI policies on human rights and gender equality include specific statements on the elimination of SRGBV. A workshop on SRGBV was included in the 2014 World Women's Conference.
UNGEI and EI Global	SRGBV is a key priority of UNGEI's Policy Advocacy Agenda. In 2013, UNGEI and EI launched a joint initiative on the role of teachers in addressing SRGBV, in line with both organisations' priorities.
MAE France	MAE includes the elimination of SRGBV in all education advocacy. In 2013, two short documentary films on SRGBV were produced, based on the MAE funded SRGBV projects in Côte d'Ivoire and Burkina Faso.
EI India	The EI affiliates in the states of Bihar, UP, Maharashtra, Tamilnadu, Odissa are undertaking policy advocacy and capacity building programs on SRGBV.
UN Women	UN Women contributes to the formulation of international standards for ending VAWG, including through its assistance to inter-governmental bodies, such as the General Assembly and the Commission on the Status of Women.
Save the Children	Save has policy advocacy campaigns and material on the military use of schools; Children's Acts; Ban on corporal punishment and sexual violence.
UNESCO	Global advocacy on SRGBV – publication of global review, framework for action, and policy support for integration of GBV in school-health policies and HIV responses. Participation in Regional coordination mechanism chaired by UNGEI – EAP with clear deliverables for each organisation - Advocacy to follow up on the outcomes of the LAC meeting & 2013 Mexico City meeting on SRGBV.

Plan International	International campaign on SRGBV “the right to learn without fear” as part of the BIAG campaign - Additional tools and products on advocacy and girls empowerment including the Youth Advocacy Toolkit
Sida	SRGBV is one part of Sida’s strategic dialogue in partner countries where there is education programming, including Tanzania, Afghanistan and Cambodia.

Capacity-building

Below is an example of the range of activities being undertaken by respondents in the area of capacity-building. ActionAid and UN Women are also active in this area; see their respective websites for details.

Organisation	Activities
FAWE	FAWE’s Gender Responsive Pedagogy model trains teachers to be more gender aware and equips them with the relevant skills to understand and address the specific learning needs of both sexes which has helped to reduce the SRGBV related issues in schools.
UNGEI, MAE France, UNICEF	UNGEI, MAE France and UNICEF co-organized a regional workshop on SRGBV held in Burkina Faso. The workshop contributed to building capacities for policy dialogue and the integration of SRGBV into education sector plans.
UNICEF (Education and Child Protection)	UNICEF has been engaged in policy advocacy and capacity building on education and child protection systems at the national and local levels to protect children against violence in schools. Country programmes are designed to support government and partners to implement a multi-sectoral approach.
UNESCO	<ul style="list-style-type: none"> - Capacity building for ministries of education in ESA for policy review & strengthening gender component in curricula. - Capacity building & materials for teachers on classroom strategies to address homophobic bullying & LGBTI issues in Latin America.
Plan International	Through the Champions of Change Programme in Latin America, male youth, from diverse ethnic backgrounds, are being trained and supported to become Champions of Change on gender equality and girls’ rights, and to engage other male and female youth in challenging harmful gender norms at their schools and communities.
El Latin American Women’s Network and El India	Unions finance teacher training and union leadership training, as well as workshops for women teachers to be able to propose no sexist school curricula.

Country-based Programming

Most participating organisations at the international partners meeting are involved in country-based programming. The following table provides some examples of the work currently being implemented.

Organisation	Activities
FAWE	Replication of the FAWE <i>Tuseme</i> youth empowerment model, COE and the Gender Responsive Pedagogy (GRP) and the Gender Responsive School (commonly known as the Centre of Excellence school models).
Concern Worldwide	Implementing education programmes in twelve countries, each of which has a mandatory SRGBV focus.
DFID	In 25 out of 37 country programs in education, projects include activities directly addressing violence.
MAE France and UNICEF	Implementing 4 programmes supporting girls' education and the elimination of SRGBV in Burkina, Côte d'Ivoire, Mali and Niger.
UN Women	<ul style="list-style-type: none"> - UN Women assists governments to address VAW through the implementation of international standards in the areas of laws and policies, support services for survivors of VAW, prevention as well as data collection and research. - The Safe Cities Program addresses the safety of women and girls in public spaces, including in and around schools, in 15 cities.
UNICEF	<ul style="list-style-type: none"> - Country interventions to address gender-based violence in schools are being undertaken in Albania, Serbia, Mozambique, Malawi, Ethiopia, Swaziland, Cote d'Ivoire. - Good practices related to violence in schools are the Ma'an Campaign in Jordan, the Stop Violence among Children project in Croatia, and Convivencia project in Costa Rica.
UNESCO	<p>Programming interventions in Thailand, under development in Indonesia.</p> <p>Integrating gender equality and GBV into curricula and policies in 21 countries in E.S. Africa.</p> <p>Homophobic bullying research and programming in Thailand, China, Vietnam, Namibia, South Africa, Botswana, Lesotho, Swaziland (from 2014).</p>
Save the Children	A range of programmes have an SRGBV component: Schools as Zones of Peace, Corporal Punishment, Girls' Education, Engaging communities and awareness of dangers of FGM, Non-Violent parenting, Working with boys and men to address gender based violence.
GIZ-BMZ	<ul style="list-style-type: none"> - Education is a focal area in 9 countries; while there is no specific focus on SRGBV, strengthening of gender aspects, training of school counsellors, strengthening of school community involvement (e.g. Yemen) are often part of the approach.

	- ‘Auntie approach’ in Cameroon with young mothers as peer educators in schools addresses GBV.
USAID	USAID is financing school-level interventions in South Sudan, the Democratic Republic of Congo, and the Dominican Republic, which entails working with students, teachers, and community members to prevent and respond to SRGBV.
Plan International	- As part of Plan’s Global Girls Innovation Programme, Plan recently launched the Promoting Equality and Safety in Schools (PEASS) programme. PEASS is being carried out in five countries in Asia, including Pakistan, Cambodia, Philippines, Indonesia, and Vietnam. - SRGBV projects are also being undertaken in Indonesia, Ecuador, El Salvador, Bangladesh, Uganda, Sierra Leone and Togo.
Plan France	SRGBV Project in Vietnam with funding from UN Women through Plan Finland and co-funded by Plan France.
Irish Aid	Gender equality and gender based violence is mainstreamed across Irish Aid’s programme including through its education programme. Examples include work in Niassa province in Mozambique and in Zambia.

Tools & Resources

A few respondents shared information on tools and resources developed to address SRGBV including:

Organisation	Activities
UN Women	School curriculum with the World Association of Girl Guides and Girl Scouts.
DFID	Guidance note on tackling VAWG in education.
Plan International	- School Equality and Safety Scorecard - Youth Advocacy Toolkit
Save the Children	- Teachers Codes of Conduct
UNESCO	- Teacher guidance on GBV, teaching respect for All toolkit (forthcoming). - Guidance on research, policy & school practice on homophobic bullying.
Genre en Action	- Guide (‘Vadémécum’) for research on SRGBV (in French only)

Key Actors

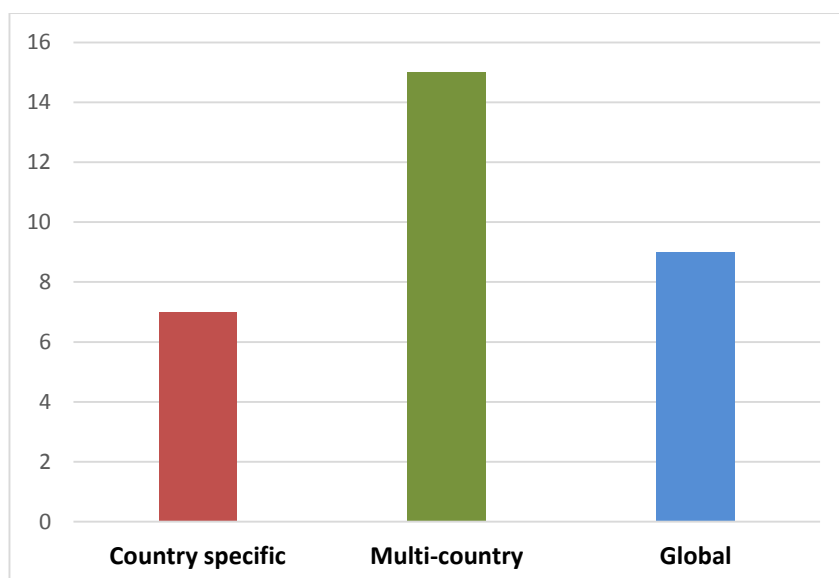
The mapping exercise helped to identify participants' key partners working to end SRGBV. The results are displayed in the chart below, which incorporates feedback from participants during the meeting.



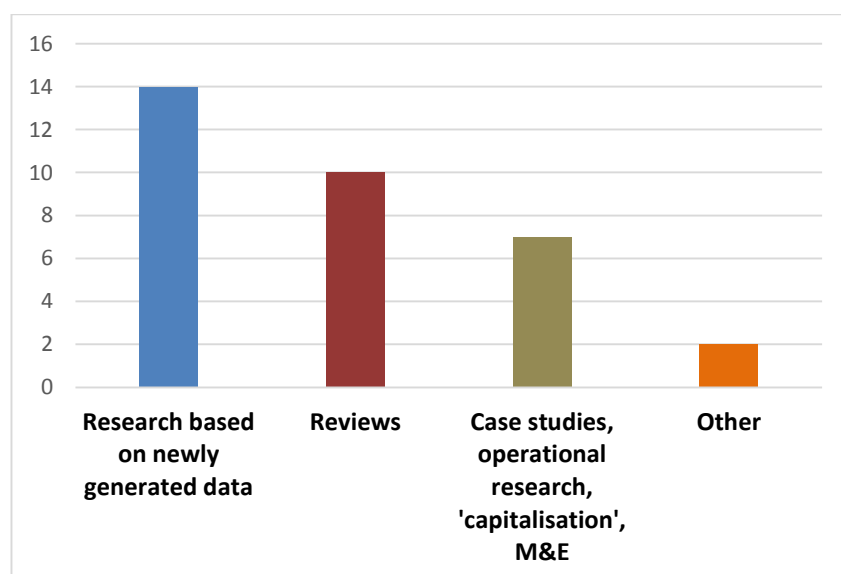
Research

Participants were also asked whether future SRGBV research is being planned, and 12 out of 22 responded positively, indicating future and currently ongoing research initiatives (a few responses on past research initiatives have also been integrated). The received answers referred to different forms of academic research based on empirical data and other forms of data collection and analysis, as well as reviews of existing literature.

Most initiatives (17, about 55%) concern several countries, either from the same region or from different regions, nine (30%) have a global scope and seven (a bit more than 20%) are concentrated in one country.



The main part of the planned or current research initiatives (14, corresponding to 42%) concerns research based on newly generated data. This includes different kinds of studies, either aiming to produce facts and figures about prevalence of SRGBV or to deepen understanding of the impact of SRGBV (ie. understanding the link between SRGBV and educational performance). Ten of the mentioned initiatives (30%) are reviews of the existing body of literature, most of them with a global scope, and two of them integrate SRGBV in reviews on larger subjects (ie. violence against children). Seven answers (a bit more than 20%) concern other forms of studies of SRGBV, linked to existing programs and projects: operation research, ‘action-research’, M&E, case studies and forms of knowledge management⁷. The two initiatives counted as ‘others’ include the DFID fund for innovation and the planned joint Plan France, FAWE and Genre en Action initiative of guidance and capacity building in research on SRGBV (‘measuring’ SRGBV, challenges and tools of data collection and analysis, etc.).



⁷ Referred to as ‘capitalisation’ in accordance with the French term ‘capitalisation’, meaning ways of formalizing and sharing lessons learned in order to transform experience into public knowledge.

A sample of the recently completed, currently on-going or planned new research was outlined by the participants. A selection of current research on SRGBV by many of the participants is located on the [UNGEI website](#).

Organisation	Activities (mainly planned, currently underway or recently completed)
Save the children	<ul style="list-style-type: none"> - Research on tensions between local values and international norms, Afghanistan - Koranic Schools –Sierra Leone - Real Time Learning study – Liberia
Action Aid	<ul style="list-style-type: none"> - On going research at country level depending on each country priorities. - Research on impact girls/boys clubs on girls’ empowerment (subject to funding).
Sussex University (Centre for International Education)	<ul style="list-style-type: none"> - Research for a range of international agencies - Recently completed projects relating to SRGBV have addressed a range of issues around girls’ education in Nigeria and girls’ education and sexual and reproductive health in Senegal, Pakistan and Palestine.
IIEP	Analysis of SACMEQ data (2007) on prevalence of violence (some 14 different forms including sexual harassment) at school and qualitative inquiry in Kenya (2012-2013) about understandings of school heads about sexual harassment and how they are dealing with the issue (report during 2014).
Concern	<ul style="list-style-type: none"> - Prevalence studies in Malawi, Sierra Leone and Liberia - Study of evidence base for effective programming to engage men and boys to promote gender equality and prevent GBV within a range of sectors, including education (with Promundo). - Desk study on promising practice in SRGBV programming. - Safe Learning Model developed on the base of “promising practice” which includes a significant research element (partnership with an international research institute) in order to provide evidence on effective SRGBV prevention and response mechanism.
UNESCO	<ul style="list-style-type: none"> - Global review report highlighting scope, prevalence, good practice and recommendations on SRGBV (author F. Leach). - Asia-Pacific regional desk review outlining scope, prevalence, causes and responses to SRGBV (published Feb 2014). - Research on homophobic/transphobic bullying in Viet Nam and 5 countries in Eastern & Southern Africa. - Global research / status update on bullying to be published in 2015. - Regional study to review data and analyze education sector policies and practices in 8 countries in Southern Africa.
MoFA France	-Study on institutional barriers to girls’ education in Burkina, Côte d’Ivoire, Mali and Niger.

GIZ	Reasons for school drop out
USAID	USAID has very recently started a program called the Opportunities for Achievement and Safety in Schools (OASIS) program, which aims to conduct and disseminate research investigating a causal link between non-violent, safe schools and learning.
UNICEF	- The Global Evidence Review of Programs to address Sexual Abuse and Exploitation - The Communication for Development Approaches to Address Violence against Children: A Systematic Review of the Literature
EFA team	- Desk-based work (background paper) to map policy and programming trends to address SRGBV since Dakar 2000, including several detailed case studies. - 2015 EFA Global Monitoring Report: wider review of SRGBV issues as one key strand of countries' progress towards achieving gender parity and equality in education.
Plan International	Evidence-based policy interventions supported by sufficient and credible data.
Plan France	- Vietnam, identifying performing and cost-effective solutions to combat SRGBV. - Capacity building in research et M&E on SRGBV (with FAWE/Genre en Action) (subject to funding).
DFID	- Guidance note on addressing VAWG in Education Programmes - Research and Innovation Fund on violence against women and girls 'What Works to Prevent Violence', recently launched, £25m. This flagship program will support national governments and the international community to understand better what works in preventing violence against women and girls. It will support new operations research and impact evaluations of existing programmes, and will fund innovation grants for new interventions that have the potential to be taken to scale.

Gaps and Barriers

Questionnaire results also provided insight on important gaps and barriers related to SRGBV programming in the following areas: I. Policy; II. Coordination; III. Research and Evidence-building; IV. Capacity-building; V. Country-based Programming; VI. Tools and Resources; VII. Other.

I. Gaps and Barriers in Policy

- Weak national policy environment:
 - Limited translation of legislation into policy
 - Poor enforcement of legislation or monitoring of policy implementation

- Little if any integration of SRGBV into education plans and other public policies ie child protection and violence against women
- Few school-level policies on violence or bullying overall, and almost nothing on bullying on the basis of GBV

II. Gaps and Barriers in Coordination

- Agreement on definition and scope of SRGBV
- Coherence, coordination or joint efforts between ministries, government and agencies, and among agencies
 - Service delivery
 - Advocacy
- Inter-sectoral coordination or multi-sectoral responses (education, health, child protection, justice, police)

III. Gaps and Barriers in Research and Evidence-building

Research Approaches

- Large scale comparative research studies (sex-disaggregated, quantitative and qualitative data) on prevalence, scale, type
- Multi-country studies; long-term studies
- Impact evaluations
- Gender analysis of data on school violence in general, or corporal punishment
- Evidence from Latin America and the Caribbean and South West Asia, as well as critical variations within regions and fragile states/conflict zones

Specific Areas

- Impact of SRGBV on educational access, retention and achievement and on child wellbeing outcomes
- Teachers' perceptions of GBV and how they deal with it in the school environment
- Link between SRGBV and other forms of violence (corporal punishment)
- Role of home, community, and state in SRGBV
- Role of peers as abusers
- Emerging forms of SRGBV (e.g. violence perpetrated by girls, homophobic bullying)
- SRGBV amongst minority groups

Linking Programming to Research

- Wide dissemination and use of research results and use for policy, program design or advocacy
- Project design with monitoring and evaluation, robust impact evaluations of programming
- Systematic mechanisms for collecting data on school and national level
- Record keeping and data analysis; planning for course correction and learning through mid-term and end of project evaluation.
- Information sharing on good practice including South-South

Other

- Ethical guidelines and institutional review boards for research on SRGBV

IV. Gaps and Barriers in Capacity-building

Targeting Key Actors

- Teachers (pre-service and in-service)
 - Gender Responsive Pedagogy as well as positive discipline as a prevention's lever against SRGBV
 - Gender issues
- Service providers
- Agency staff
- Law enforcement actors
- Community members/school management committees

Targeted Areas

- Data collection
- Advocacy, especially in the South
- Legal and judicial barriers and reform
- Social norms

V. Gaps and Barriers in Country-based Programming

Particular Programming Areas

- Mobilization of parents and communities
- Engaging men and boys (fear that this will take attention and resources away from girls and women)
- Efficient and safe reporting and response mechanisms
- SRGBV sensitive curricula and textbook reform
- Guidance for media on SRGBV
- Child participation in all interventions (advocacy, country based programming)

VI. Gaps and Barriers in Tools and Resources

- M&E guidelines and toolkits, common indicators to assess school safety
- Tools and guidelines to assess needs or to respond on insecure and conflict affected environments
- Concerning cultural, ethnic and religious barriers to engaging in SRGBV programming, identification of entry points where discussions on GBV may lead to conflict or expulsion
- Tools to communicate the complexities of SRGBV going beyond overt sexual violence

VII. Other Gaps and Barriers

- Long-term funding
- Gender analysis
- Integration of M&E and data collection in all programming

Annex 2

List of Participants

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Stocktaking of Organisations Working on SRGBV Questionnaire

Your Name and Organisation: _____

1. How long has your organisation been working on SRGBV issues?

2. SRGBV Programming by Geographic Location

Does your organisation's programming have a regional or country focus? Please indicate in which region your organisation is working, and if appropriate, in which country or countries.

- | | |
|---------------------------------|--------------------------|
| East Asia and the Pacific | <input type="checkbox"/> |
| Eastern and Southern Africa | <input type="checkbox"/> |
| South Asia | <input type="checkbox"/> |
| West and Central Africa | <input type="checkbox"/> |
| Latin America and the Caribbean | <input type="checkbox"/> |
| Middle East and North Africa | <input type="checkbox"/> |
| Central and Eastern Europe | <input type="checkbox"/> |

3. Is which area(s) of intervention does your organisation work?

- | | |
|--------------------------------|--------------------------|
| Policy advocacy | <input type="checkbox"/> |
| Research and evidence-building | <input type="checkbox"/> |
| Capacity-building | <input type="checkbox"/> |
| Country-based programming | <input type="checkbox"/> |
| Tools/resources | <input type="checkbox"/> |
| Other | _____ |

4. Please provide a brief overview of the key programming areas which are currently financed by your organisation.

SRGBV Workshop Roadmap

COORDINATION		
<i>Recommended Action</i>	<i>Actors</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> - Establish a working group, as coordinating mechanism for all partners to strengthen practice and achieve results - Develop a realistic work plan 2014-2015 - Establish a communication mechanism for specific work and to exchange information 	UNGEI & UNESCO lead	June 2014
<ul style="list-style-type: none"> - Support the establishment of task teams on advocacy, global standards and research 	UNGEI & UNESCO to launch process	June 2014
<ul style="list-style-type: none"> - Connect with other VAWG / Education / Gender working groups (e.g. INEE) to identify opportunities to integrate issues of SRGBV 	All partners involved in meeting	
<ul style="list-style-type: none"> - Strengthen UNGEI resource center with material from all agencies - Partners to share with UNGEI key <u>research and other resources</u> as well as links to existing and relevant websites e.g. El Safe School e-space, UN Women Resource center - Create and manage a shared calendar of events 	UNGEI All partners to contribute materials University of London literature review, University of Sussex Dropbox to provide open source material (or UNGEI will seek approval by authors as needed) UNGEI	On-going
<ul style="list-style-type: none"> - Strengthen national level platforms for girls' education to improve collaboration/coordination with particular focus on SRGBV <ul style="list-style-type: none"> o Promote joint advocacy and research efforts o Strengthen knowledge of existing studies at the national level 	UNGEI with relevant actors	Draft approach by September 2014

- Geographic mapping of SRGBV action undertaken by all participating actors in the workshop (note: consult ActionAid et al. mapping on VAG)	UNGEI lead TBD	TBD
ADVOCACY		
Recommended Action	Actors	Timeframe
- Establish a task team on advocacy for eliminating SRGBV		
- Launch joint advocacy campaign on SRGBV - Identify dates and opportunities (Nov 25 th 2014 - would be an initial opportunity for joint advocacy; a more comprehensive campaign in 2015) - Create common tools & key messages, factsheets per countries and some best practice) - Mobilize champions: GEFI, Special Rapporteur on Violence Against Children, ministers and MPs, celebrities, private sector, and women's groups	Plan International, Save, UNGEI, Concern, ActionAid, UNESCO, USAID, GCE, GEFI	Late 2014 into 2015
- Integrate GBV into discussion on "school quality" agenda for post- 2015 so that it is a recognized area and can be measured	UNGEI, DfID, GPE, EFA/GMR, UNESCO, France,	May 2014
GLOBAL STANDARDS		
Recommended Action	Actors	Timeframe
Establish a task team on Global Standards for addressing SRGBV		June 2014
- Define a shared understanding of SRGBV including definition and concepts - Develop set of minimum standards for safe learning spaces building on existing guidelines where possible	UNESCO, others TBC	
Develop guidelines on how to develop sustainable, national SRGBV response	UNESCO, UN Women, DfID, MAE France, UNICEF, UNGEI	September 2014

- Build on existing guidance, identify gaps, develop additional material as needed, consult/test and disseminate broadly	Concern Worldwide, UNAIDS IATT	
- Document and disseminate promising and proven good practice, including national level examples/models to share with governments; possibly associated with guidelines above	All UNGEI to revise website	
RESEARCH		
<i>Recommended Action</i>	<i>Actors</i>	<i>Timeframe</i>
Establish a task team on research in SRGBV		June 2014
- Identify existing data sources on GBV or Child Protection for existing indicators, data or potential mechanisms for the collection of SRGBV (UN Women SG Database, UN Statistics Commission, WHO surveys, Plan reports, EFA GMR SRGBV research, Council of Europe)		
- Collect existing summaries/reports on national legislation/policies on GBV or SRGBV		
- Engage with existing data collection mechanisms (DHS, MICS, Together for girls, TIMSS, PIRLS, World Values Survey, PASEC, Pôle de Dakar) to identify options for integrating SRGBV prevalence and other relevant questions	MAE France, UNESCO, UNGEI, USAID	
- Establish set of indicators to support the creation of comparable data and a minimum standard of quality	USAID lead, U of L, DFID	
- Establish an approach to building evidence on SRGBV through existing and new mechanisms including research protocols and methods suitable to SRGBV	USAID, ActionAid, DFID, UNICEF, U of L, Genre en Action	
- Identify research agendas and processes for both global and national levels		
- Identify options for strengthening capacity for monitoring and evaluation, data collection and use, and the documentation of experience		

COMMON APPROACH/PRINCIPLES OF ENGAGEMENT		
<i>Recommended Action</i>	<i>Actors</i>	<i>Timeframe</i>
- Develop internal advocacy within participants' own agencies, and where relevant, the development of policies and strategies to ensure SRGBV is addressed through all education, child protection and gender equality programming	All	
- At country level: integrate SRGBV into national education policy, planning, budgeting and monitoring processes. Through country representation on national mechanisms (LEGs) promote attention to girls' education and SRGBV	UNGEI and GPE to include SRGBV in ESP Analysis tool Participants to support country level representatives on the LEG to raise SRGBV as a critical education issue to be addressed	
- To better address SRGBV through all programming the following was recommended: <ul style="list-style-type: none"> o Increase attention to gender equality across all programming o Increase engagement with men and boys on issues of gender o Increase multi-sectoral approaches o Increase programming specifically for and with children and youth o Increase collaboration with teachers unions as well as teachers o At the country-level, engage with school inspectorates, school monitoring bodies and units responsible for school support and counseling. 	All	