

Preventing SRGBV: Facilitator's Guide

Module 5: Partnership



UNGEI



United Nations
Educational, Scientific and
Cultural Organization



Session 12: Importance of coordinated partnerships in addressing SRGBV

Module 5: Partnerships

Primary Source of Information:

[Global Guidance: School-Related Gender Based Violence](#)



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Slide numbers: 1

Duration: 5 mins

Slide title: Introduction

Strategy: Lecture



Welcome to this module on partnerships.

By the end of this module, you will be able to understand how various sectors, teachers' unions, communities, civil society organizations, and families can partner together to address SRGBV.

The various sectors that could be involved in addressing SRGBV include health services, social services, urban planning and transportation, child protection services, the media, legal and law enforcement services and others.

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

- List the partnerships that the Ministry of Education can build with other sectors (such as health services, social services, urban planning and transportation, and child protection services) to address SRGBV
- Provide examples of countries that have used partnerships successfully to address SRGBV and describe how they have used partnerships successfully to address SRGBV
- Discuss the addressing
- Create mea

Session Objectives

Session 12: Importance of coordinated partnerships in addressing school-related gender-based violence (SRGBV)



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Slide numbers: 2 - 3

Duration: 5 mins

Slide title: Introducing the objectives and the agenda

Strategy: Lecture



In this session, we will talk about how different stakeholders can partner together and work collaboratively to address SRGBV.

By the end of this session, you will be able to:

- List the partnerships that the Ministry of Education can build with other sectors (such as health services, social services, urban planning and transportation, and child protection services) to address SRGBV
- Provide examples of countries that have used partnerships successfully to address SRGBV and describe how they have used partnerships successfully to address SRGBV
- Discuss the role that men and boys can play in addressing SRGBV
- Create meaningful and sustainable partnerships

Let's start by talking more about partnerships.



The Importance of Partnerships

Slide number: 4

Duration: 5 mins

Slide title: The Importance of Partnerships

Strategy: Lecture & discussion



There is no single solution that can comprehensively address an issue as complex as SRGBV. To create sustainable and lasting change, we need to involve multiple stakeholders and provide them with the right guidance.

All the stakeholders will need to work together and coordinate well to understand and address:

1. Constraints and challenges that could act as barriers in addressing SRGBV
2. Actions they can take to empower themselves and contribute in their capacity to address SRGBV
3. Support, training, and other resources that they might require to equip themselves better against SRGBV
4. Norms and biases that might be obstacles to successfully addressing SRGBV

Let's talk about some of the ways in which key stakeholders can be partners in ending SRGBV.



Slide number: 5

Duration: 20 mins

Slide title: Identifying potential partnerships

Strategy: Activity



In your groups, match each stakeholder with the action that they could take to address SRGBV.



Provide participants with 5 minutes to read the stakeholder names and their descriptions. They can discuss in groups to match each stakeholder to their potential actions for 10 minutes. In the last 5 minutes, they can suggest any changes/additions to the role of each stakeholder and how to forge better partnerships.

S.No.	Stakeholder name	Action No.	Action
1	Teachers' unions	A	Working with other sectors like health services, social services, law enforcement etc.
2	Community	B	Setting standards for codes of conduct, practices, and employment terms
3	Family	C	Participation in issues that affect them and address design, structures, policy, and practices of interventions
4	Youth	D	Create synergies with SRGBV mitigation efforts by addressing the environments at homes that put children at risk
5	Ministry of Education	E	Awareness, mobilizing, and advocacy to challenge and shift social norms
6	Civil Society organizations	F	Sensitization and awareness among people
7	The media	G	Provision of legal support, access to justice funds, empowerment, referrals



Explain the solution to the participants:

1 – B – Since teachers look up to unions for guidance and support, it will be a huge help if unions create consistent standards for codes of conduct, practices and terms of employment. Teachers equipped with better guidance can lead the mission to address SRGBV from the front.

2 – A – In many of the low-income countries, there is a strong sense of community bonding. By influencing community leaders to partner with other sectors and services, SRGBV can be effectively addressed

3 – D – Families are best poised to ensure that the environment at home is conducive and friendly and their active participation can ensure that SRGBV does not find a place at home.

4 – E – Because youth are the most affected by incidents of SRGBV, it will be hugely beneficial to empower them to address and prevent SRGBV. By building more awareness, encouraging them to mobilize against SRGBV, and engaging in advocacy efforts, SRGBV can be addressed much more strongly. It should be noted, however, that all stakeholders would benefit from education to address SRGBV.

5 – C – Education is a channel to empower people and provide them with the right tools and resources to become active, contributing members of society.

6 – G – Civil society organizations need to act as enablers and allies to help mitigate SRGBV.

7 – F – The media can do its part by spreading awareness and sensitizing people to the impact of SRGBV.

Let's now talk about how the education sector can involve a range of partners



Slide number: 6

Duration: 40 mins

Slide title: Identifying range of partners in SRGBV response

Strategy: Activity



Read through the case study below and identify the sectors who could partner with the education sector. Add any of the sectors that may be missing based on discussions with your group.



Provide participants with 10 minutes to read the case study and form their individual points of view. Allow another 15 minutes to discuss and debate their individual viewpoints with their group members, and a final 15 minutes for a larger discussion involving the entire training group.

Case Study

Salma is a 14-year-old schoolgirl from Lagos, Nigeria. She walks to school every day and has to cross a rough neighborhood where she is routinely harassed by a bunch of young men.

They make lewd comments and sometimes try to inappropriately touch her as well. Last week, one of them even tried to drag her into his car. Salma managed to punch him and run away, but she has been traumatized ever since. She also had significant bruising and a broken ankle from the attempted assault.

Initially, she was terrified but some of her friends encouraged her to talk about this. She reported the incident to her school counselor, who promptly sprang into action and made some calls to various authorities.

As a result, Salma was sent to the hospital for a physical examination and psychological counselling. While she was there, her statement about the incident was recorded by a police official who filed a complaint. However, her father arrived at the hospital and tried to beat her up for bringing disrepute upon the family by talking about the incident.

Child protection services were promptly called by the hospital to take charge of Salma until her family could be counselled and guided about the appropriate action to be taken. A social worker was assigned to talk to her father.



In addition, a group of students at school who run a support group for abused children is planning to talk to Salma and reassure her of their support. They have also spoken to the school authorities to arrange for a conversation with Salma's father and to guide him about how she is a victim and needs to be supported, instead of being attacked.

The municipal authority has promised to look into the attempted assault by the youth and revamp local transport to make it safer for children. They have assigned a representative to work with various schools to map out locations that children travel from and providing safe and accessible transport from those areas.

In addition, the police have agreed to step up patrolling, especially at school times in some of the neighborhoods that are more prone to this kind of violent activity.

Finally, some of the men who attacked Salma have been taken into police custody.



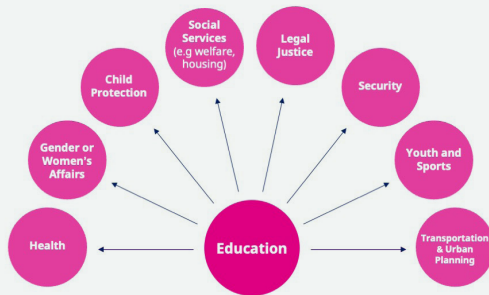
Listen to the participant responses and see if they can cover the following aspects of partnerships:

- Healthcare – with a medical team promptly addressing the physical and psychological impact of SRGBV
- Gender or Women's Affairs – the clearly trained and well-equipped school counselor who referred her to the hospital and got in touch with various authorities
- Child protection (or social services) – the agency that came to counsel Salma's father and prevent her from further trauma at the hands of her father
- Legal/justice and law enforcement – prompt police action in terms of stepping up patrolling, arresting the accused, and recording Salma's statement
- Youth and Sports – the group of young people trying to support Salma through this incident
- Transportation and Urban Planning – the action of the municipal authorities to provide safer transport

Ask pertinent questions and nudge them towards the suggested answers provided above.

Great job! As you clearly see, multiple stakeholders working together can really make a difference. Let's look at whether we have covered all the sectors.

Identifying the range of partners involved in SRGBV response



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Slide number: 7

Duration: 20 mins

Slide title: Identifying the range of partners involved in SRGBV response

Strategy: Lecture & discussion



Look at the diagram on screen and see if what we have discussed so far seems to align with the diagram. I would also like you to think about some aspects such as:

- Are these sectors called by different names in your respective country?
- Are any of these sectors missing from the case study we spoke about earlier? Think about anything additional that has not been covered so far. For example, in some countries like India and Sri Lanka, UNICEF partners with the government to set up helplines and counseling programs as well as to educate law enforcement authorities. Hence, there can be partnerships that span across sectors as well.



Correlate the responses of the participants in the earlier activity with this discussion and help them understand the gaps, if any.

Tell them that while government ministries and the legal framework is important, coordination is needed at the 'thick middle' – the middle level between schools and the national policy levels.

That is where these partnerships are crucial to eliminating SRGBV.

Let's take a look at how various other countries have coordinated with other sectors on SRGBV.



Country-wide approaches to intersectoral coordination on SRGBV

Slide number: 8
Duration: 30 mins

Slide title: Country-wide approaches to intersectoral coordination on SRGBV
Strategy: Lecture & discussion



Different countries have taken different approaches to coordinating across sectors to address SRGBV. Read through the examples and discuss which of the elements from the handout are incorporated in each of the examples.

Also, identify two additional sectors that can be added to make the approach more meaningful and robust.



Provide the learners with a print of Slide 6 for them to use as a reference while discussing this activity.

Let's dive into more detail now and address how teachers' unions can act as strong partners.



Partnerships with teachers' unions

Slide number: 9

Duration: 10 mins

Slide title: Partnerships with teachers' unions

Strategy: Lecture & discussion



Teachers' unions are collectives that those in the teaching profession look to for support, guidance, and mentorship. They can play a key role in setting standards, codes of conduct and practice, and teachers' employment terms.

Some of the things that teachers' unions can do include:

- Supporting teachers with access to appropriate training on SRGBV
- Providing guidelines on codes of conduct and positive discipline practices
- Highlighting that teachers may also experience GBV and abuse and provide them with support
- Ensuring that education systems prioritize the wellbeing of students

A [global survey](#) by Education International found that only about half of all teachers' unions participate in SRGBV initiatives. All teachers' unions need to take action to ensure that they make a difference in terms of addressing SRGBV.

Now, let's participate in an activity to see what else teachers' unions can do to address SRGBV.



Country-wide approaches to intersectoral coordination on SRGBV

Slide number: 10
Duration: 40 mins

Slide title: Identifying what teachers' unions can do to help address SRGBV
Strategy: Activity




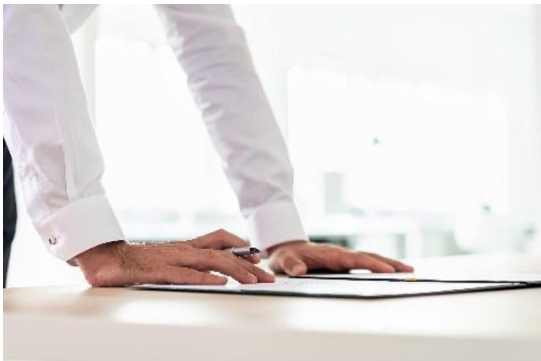


Think about some of the activities that teachers' unions can engage in as part of the effort to eliminate SRGBV. Some of these activities could be:

- Public commitments and symbolic activities
- Recognition for teachers who support efforts against SRGBV
- School-level support and 'buddy' programs

In your groups, discuss some of the meaningful actions that could be undertaken by unions for each of these activities, using the images shown.

Also take time to discuss how well you think some of the proposed action would work in your context.



S.No.	Stakeholder name	Hint
1		Create flags, symbols, stickers, or flyers that mention about the school being SRGBV-free
2		Take a public pledge or oath along with other staff members to highlight the commitment to being SRGBV-free. Even families and community members can be invited to participate.
3		Develop toolkits and handbooks to guide teachers on processes, procedures, and policies
4		Public recognition, campaigns and contests that recognize teachers, schools, and communities



Guide the participants to think about the design of each of the elements. For example, some of the ideas from the UN Women Global Guidance document that you could nudge them towards are:

1. Teachers as key leaders – What are the actions that teachers can take to become more aware of the different ways that SRGBV can manifest? What are some of the resources that teachers can use to address incidents of SRGBV?
2. Teachers sign on a pledge – What are some of the things the pledge could contain?
3. Develop symbol/flag – What colors, what design, and what message would the symbol/flag convey? N.B. A public commitment to something is known to psychologically improve people's focus on something. That's why many leaders publicly speak about leading inclusion efforts, etc. Anything symbolic improves the recall value – like the Nike logo will always remind you of 'Just do it' and in the current context, the Ukrainian flag on someone's profile could tell you they are anti-war and anti-fascism.
4. Develop kits to address SRGBV – What could be the contents of such a kit? Would you consider including processes for reporting, investigating, and even first responder guides to SRGBV incidents?
5. Ensure at least two teachers are engaged per school – What support can the teachers provide to each other? Guidance recommended by UN Women Global Guidance document.
6. Public recognition – How do you think teachers would want to be recognized for their contributions to address SRGBV? How can you include schools and communities in the recognition process? By encouraging people who are fighting against SRGBV, we can use their stories as examples to help other people in joining against SRGBV

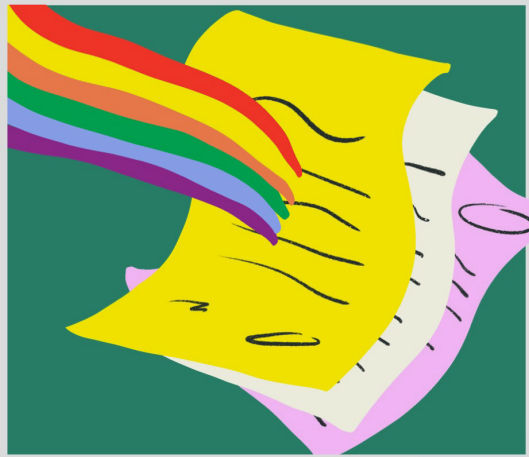
In addition, tell them that as part of overall Gender Equality Action Planning, various countries are promoting women's leadership and participation within teachers' unions. This will bring more balance to classrooms and provide a stronger voice to women and girls.

Not only that, but unions can also address multiple aspects – the fact that teachers can be perpetrators as well as victims. In both cases, unions can take adequate action to ensure positive change.

To keep track of their efforts and further refine them, some unions are also carrying out baseline studies by identifying pilot schools. In these studies, an effort to train teachers and staff to mitigate SRGBV is being made and unions are empowering people on contributing their efforts against SRGBV.

Now that we understand the role of teachers' unions in addressing SRGBV, let's turn our attention to community mobilization.

Knowledge Check



Slide number: 11

Duration: 15 mins

Slide title: Knowledge check

Strategy: Lecture & discussion



Let's recap and test our knowledge of what we have learned so far. I'll ask you some questions – please raise your hands to answer them.

Q1. The Education sector has no control over city transport or legal departments. Hence, they cannot participate in any meaningful partnerships with these functions. State True or False, and why.

Q2. Which of these is something that a teachers' union will be able to address regarding SRGBV?

- A. Training and empowering teachers to address SRGBV inside and outside the classroom
- B. Encourage teachers to publicly pledge to ending SRGBV
- C. Create 'buddy' programs where at least two teachers per school are identified to support each other
- D. All of the above



Listen to the participant responses and provide feedback.

Q1. False. The Education sector can certainly make recommendations and list down the support required from municipal authorities to address safety concerns that would need to be addressed.

Q2. D. All of the above. All these are actions that teachers' unions can take or support in their quest to addressing SRGBV.

Now, let's talk about the role of communities in addressing SRGBV.



Role of community

Slide number: 12

Duration: 10 mins

Slide title: Role of community

Strategy: Lecture & discussion



Apart from teachers, the most vital influencers who can help address SRGBV are communities. Community mobilization can help create protective measures for:

- Ensuring safety in transit to and from schools
- Engaging with out-of-school children and young people
- Engaging with men and boys in all their roles (fathers, teachers, community leaders, etc.)
- Shifting stereotypes and challenging harmful gender norms

Communities and community leaders carry a lot of influence. Hence, relying on them to bring about positive change can really work well.

Now, let's talk about the role of communities in addressing SRGBV.



Slide number: 13

Duration: 40 mins

Slide title: Learn more about how communities are addressing SRGBV from several country examples

Strategy: Activity



Read through the country examples provided and discuss the following elements in groups:

1. What is the core issue pertaining to SRGBV identified in the country?
2. What action did the community take?
3. How impactful do you think the action was?
4. To strengthen it further, what other the community mobilization activities you would add? (Remember to keep your answers focused on the community and not other partnerships.)

Take about 10 minutes to read through the examples and take notes. Then, spend 15 minutes in discussing within your group, and in the final 15 minutes, let's bring it all together in a discussion with the larger group.



Provide guidance to the participants by offering suggestions if they seem confused or stuck somewhere. For example, in Pakistan, gunmen massacred 130 school children and 9 teachers in the city of Peshawar. This led to children being traumatized and feeling unsafe.

As a result, multiple stakeholders including parents, teachers, police, community leaders, and even students came together to create security groups for protecting children.

Retired security personnel from the community were brought in to watch over at-risk schools.

Counselors were deputed to help traumatized survivors and help those affected by the tragedy.

The government warned of strong action against attackers on transport and bus routes. In addition, they created protocols for identification checks for each bus passenger and daily sweeping of buses for explosives that may be planted.

Source: [Safe Schools Initiative](#)

Great job! As you are probably realizing, it is powerful when citizens are aware and empowered to take action to address SRGBV. Let's talk about one more crucial partner here – families.

Importance of Family Engagement

- **Individual or group level counselling** can help families in being more proactive towards identifying and preventing SRGBV
- **Role plays** can enable family members to learn more about others' perspectives and how they perceive SRGBV around them
- **Training on positive parenting techniques** can foster better parent-child relationships and create more trust
- **Educational communication materials** can serve as guides and handbooks that families can reference to address SRGBV adequately

Slide number: 14

Duration: 10 mins

Slide title: Importance of family engagement

Strategy: Lecture & discussion



SRGBV can often result from behavior modelled by parents and other family members. In addition, some children may be targeted for their family backgrounds – belonging to single-parent households, LGBTQIA+ families, minorities, or having disabled parents.

Schools, teachers, and the community play their roles in shaping behaviors and understanding family dynamics can further contribute to reducing the risk of children experiencing SRGBV.

Strengthening links with families helps to challenge established norms and reduces the specific risks that children face related to SRGBV.

Some of the activities that families can participate in to strengthen their ability to help address SRGBV include:

- **Individual or group level counselling** can help families in being more proactive towards identifying and preventing SRGBV
- **Role plays** can enable family members to learn more about others' perspectives and how they perceive SRGBV around them
- **Training on positive parenting techniques** can foster better parent-child relationships and create more trust
- **Educational communication materials** can serve as guides and handbooks that families can reference to address SRGBV adequately

Now, let's look at a couple of examples of parenting programs to help address SRGBV and understand their positive impact.



Examples of family interventions

Slide number: 15

Duration: 20 mins

Slide title: Examples of
family interventions

Strategy: Lecture & discussion



In groups, spend 5-10 minutes reading through the examples provided and list down the key aspects of guiding families through SRGBV.

Discuss the potential effectiveness of implementing the two approaches in your own country and evaluate their pros and cons.

In case you have a different approach to suggest, think about how you can implement that as well. In addition, compare your new approach with the two approaches we are talking about.



Help participants by thinking through some of the aspects of the support to address SRGBV that is offered to families. In case participants are unable to identify any aspects, provide them with question prompts such as:

- What do you think would be the differences of the family structure among different families in your country in terms of size, education, occupation, and culture? (Think about differences caused by rural/urban location, education, occupation, etc.)
- What would be the impact of these differences on how family members interact with each other? (For example, is there trust and open communication within the family?)

So far, we have only thought of adults as partners. However, because children are involved, we should include them in the discussion as well. Let's see how.

The importance of youth leadership

"When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account."

(Article 12 of the Convention on the Rights of the Child)

Slide number: 16

Duration: 5 mins

Slide title: Relying on youth leadership

Strategy: Lecture & discussion



Because young people are directly affected by SRGBV, it is their right to be part of the solution as well. By including them in problem-solving, SRGBV interventions can be relevant, responsive, and accessible.

Typically, young people can contribute at various levels:

1. Global and regional levels: for example, at the global and regional level, youth activists designed and led the UNiTE Global Youth Network with the aim of ending gender inequality and violence against women and girls. In addition, youth networks are meaningfully involved in national/international policy processes that relate to SRGBV.
2. Community level: for example, raising awareness and advocacy around SRGBV by making communities aware of what SRGBV is, how they can ensure that they don't intentionally or unintentionally support it, and what kind of reporting mechanisms can be invoked to address SRGBV
3. School level: for example, participating in school management structures and other SRGBV oversight mechanisms such as regular forums for students to learn more about SRGBV, monitoring reports and actions around SRGBV, and communicating with various partners about successes and failures in addressing SRGBV

Let's now consider the case of a program in Bangladesh to understand how young people can be stronger advocates for addressing SRGBV.



Case study from Bangladesh

Slide number: 17

Duration: 5 mins

Slide title: Case study from Bangladesh

Strategy: Lecture & discussion



Read through the case study and note down all the youth-based interventions in the school.

In your groups, discuss some of the other partnerships or mitigation measures that are built into the program.

So far, we have focused on multiple partnerships that can go a long way in addressing SRGBV. What is common to each partnership is the presence of men and boys. By making them more aware of what their role can be, we can make them stronger allies against SRGBV.



Role of men and boys

Slide number: 18

Slide title: Role of men and boys

Duration: 60 mins

Strategy: Activity



Take 15-20 minutes to answer the questions individually, and then discuss with your group members. As you go through the questions, you may find some aspects emotionally draining or traumatic.

Note: Please feel free to take a break or to decline to participate in the activity altogether, if you feel traumatized.

Talk about your answers and listen to other people as well. Then, identify how the men and boys in your individual lives could have contributed more to ensuring safety and security for children around.

For example, in some families, elders ask children to administer punishment to other children for wrong conduct. Could higher levels of awareness among the family members have prevented this?

Another example could be that some children live in constant fear of 'stern' elders and are unable to have open and candid conversations with them. This can potentially leave SRGBV incidents unchecked.



Questions:

1. What is your age?
2. Who brought you up as a child and what was the family structure?
3. How many other children were part of the family?
4. Who were the elders involved in making family decisions and what was their approach towards 'disciplining' children?
5. How would you describe yourself as a child (personality traits)?
6. What did you learn from your father about being a parent? (This could include things to do as well as things not to do)
7. Who were the other men and boys in the family (such as grandfathers, uncles, cousins, etc.)? What was their behavior like?
8. How does your behavior towards children change based on your feelings in the question above?
9. What would be your guidance given to other parents to ensure they bring up healthy and happy children?
10. What do you think fathers, uncles, grandfathers, or brothers need to do to address gender equality and prevent SRGBV?
11. In your family, how would you encourage boy children to speak up about SRGBV?



Keep listening in to the discussions and watch out for any participants in distress. Allow them to take timeouts if any of them become too emotional during the discussion.

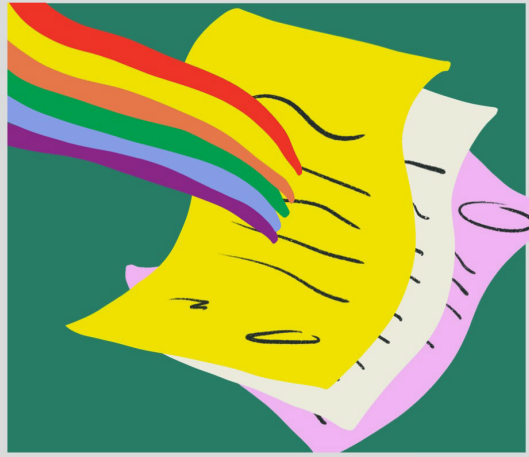
Encourage people to be respectful of others.

Highlight the key positives or learning points that you see emerging from the discussion. For example, you may hear feedback such as:

- Spend time talking to children in the family and build a bond of trust and open communication
- Take a 'positive reinforcement' approach that uses gentle parenting techniques to build discipline and responsibility among children
- Elders in the family need to be more open to advice and suggestions for addressing SRGBV

Thank you, that was an important activity. It may have been emotionally tough for some of us, but I am grateful for your participation. With that, we come to the end of this session. Thank you for your participation and great discussions!

Knowledge Check



Slide number: 19

Duration: 15 mins

Slide title: Knowledge check

Strategy: Lecture & discussion



Let's now recap and test our knowledge of what we have learned so far. I'll ask you some questions – please raise your hands to answer them.

Q1. Which of these is something that community mobilization will NOT help address?

- A. Ensuring safety in transit to and from schools
- B. Engaging with out-of-school children and young people
- C. Engaging with men and boys in all their roles (fathers, teachers, community leaders, etc.)
- D. Spreading awareness about traditional gender norms and roles and why they exist

Q2. A teacher at your school has started with a campaign called #NotAllMen. His contention is that if one male teacher at a school commits SRGBV, the rest of the male teachers should not be thought by others to behave in the same manner. Therefore, it is vital to only highlight the male teachers who create problems. How would you react to this campaign?



Listen to the participant responses and provide feedback.

Q1. D. Gender norms and traditional stereotypes are detrimental to gender equality. It is critical for them to be dismantled and not to be spread any further.

Q2. Counsel the teacher to stop his campaign. It is the responsibility of all men to rally against SRGBV even if they do not commit SRGBV themselves.

Now, I'd like to take up any questions that you may have for me.



Slide number: 20

Duration: 15 mins

Slide title: Recap and Q&A

Strategy: Lecture & discussion



With that, we come to the end of this course journey. However, our actual contribution to ending SRGBV is just beginning.

Over the last 5 days, we have learned:

- How to define SRGBV
- Challenges in addressing SRGBV and how to mitigate them
- Stakeholders who can prevent SRGBV and whole-school approaches to engage them
- Equipping teachers with the right curricula and pedagogy to address SRGBV
- Appropriate reporting, response, and referral structures
- Partnerships among stakeholders to address SRGBV

One of the popular learning models is the 70:20:10. It says that we only learn 10% of a topic in the classroom, 20% from our peers, and 70% by practising it on the job.

Hence, my request to you is to carry on this journey by seeking support from each other and continuing to learn. The power to end SRGBV rests in your hands and I thank you for being such fantastic participants.

All the best and please stay in touch if you want to discuss any ideas.



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