

## Key Actions for Gender-Based Violence and Education

*Note: This is an excerpt from the IASC GBV Handbook.*

The following actions apply to the education cluster. The cluster identifies a focal point who participates regularly in the gender-based violence (GBV) working group and reports on the cluster's achievement of the key actions.

- 1. Plan education programmes using guidance from the Interagency Network for Education in Emergencies (INEE) Minimum Standards for Education in Emergencies**
- 2. Keep children, particularly those at the primary school level, in school or create new schooling venues when schools do not exist.** Some effective strategies that may be appropriate, depending on the setting, include:
  - Link humanitarian services (such as special food packages for families tied to attendance) with schools.
  - Monitor drop-out through assistance lists to determine if and why children are leaving school.
  - If children are dropping out of school because of lack of food, provide school feeding.
  - Provide assistance with school fees, materials and uniforms.
  - Offer flexible school hours to accommodate children who cannot attend school all day due to other responsibilities, such as a child caring for an ailing parent or a child who has been orphaned.
- 3. Prevent sexual violence and maximize child survivors' access to helping services by raising awareness among students and teachers about sexual violence and implementing prevention strategies in schools.**
  - Inform teachers about sexual violence, prevention strategies, potential after-effects for children, and how to access help and sexual violence services in the community.
  - Actively recruit female teachers.
  - Include discussion of sexual violence in life-skills training for teachers, girls, and boys in all educational settings.
  - Ensure all teachers sign codes of conduct that prohibit sex with children and young people.
  - Establish prevention and monitoring systems to identify risks in schools and prevent opportunities for teachers to sexually exploit or abuse students.
  - Provide materials to assist teachers (for example, 'school in a box' and recreation kits that include information on GBV and care for survivors).
  - Provide psychosocial support to teachers who are coping with their own psychosocial issues as well as those of their students. Such support may help reduce negative or destructive coping behaviours.
- 4. Establish community-based protection activities and mechanisms in places where children gather for education in order to prevent abuses such as sexual violence and/or recruitment by armed groups.**
  - Provide facilities for recreation, games and sports at school, and ensure access and use by both boys and girls. Be sensitive to the community's cultural practices and preferences related to gender.
  - Gain community support for school-based sexual violence programming by communicating with parent groups and communities about sexual violence and the risks for girls in emergencies.
  - Ensure parents and the community know about teachers' codes of conduct.