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BEYOND ACCESS: TOOLKIT FOR INTEGRATING GENDER-BASED VIOLENCE PREVENTION AND RESPONSE INTO EDUCATION PROJECTS

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DISCLAIMER

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development (USAID) or the United States Government.

Advancing the Agenda of Gender Equality (ADVANTAGE)

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ACRONYMS

ADS	Automated Directives System
ADVANTAGE	Advancing the Agenda of Gender Equality
CDCS	Country Development Cooperation Strategy
GBV	gender-based violence
PAD	Project Appraisal Document
PEPFAR	U.S. President's Emergency Plan for AIDS Relief
SRGBV	school-related gender-based violence
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development

HOW TO USE THIS TOOLKIT

Although it can be read from "top to bottom," this toolkit was designed as a guide for technical and program officers working on USAID education to integrate gender-based violence (GBV) prevention and response throughout the USAID Program Cycle. As such, each Part and sub-part can be used individually.

A blue box at the top of each page like this is a tab. Users can click on these tabs to "jump" to each Part of the toolkit.

The red arrow on each page (⬅) functions as a "back" button. Users can click on this arrow at any time to return directly to the last page visited.

Red, italicized text like *this is an internal hyperlink*. Internal links allow the user to jump to particular sections within the toolkit.

Blue, underlined text like this is an external hyperlink. External links allow the user to navigate away from the toolkit in order to access additional, external resources. **Note:** Internet access is required in order to use external links.

STRUCTURE

This toolkit is organized into five parts. Each part can stand alone or serve as part of a whole, if one wishes to read from "beginning to end." The interactive format (described above) allows the reader to "jump" to the Part of the toolkit that is most useful at any given time.

Part 1: Introduction provides the *Purpose* of this guide, and the *background* for why it was developed.

Part 2: GBV and the USAID Education Strategy provides the United States government *definition of GBV*, USAID's definition of *school-related gender-based violence (SRGBV)* , explanation for why integrating GBV prevention and response improves *education outcomes*, and the evidence on the prevalence of *GBV in the education sector*.

Part 3: Integrating GBV Prevention and Response into Education Projects provides *guiding principles* to ensure the well-being of those at risk for, and survivors of, GBV, and *illustrative GBV prevention and response activities* by the *USAID Education Strategy Goal 1: Reading Skills*, *Goal 2: Tertiary and Workforce Development*, and *Goal 3: Access to Education in Crisis and Conflict*.

Part 4: Measuring GBV Results in Education provides guidance on how to integrate GBV prevention and response throughout the USAID Program Cycle to be able to monitor, evaluate, learn, and adapt education projects and activities accordingly, and it includes illustrative indicators for measuring GBV prevention and response for each of the USAID Education Strategy goals.

Part 5: Conclusion and Resources includes a glossary of terms, a summary of USAID's experience in integrating GBV response into the education sector, and references.

PART I

INTRODUCTION

The United States Agency for International Development (USAID) Education Strategy states: "When designing education programs, projects, and activities aimed at achieving the goals in this strategy, USAID will consider the goal-specific gender issues affecting boys and girls, young men and young women, and develop gender equity strategies to address these issues during implementation" (USAID 2011, page 8). *Gender-based violence* (GBV) is one of those considerations.

This toolkit was developed for USAID technical and program officers working on education to increase understanding of GBV in the education context and strengthen integration of a GBV response into projects and activities. Because reducing SRGBV is a high priority for USAID in all school systems globally, this toolkit includes SRGBV, but the overall focus is GBV in the education context broadly. While there may not be specific GBV-designated funds, current USAID guidance recommends that GBV prevention and response are integrated throughout the USAID Program Cycle in project design, implementation, monitoring, and evaluation. GBV prevention and response should be integrated as underlying factors that enable full participation of those who have experienced GBV, provide opportunities to improve lives, and mitigate against unintended consequences.

PURPOSE

This toolkit offers guiding principles, evidence-based approaches, and resources to guide USAID technical and program officers working on education to integrate GBV prevention and response throughout the USAID Program Cycle, with particular focus on project design and implementation, monitoring, and evaluation.

This toolkit was designed to align with the USAID Education Strategy and the *United States government policies* related to GBV prevention and response, gender equality, women's empowerment, and youth, particularly the USAID Gender Equality and Female Empowerment Policy and the United States Strategy to Prevent and Respond to Gender-based Violence Globally.

While this toolkit focuses on education projects, and includes SRGBV, approaches to preventing and responding to GBV should be holistic, multi-sectoral (e.g., police, clinics, communities), cross-sectoral (e.g., health, democracy and governance), and engage various stakeholders in order to achieve sustained and effective development results.

By deliberately integrating GBV prevention and response into education project design and implementation, monitoring, and evaluation, USAID will increase learning opportunities and quality education for all and achieve its educational goals.

BACKGROUND

The United States government has put gender equality and women's and girls' empowerment at the forefront of its foreign policy as reflected in the President's National Security Strategy, the Presidential Policy Directive on Global Development, and the 2015 U.S. Quadrennial Diplomacy and Development Review. In 2012, USAID promulgated several comprehensive and interlinked *policies and strategies* to reduce gender inequality and to enable girls and women to realize their rights, determine their life outcomes, influence decision making, and become change agents in households, communities, and societies. Together, these policies and strategies provide guidance on pursuing more effective, evidence-based investments to achieve USAID's mission.

Preventing and responding to GBV is a cornerstone of the United States government's commitment to advancing gender equality. The perpetuation of GBV significantly hinders individuals' ability to participate and contribute fully in economic, political, and social dimensions that affect their lives. In 2012 the United States developed a Strategy to Prevent and Respond to GBV Globally that establishes a government-wide approach to identifying, coordinating, integrating, and leveraging current efforts and resources.

Integrating GBV prevention and response is critical to achieving USAID's mission of ending extreme poverty and promoting resilient societies. In addition to the United States Government Strategy to Prevent and Respond to GBV Globally, USAID has reinvigorated attention to *gender equality* through the 2012 USAID Gender Equality and Female Empowerment Policy, and Automated Directives System Chapter 205: Integrating Gender Equality and Female Empowerment in USAID's Program Cycle, as well as several other policies listed in **Exhibit 1**.

Exhibit 1: Relevant United States Government Policies

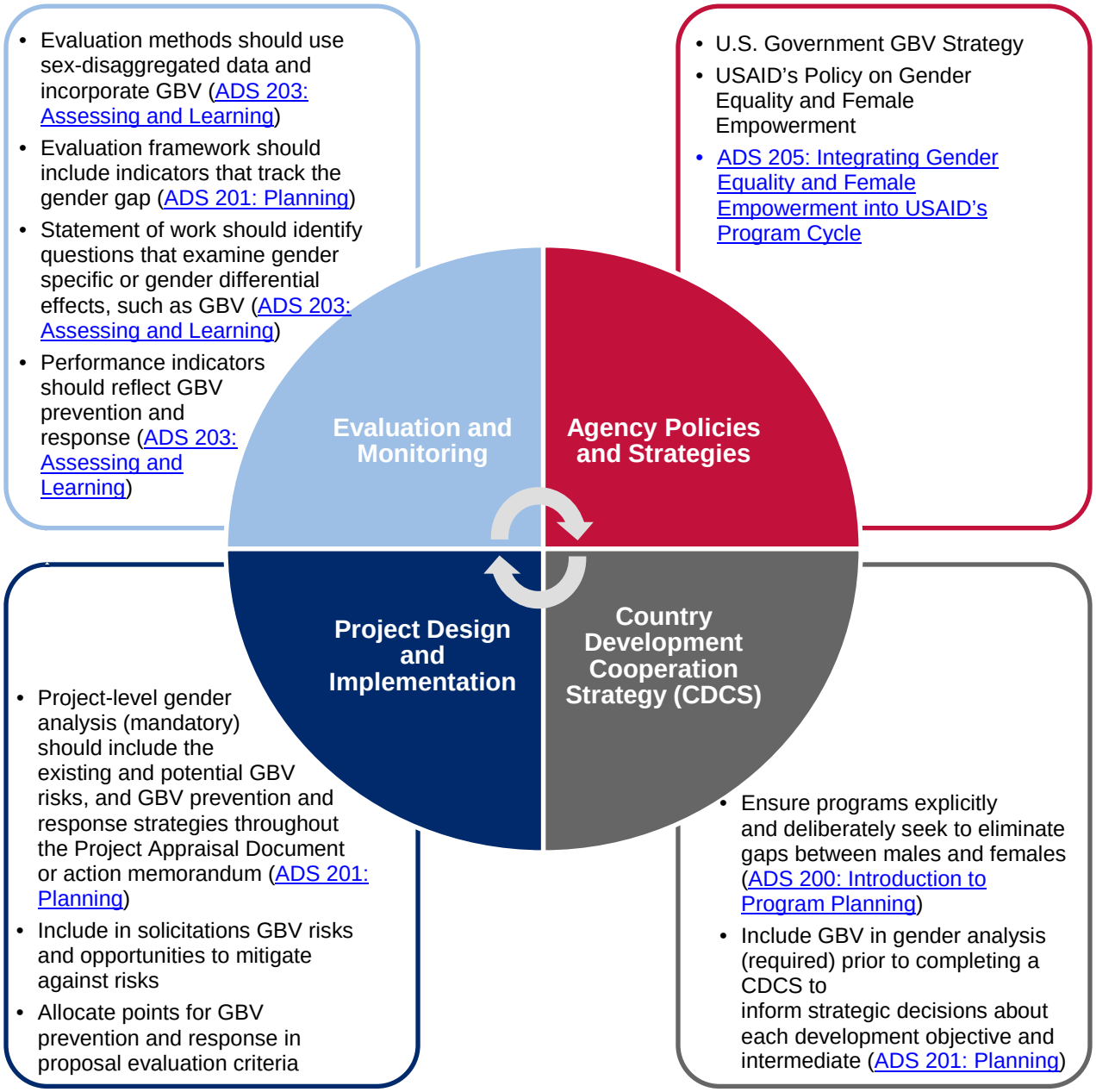
- ADS 200 Introduction to Program Planning
- ADS 201 Planning
- ADS 203 Assessing and Learning
- ADS 205 Integrating Gender Equality and Female Empowerment in USAID's Program Cycle
- Ending Child Marriage and Meeting the Needs of Married Children: The USAID Vision for Action (2012)
- Executive Order – Preventing and Responding to Violence Against Women and Girls Globally (2012)
- Guide to Gender Integration and Analysis Additional Help for ADS Chapters 201 and 203
- United States Government Action Plan on Children in Adversity A Framework for International Assistance: 2012–2017
- United States Strategy to Prevent and Respond to Gender-based Violence Globally (2012)
- USAID Counter-Trafficking in Persons Policy (2012)
- USAID Gender Equality and Female Empowerment Policy (2012)
- USAID Implementation of the United States National Action Plan on Women, Peace and Security (2012)
- USAID Youth in Development Policy: Realizing the Demographic Opportunity (2012)

These policies and strategies include several Automated Directives System (ADS) chapters that provide specific guidance on how to address gender inequality throughout the Program Cycle.

Exhibit 2 below illustrates the relationship of some of these key requirements to four components of the USAID Program Cycle. Integrating GBV prevention and response throughout the USAID Program Cycle not only builds accountability and increases adherence to the policy, but also supports better learning outcomes as demonstrated in Part 2 of this Toolkit.

This toolkit is designed to assist USAID technical and program officers working in the education sector in operationalizing the USAID Gender Equality and Female Empowerment Policy and using gender analysis findings to integrate a sector-specific response to GBV into Country Development Cooperation Strategies (CDCS), development objectives, Project Appraisal Documents (PAD), activities, monitoring plans, and reporting obligations.

Exhibit 2: GBV Considerations throughout the Program Cycle



PART 2

GBV AND THE USAID EDUCATION STRATEGY

This section provides the United States government *definition of GBV*, USAID's definition of *SRGBV*, explanation for why integrating GBV prevention and response improves *education outcomes*, and the evidence on the prevalence of *GBV in the education sector*.

GBV DEFINED

The United States government broadly defines GBV as stated in **Exhibit 3**. Because GBV is rooted in sociocultural and structural inequalities, it is not "inevitable" and attitudes towards GBV have changed dramatically over time in many communities and within legal frameworks. Specific GBV types and prevalence differ greatly globally depending on many variables, including specific geographic location, and sociocultural differentiations between and within nations, states/districts, communities, villages, and households.

Exhibit 3: United States Government Definition of GBV

Violence that is directed at an individual based on biological sex, gender identity, or perceived adherence to socially defined norms of masculinity and femininity. It includes physical, sexual, and psychological abuse; threats; coercion; arbitrary deprivation of liberty; and economic deprivation, whether occurring in public or private life.

Gender-based violence takes on many forms and can occur throughout the life cycle. Types of gender-based violence can include female infanticide; child sexual abuse; sex trafficking and forced labor; sexual coercion and abuse; neglect; domestic violence; elder abuse; and harmful traditional practices such as early and forced marriage, "honor" killings, and female genital mutilation/cutting.

Women and girls are the most at risk and most affected by gender-based violence. Consequently, the terms "violence against women" and "gender-based violence" are often used interchangeably. However, boys and men can also experience gender-based violence, as can sexual and gender minorities. Regardless of the target, gender-based violence is rooted in structural inequalities between men and women and is characterized by the use and abuse of physical, emotional, or financial power and control. (United States Government 2012)

The intersection of education and GBV is particularly relevant in schools, which are environments for learning and developing social and behavioral norms. SRGBV, defined in **Exhibit 4**, is a sub-set of GBV specific to formal primary and secondary school settings. SRGBV has a negative impact on education achievement by affecting learners' (and teachers') physical and psychological health, emotional well-being, and social capital such as (Leach et al. 2014):

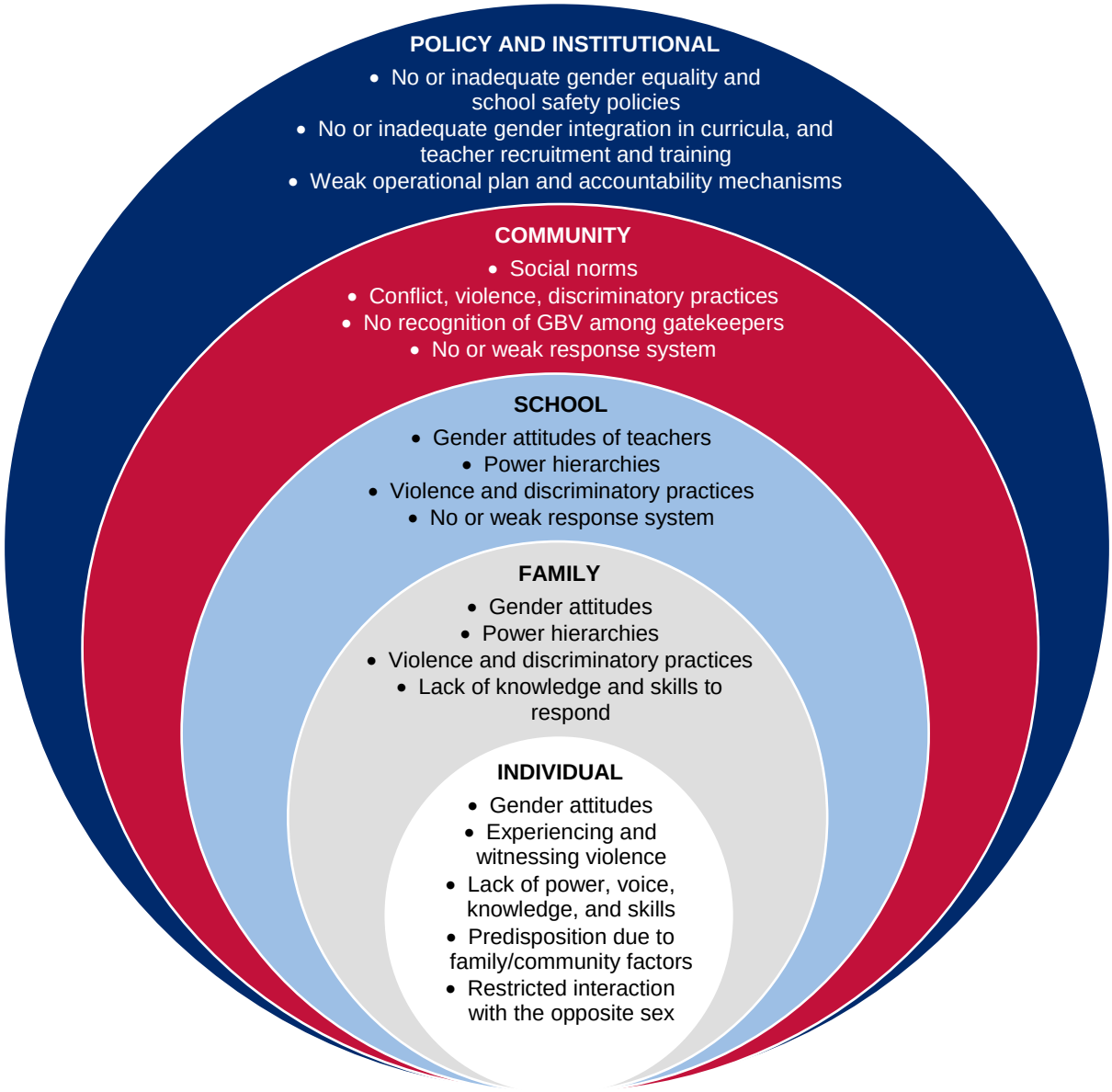
- Serious health and psychological impacts that impede learning
- Unplanned pregnancies that often end a girl's education
- Low academic achievement associated with unsafe learning environments
- Dropout due to an intimidating classroom environment and fear of sexual and other unwanted advances or harassment
- Multiple short- and long-term economic and social costs for learners, their family, community, and nation as a whole.

Exhibit 4: School-related Gender-based Violence (SRGBV)

Includes physical, sexual, or psychological violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex, sexuality, or gender identities. The underlying intent of this violence is to reinforce gender roles and perpetuate gender inequalities. It includes rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and verbal harassment. Unequal power relations between adults and children and males and females contribute to this violence, which can take place in the school, on school grounds, going to and from school, or in school dormitories and may be perpetrated by teachers, students, school personnel or community members. Both girls and boys can be victims, as well as perpetrators. SRGBV results in sexual, physical, or psychological harm to girls and boys. (USAID 2014)

The drivers of SRGBV are complex and interrelated. They include social, economic, and cultural factors that influence norms and behaviors at individual, community, and societal levels. Research has found that learners' inequitable gender attitudes are a main driver of SRGBV, with boys having more inequitable gender attitudes than girls. These attitudes are influenced and reinforced by the gender inequitable attitudes held by teachers, parents, and the larger community that drive GBV more broadly. The high prevalence of violence in schools and at home (including emotional violence) results in learners feeling unsafe and increases the likelihood of their perpetration of violence. Bystander intervention in SRGBV is low, indicating normalization of violence as an accepted way to discipline learners or resolve conflict amongst peers. Additionally, reporting of violence to "duty bearers" or "gatekeepers" is low due to fear of repercussions and lack of coherent response mechanisms. **Exhibit 5** uses an ecological framework to illustrate the drivers of SRGBV at individual, community, political, and societal levels (Bhatla et al. 2015).

Exhibit 5: Drivers of School-related Gender-based Violence (SRGBV)



Worldwide there is growing attention to SRGBV demonstrated by the Global Partners' Working Group on School-related Gender-based Violence and the United Nations Learning without Fear: Preventing and Combating School-related Gender-based Violence resolution. USAID is well-positioned to be a leader in preventing and responding to SRGBV as a key barrier to achieving educational goals. In recognition of the multi-dimensionality of GBV in schools, homes, workplaces, and communities, this toolkit presents information on the intersection of education and GBV broadly, as defined in **Exhibit 3**, and includes but does not exclusively focus on, SRGBV (as defined in **Exhibit 4**).

MAKING THE CASE: WHY INTEGRATING GBV PREVENTION AND RESPONSE WILL IMPROVE EDUCATION OUTCOMES

Education is foundational to human development and critical to broad-based economic growth. Few societies have achieved high and sustained rates of growth or significantly reduced poverty without expanding access to quality education. Education has proven essential for developing an informed and active citizenry, fostering healthy democratic practice, and enabling individuals to make smarter choices regarding their health and household welfare (USAID 2011).

Integrating GBV prevention and response into education projects contributes to achievement of the USAID Education Strategy objective and goals. GBV affects *educational outcomes* and *access* through diverse causal pathways. Violence that occurs outside a school (such as at home or within one's community) has a substantial impact on learning during the school day, as well as an individual's overall educational experience. For example, violence in the home can lead to school avoidance, low participation in class, and inability to concentrate in class or on school homework. Experiencing violence in schools and having an unsafe learning environment can have a negative impact on girls' and boys' *enrollment*, *quality* of education, and academic *achievement* (Gennari et al. 2015, RTI International 2013). These experiences can lead to depression, reduced self-esteem, poor learner attitudes towards school, and a lack of learner engagement with the school (RTI International 2013). GBV in homes, schools, and communities has a negative impact on reading skill acquisition, access to education, and learning outcomes in primary, vocational, and tertiary schools, and can be exacerbated in crisis and conflict. Therefore, addressing this epidemic will advance USAID's education goals as illustrated in **Exhibit 6**.

Exhibit 6: Development Hypothesis: Impact of GBV Prevention and Response on Learning Outcomes

In order for schools to be sites of social and intellectual empowerment they must be free of violence. Too often, schools are sites where violence is perpetrated, whether as corporal punishment on behalf of a teacher, dating violence among classmates, sexual assault, or bullying. Girls are particularly vulnerable to GBV. As of 2012, it was estimated that approximately 60 million girls are sexually assaulted on their way to or at school every year. In some countries, this translates to a higher probability for a girl to experience sexual violence than to become literate (Hill et al. 2015).

THE EVIDENCE: GBV IN THE EDUCATION SECTOR

All forms of GBV, in both formal and informal educational settings, are underreported and insufficiently documented due to well-founded fears of stigmatization and possible further harm, as well inadequate reporting systems and prosecution of perpetrators. A study in Lebanon of learners aged 12-18, university students, children aged 5-11, and adults showed that what was defined as psychological (or "moral") violence was the most prevalent, followed by physical violence, with sexual violence being the least reported. The study determined that underreporting of incidents of sexual violence was "due to victims not knowing how to report cases, thinking such violence was 'normal' or feeling too ashamed" (Leach et al. 2014). While available evidence shows that globally GBV disproportionately affects girls and women (numerically more than males)—at home, in school, and while working—this does not by any means negate or diminish the impact GBV has on males. Men and boys experience various forms of GBV and are even less likely than women and girls to report GBV incidents or to ask for help often due to severe social stigmatization, especially in countries where male and female gender identity, roles, and expectations are strictly defined (Morel-Seytoux et al. 2010), and GBV services for men and boys are almost nonexistent.

GBV can occur in or around educational settings such as schools, dormitories, or teacher training institutions. Research in Liberia reveals that nearly one-third of learners (35 percent of boys and 29 percent of girls) reported experiencing any abuse in school either at the hand of teachers, school staff, or classmates (IBIS, Concern Worldwide, Norwegian Refugee Council, and Save the Children 2014). Regardless of the setting, GBV can have a direct and severe impact on individuals' ability to access, attain, or benefit from formal or informal educational opportunities. Some of the most common forms of GBV globally that can have an impact on educational attainment are (Irish Consortium on GBV n.d.):

- *Bullying (including cyber-bullying)*
- *Corporal punishment*
- *Early, forced, and child marriage*
- *Physical violence and abuse*
- *Sexual harassment*
- *Sexual violence.*

The prevalence of these types of GBV as they relate to education is presented below.

One of the most documented forms of violence in schools is **bullying** (UNICEF 2014). In Zambia, for example, 61 percent of school children reported being bullied in the previous month (Fleming and Jacobsen 2010). Bullying is when learners are repeatedly exposed to aggressive behavior from their peers that intentionally inflict injury or discomfort. It can take the form of physical violence, verbal abuse, humiliation, or exclusion. Bullying is frequently gendered and learners may be singled out for not conforming to gender norms. For example, studies show a positive correlation between sexual orientation/gender identity and bullying throughout Latin America, with non-heterosexual learners reporting homophobic bullying in Chile (68 percent), Mexico (61 percent), and Peru (66 percent). Studies in Brazil found that 27 percent of survey participants indicated they "did not want to have

homosexual classmates," and that 63 percent of learners "observed episodes of homophobic harassment" (Leach et al. 2014). In Vietnam, a 2012 survey of homosexual, bisexual, and transsexual learners found that 41 percent had experienced discrimination and violence at their school or university, with 70 percent reporting being called offensive names, 38 percent believing they were treated unfairly, 19 percent claiming to have been beaten, and 18 percent reporting sexual harassment (Nguyen 2012). Children affected by HIV are at an increased risk of sexual violence and bullying. A baseline study in South Africa of children in high HIV prevalence communities found that those whose families were affected by HIV were significantly more likely to report experiencing multiple types of bullying than those from families not directly affected by HIV (Boyes and Cluver 2014).

Cyber-bullying presents new threats and can consist of abusive, malicious, intimidating, and sexually explicit text messages and images ("sexts"), Tweets, and offensive or pornographic digital images of children that can be circulated anonymously around the world, sometimes to millions of viewers. In South Africa, a study of cyber-bullying found that almost half of the respondents between the ages of 12 and 24 (46.8 percent) had experienced cyber-bullying in some form (Leach et al. 2014).

Corporal punishment is the most widely reported form of violence against children. As of December 2014, 122 countries worldwide have prohibited corporal punishment in schools—76 have no such prohibitions (Global Initiative to End All Corporal Punishment of Children 2014). Over a half of all children worldwide live in countries with no legal protection from corporal punishment, 45 percent of them live in South Asia (UNESCO 2014). Corporal punishment persists in many countries despite evidence that it can result in psychological problems, including depression, serious injury, truancy, and dropout (Irish Consortium on GBV, n.d.). In some countries, more than 80 percent of learners experience corporal punishment, and the proportion of learners who reported being sexually harassed or abused in and around schools was as high as 67 percent (USAID 2014). In some regions of the world, such as Asia, corporal punishment in educational settings is often used more frequently and more severely on boys than on girls. This is fueled by deeply ingrained gender inequalities, rigid gender expectations, societal norms, traditions and acceptance of violence, and acceptance of disciplinary approaches within schools by parents, teachers, and learners themselves (UNESCO 2014). In two child household questionnaires (one in Kiribati and one in Fiji), school children ages 16-17 were asked if a teacher had physically hurt them in the last month; 29 percent answered "yes" in both countries (Iuta et al. 2009, Norton et al. 2009).

Early, forced, and child marriage usually marks the end of a girl's education, an investment that could have the greatest payoff for both her development and national development goals because it lies at the intersection of human rights, education, and health. In the developing world, one in nine girls is married before her fifteenth birthday; some as young as eight or nine. The highest child marriage prevalence rates are in Niger (75 percent), Central African Republic (68 percent), Chad (65 percent), Bangladesh (65 percent), Guinea (63 percent), Mali (55 percent), South Sudan (52 percent), Burkina Faso (52 percent), Malawi (50 percent), and Mozambique (48 percent). Countries with the highest absolute numbers of child marriages include Bangladesh, Brazil, Democratic Republic of Congo, Ethiopia, India, Indonesia, Mexico, Niger, Nigeria, and Pakistan (Girls Not Brides 2015). In most cases, early marriage

deprives a girl of the opportunity to get educated because she begins to bear and care for children instead of going to school. In Yemen women complained that marrying early had brought an abrupt end to their education, and some said they had been subjected to marital rape as well as domestic abuse (Nnadi 2014). Entering into marriage, including early marriage, is seen by some as a way to protect women and girls from rape in conflict and crisis (El-Masri et al. 2013; Anani 2013).

Globally, there are alarming rates of **physical violence and abuse** of children in the home and in schools. Many children who experience violence outside of school attend school with constant fear and anxiety of being violated repeatedly in their home environment, and often without proper support or treatment. The majority of children who experience violence never seek help or report the case, and never tell anyone else about the incident(s). Male children, in particular, experience and fear severe social stigma if they admit to experiencing sexual violence (Morel-Seytoux et al. 2010). A study in Tanzania found that 78 percent of girls and 67.4 percent of boys reported having been punched, kicked, or whipped over five times by a teacher in school (United Republic of Tanzania 2011). Females who have experienced sexual violence may become pregnant and are often more likely than males to become infected with HIV and other sexually transmitted infections, which impedes their health, emotional well-being, and overall educational attainment. Children's vulnerability to GBV increases if they live with a disability. For example, a survey of 3,706 primary schoolchildren aged 11–14 in Uganda found that 24 percent of disabled girls reported experiencing sexual violence at school compared with 12 percent of non-disabled girls (Education for All Global Monitoring Report 2015).

Sexual harassment is widespread in education settings globally. However, a small number of ministries of education have explicit policies against sexual violence and harassment, and few have developed guidelines defining harassment and how educational institutions should respond (Gennari et al. 2015, RTI International 2013). In six countries—including Kenya, Uganda, and Zambia—over 40 percent of school principals reported learner-to-learner sexual harassment, and 39 percent stated that teacher-learner sexual harassment had occurred in their schools (Education for All Global Monitoring Report 2015). There are consistent and widespread reports, from both girls and boys, including in primary schools, that teachers demand sexual favors. The demands are most often of girls in exchange for goods or preferential treatment (e.g., money, gifts, food, special attention in class, high grades in tests and exams, protection from corporal punishment, private tuition, promises of marriage) or threats of exam failure, punishment, or public ridicule if their demands are not met (Leach et al. 2014). Girls in six Latin American and Caribbean countries reported regularly experiencing sexual harassment in schools and "sexual blackmail" related to grades (Education for All Global Monitoring Report 2015). A 2011 study in Yemen found that 31 percent of schoolchildren were exposed to sexual harassment and abuse (Leach et al. 2014).

Sexual violence can be manifested as verbal and psychological harassment, sexual assault, rape, coercion, exploitation, and discrimination. Data from three countries in the Middle East and North Africa reveal that, despite the taboo surrounding the topic, sexual violence in and around schools is being talked about and slowly acknowledged. In Morocco eight cases of sexual abuse were reported over a 10-month period, of which six were boys. In Lebanon 16 percent of children surveyed had

experienced sexual abuse, with the majority being girls. A study in Peru found that in one year alone 169 teachers were reported for rape and "acts against decency" with learners, with many of the aggressors merely moving to administrative positions or to other schools (Leach et al. 2014). In a nationally representative study of girls aged 13-17 in Swaziland, one-tenth of the girls reported being raped and 20 percent of these incidences occurred in or on the way to school (Pereznieto et al. 2010). A study in Liberia revealed that sex of a transactional nature, generally initiated by male teachers with female learners, is widely understood to be a common practice, and in some cases tolerated or encouraged by parents as a means to gaining material benefits for the household (IBIS, Concern Worldwide, Norwegian Refugee Council and Save the Children 2014).

While there is less evidence of **girl-on-girl violence and girl-on-boy violence,** cases have been documented in Malawi, Nigeria, South Africa, Uganda, and other Sub-Saharan African countries, as well as in Latin America. These incidents include female learners being physically violent toward other learners, pressuring younger boys and girls into sexual acts, stealing from younger learners, spreading false rumors, and ostracizing other girls (Leach et al. 2014). A CDCS gender analysis in Nigeria found that females living in school dormitories experienced sexual molestation and assault by older female learners indicating that even same-sex dormitory environments (if inadequately supervised) can be unsafe and affect a student's educational experience (USAID/Nigeria 2014).

Gender inequalities and violence at home, within the community, and in cyberspace have an impact on learners and may be replicated or intensified in schools. A critical space for learning, schools also form learners' understanding of gender roles and, unchallenged, can increase intolerance, gender discrimination, and power imbalances that continue GBV. Poorly enforced legislation, inadequate child protection policies, and weak or nonexistent reporting mechanisms all increase vulnerability to GBV, often allowing perpetrators to act with impunity (Education for All Global Monitoring Report 2015). USAID is well-placed to take a leadership role in raising awareness about the impact of violence on educational achievement among national education policy makers and other donors. Education projects must integrate GBV prevention and response to mitigate against the negative impacts of GBV—whether in the home, school, or the community—on reading skill acquisition, access to education, and learning outcomes in primary, vocational, and tertiary schools in peace, crisis, or conflict to achieve better education development outcomes as illustrated in **Exhibit 6**.

PART 3

INTEGRATING GBV PREVENTION AND RESPONSE INTO EDUCATION PROJECTS AND ACTIVITIES

This section provides *guiding principles* to ensure the well-being of those at risk for, and survivors of, GBV, and presents *illustrative GBV prevention and response activities* for integrating GBV prevention and response into the three USAID Education Strategy goals:

Goal 1: Improved reading skills for 100 million children in primary grades by 2015

Goal 2**:** Improved ability of tertiary and workforce development programs to produce a workforce with relevant skills to support country development goals by 2015

Goal 3**:** Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015.

GBV GUIDING PRINCIPLES

As illustrated in **Exhibit 4** (see Part 1), in order to achieve the USAID Education Strategy goals and desired education outcomes, education projects and activities must prevent and respond to GBV. All education programs, projects, and activities seeking to integrate GBV prevention and response must first and foremost protect the dignity, rights, and well-being of those at risk for, and survivors of, GBV by adhering to the following six fundamental principles for integrating GBV prevention and response as detailed in **Exhibit 7**, which includes programming considerations:

1. Do no harm
2. Ensure privacy, confidentiality, and informed consent
3. Conduct quality improvement and assurance
4. Use a multi-sectoral, comprehensive approach
5. Uphold human and child rights
6. Address harmful gender norms.

Exhibit 7: GBV Principles and Programming Considerations (Adapted from Khan 2011)

Principle	Education Programming Considerations
Do No Harm	• Commit to **evaluation, openness to scrutiny, external review,** and the use of evidence-based approaches. • Commit **sufficient resources** for project monitoring to track onset of or increase in negative consequences (i.e., increased GBV) occurring due to project activities. • Develop **cultural and gender sensitivity** and competency. • Take into account the **local context** (i.e., school and workforce dynamics and cultural norms, conflict settings) to avoid further harm to GBV survivors, put individuals at increased risk of violence, and to protect the safety of everyone involved. • Involve GBV survivors and their advocates in **decisions on accessibility, type, and quality of services**, and communication materials relevant for school and conflict situations. • Establish **safe virtual and physical spaces** in and around schools for children to seek information and referrals. • Include **age-specific and developmentally appropriate** responses (e.g., linkages to clinical and community services, and informal gatekeepers) for GBV care and support, including protocols and counseling specific to the needs of children and adolescents. • Link child and adolescent GBV survivors to **child protective services**, where they exist, and provide children with the support they need. • Include **lesbian, gay, bisexual and transgender persons, persons with disabilities, and indigenous populations** in the project development process to ensure that their voices and perspectives are included in designing and implementing GBV prevention and response activities. • Promote the use of sign language, Braille, assistive technologies, and other **inclusive education practices** in target schools to ensure all learners have access to information and referrals about GBV.
Ensure Privacy and Confidentiality	• Ensure **privacy measures** are in place so children and adolescents who have experienced violence can disclose experiences without fear of retaliation from a perpetrator, or mocking/bullying from other learners, teachers, etc. • Establish clear **policies and protocols** for privacy and confidentiality. • Ensure printed materials are accessible for both **literate and illiterate stakeholders**, and are provided in local language(s).
Conduct Quality Improvement and Assurance	• Support the development of or build on quality assurance mechanisms for GBV response that include **guidelines and data collection tools** that can bolster monitoring and evaluation. • Ensure **confidentiality and anonymity of data** during collection, storage, and dissemination. • Ensure **participation** of all stakeholders (see list above) in monitoring, evaluation, planning, and activities. • Communicate **results** to stakeholders.
Use Multi-sectoral, Comprehensive Response	• Partner with multiple institutional **stakeholders**, such as primary and secondary schools, ministry of education at all levels, teacher and training institutes, and vocational training institutes. • Coordinate with other projects and activities working on the administration of justice, poverty reduction and economic strengthening, health services, community mobilization, and policy interventions and reforms to address the **multilayered aspects** of GBV.

Principle	Education Programming Considerations
Uphold Human and Child Rights	• Ensure GBV is presented as a **violation** of human and child rights for which communities and societies must be held accountable. • Use **data to demonstrate** to ministry of education officials and individual and institutional stakeholders the magnitude and effects of GBV on education outcomes, and emphasize that women, girls, men, and boys have a universal right to live free of violence under all circumstances. • Include learners and teachers with **disabilities**, who are at greater risk of GBV than their counterparts who are not disabled, in assessments, school design, and policy decisions. • Provide **safe spaces** for learners, parents, and other key stakeholders to respectfully challenge cultural norms that view GBV as acceptable or as a private matter.
Address Harmful Gender Norms	• Ensure **gender analyses** for PADs clearly describe local circumstances, cultures, and traditions that produce context-specific manifestations of GBV in and around schools so that the design of project activities is credible, respectful, socioculturally relevant, and age-appropriate. • Engage **men and boys** directly to reduce inequalities and prevent GBV through respectfully discussing and assessing traditional norms associated with femininity and masculinity, and reinforcing positive masculine behaviors rather than those that are harmful to women, men, girls, and boys. • Provide **safe spaces for boys** to address their own experiences/risks for experiencing GBV, and change attitudes and behaviors of all perpetrators (male and female).

These principles and programming considerations should be used to inform the design of project activities, indicators, monitoring strategies, and evaluation and learning goals. Project Appraisal Documents and activity-level designs must consider these principles when working with the following stakeholders:

- Learners
- Student groups
- Men, women, girls, and boys (children and adolescents)
- Teachers
- Teacher trainers
- Training institutions
- School administrators and staff
- Parents/family/siblings/households
- Parent-teacher associations
- School-community groups
- Traditional leaders/religious leaders/community leaders
- Teachers' unions
- Education and health ministry officials
- Police and security.

See *Part 4* for monitoring and evaluation and the United States government reporting requirement related to GBV in education programs.

ILLUSTRATIVE GBV PREVENTION AND RESPONSE ACTIVITIES BY GOAL

The USAID Education Strategy states: "When designing education programs, projects and activities aimed at achieving the goals in this strategy, USAID will consider the goal-specific gender issues affecting boys and girls, young men and young women, and develop gender equity strategies to address these issues during implementation." Integrating GBV prevention and response in education programming requires:

1) Strong and unequivocal policies that all forms of GBV are unacceptable and will not be tolerated
2) Clear definitions about what constitutes GBV
3) Skill-building activities among learners, teachers, administrators, and parents that contribute to GBV prevention in schools, homes, and the community.

The following sections provide illustrative activities for integrating GBV prevention and response into education projects by each of the three USAID Education Strategy goals.

GOAL 1: READING SKILLS

There is a positive association between school safety and average reading achievement, and a demonstrated correlation between safe environment and children's inclination to stay in school, as well as parents' willingness to send or continue sending their children, especially girls, to school, thereby increasing attendance and retention rates (Mullis et al. 2007). Providing teachers with specific tools and skills such as positive discipline techniques, equitable treatment of male and female learners, and adherence to professional standards and teacher codes of conduct, including with respect to SRGBV, can create a safer learning environment. This can be achieved through teacher training by combining modules on reading instruction along with modules on gender equitable classroom management. A "whole school approach" should be taken. This approach combines teacher training, school rules and sanctions, classroom curricula with mediation training, individual counseling, and materials for parents.

Efforts to improve reading instruction (*USAID Education Strategy Result 1.1*) could include the following:

- **Link to local organizations with expertise in GBV to carry out GBV prevention and response programs.** Implement school activities that focus on improving conflict management skills and changing harmful gender norms, in combination with complementary community activities, to reduce psychological abuse and sexual violence perpetration among youth. Longer term transformative approaches within education should include social and emotional skills, and learning strategies that promote these skills.

- **Improve student safety at school.** Include the following when building a school: [1]
  - Select locations perceived as safe by the communities, away from bars and areas with high crime rates.
  - Consider the physical safety of girls, women, and disabled persons in the design of school infrastructure.
  - Ensure greater visibility by maximizing the number of windows and doors in classrooms, offices, and other spaces.
  - Provide separate and adequate sanitation facilities to prevent sexual assault in these areas.
  - Improve lighting in and around school grounds.
  - Use perimeter and access point fencing and monitoring.
- **Implement a system to monitor GBV in schools.** Include quantitative and qualitative data to inform GBV response strategies, and project design and implementation within the school setting.

Efforts to improve delivery systems (*USAID Education Strategy Result 1.2*) could include:

- **Develop institutional GBV codes of conduct for teachers, administrators and learners, and enforcement mechanisms.** Improving teacher effectiveness relates to both their ability to teach children to read and to create a classroom setting that facilitates reading. A better learning environment can be attained by strengthening classroom and school management through provision of teachers-specific tools and skills such as building teachers' capacity to understand the negative impact of GBV on learning outcomes and how to respond with positive discipline techniques, equitable treatment of male and female learners, and adherence to professional standards and teacher codes of conduct, including with respect to GBV.
- **Identify local organizations providing GBV services.** As part of the sustainability analysis or the PAD gender analysis, identify local organizations providing psychological, medical, and legal assistance, housing assistance, jobs, and skills training in the catchment areas where USAID education projects will be implemented. Develop referral networks between these providers and target schools.
- **Integrate into teachers' and school administrators' training curriculum awareness and capacity-building skills to promote gender equitable norms, as well as to detect and prevent sexual abuse.** Incorporate gender awareness training for teachers and administrators in technical and management training modules. Teachers, administrators, and other staff who receive specialized training and supervision can help promote gender-sensitive and inclusive classrooms, and develop positive forms of discipline in schools. Training should include awareness of institutional codes of conduct, including the unacceptability of sexual harassment and misconduct within schools,

[1] For more information see O'Neil, Daniel, Danielle Renzi, Alyssa McDermott, and Anelia Atanassova. 2015. *Building a Safer World: Toolkit for Integrating GBV Prevention and Response into USAID Energy and Infrastructure Projects*. Rockville, MD: USAID's Advancing the Agenda of Gender Equality (ADVANTAGE), Task Order 3.

as well as how to appropriately respond to learners who are experiencing or witnessing violence, including abusive relationships, intra-family violence, and sexual violence. Teacher certification requirements and continuing education curricula should include prevention of sexual harassment and gender discrimination modules. USAID's *Empowering Adolescent Girls to Lead through Education (EAGLE)* project includes teacher training and programs to reduce SRGBV. USAID and Peace Corps use *Safe Schools* training materials to create a safe classroom environment, integrate gender equitable practices into teaching and classroom management, and promote primary school reading.

- **Support curricular reform, through technical or financial resources, to update textbooks with content that promotes gender-equitable norms, eliminates gender stereotypes, and promotes nonviolence among learners and educators.** Curricula and textbooks that discuss gender issues, including GBV, rights and power dynamics, can be particularly effective in empowering girls. The Gender Equity Movement in Schools project in Mumbai, India developed an add-on curriculum that includes content on gender roles, GBV, and sexual and reproductive health for primary school children. Teaching and learning materials can either reinforce harmful gender stereotypes that exist in the larger community, or they can transform them by providing girls and boys with a more expansive view of what they can do and who they can be. It is important to develop mother tongue resources that are culturally- and age-appropriate, and model healthy gender relations.

Efforts to increase parent, community and public engagement, and accountability (*USAID Education Strategy Result 1.3*) could involve the following:

- **Support community-based workshops and theater to raise awareness**. Increasing GBV awareness within communities about SRGBV and how GBV *outside* of school has a large impact on learning *within* schools can educate the community on teacher and student sexual misconduct, and decrease tolerance of sexual harassment/violence.
- **Disseminate official (Ministry of Education) policies on sexual harassment and abuse**. Increase understanding and use of official policies in schools among parents, parent-teacher associations, school committees, and community groups, and include the correct procedures for learners and parents to follow in reporting a case.
- **Strengthen the capacity of parent-teacher and community organizations to monitor schools' performance and provide social accountability to GBV.** While parent-teacher

INVOLVING TEACHERS AND PARENTS TO CREATE SAFER SCHOOLS

In Tajikistan, where UNICEF reports that 23.3 percent of students feel a daily sense of hopelessness, and as many as 25 percent skip school owing to SRGBV and threats to their personal safety, USAID/Tajikistan supported the *Safe Schools* project to improve attendance and learning outcomes. A wide range of stakeholders in education, health, and social welfare were trained to reduce GBV by addressing students' basic safety needs. As a result, communities' understanding of GBV and willingness to prevent it improved by nearly 25 percent (USAID 2012).

associations are often tasked with the management of finances and resources needed to run schools and with monitoring learning outcomes, they can also be harnessed to support GBV prevention and response, such as by linking with district education offices to report incidents and follow up on cases.

- **Support laws and policy design or reforms to establish a role for the education sector in preventing, identifying, and responding to GBV.** Provide technical assistance to build the capacity of local government partners to conduct and implement gender-sensitive budgeting to ensure implementation and response mechanisms. Conduct gender analysis at national or sub-national levels, as appropriate, of the existing education and other relevant legislation, and support technical assistance for revision of law/regulation/polices that reinforce harmful gender norms or perpetrate gender stereotypes.
- **Support preparation of national action plans to address GBV in schools.** National action plans should include sexual harassment policies and enforcement mechanisms for educators, staff, and learners. Plans should include a clear dissemination strategy to ensure policy awareness by all those participating in the educational establishment. Ensure the plan includes mechanisms for learners, faculty, and staff to report GBV safely and confidentially. The policy must also include referrals to appropriate services for survivors. Develop mechanisms to collect data in a safe and ethical way that does not put the survivor at risk of identification. Depending on the specific country context, national action plans can be stand-alone or form part of a broader "safe schools" or "coexistence in schools" initiatives, which are emerging in a growing number of countries.

GOAL 2: TERTIARY AND WORKFORCE DEVELOPMENT

Many forms of GBV that prevent achievement of Goal 1 outcomes also prevent achievement of Goal 2 results. Distance to schools may place learners at risk of sexual harassment or assault, and concerns about learners' security deter access to tertiary and workforce development opportunities, particularly for women. Sexual harassment, assault, and extortion (e.g., sexual acts in exchange for better grades in classes or on exams) are serious concerns for learners operating in a tertiary or workforce development classroom setting, just as they are for those at the primary and secondary level (IBIS, Concern Worldwide, Norwegian Refugee Council, and Save the Children 2014). In countries where cultural norms prohibit women from moving about without a male escort, family concerns about sexual assault may prohibit women from participating in activities that are not designed to accommodate this practice or bypass it by bringing classrooms to their communities.

Efforts to improve access to vocational/technical and tertiary education and training for underserved and disadvantaged groups (*USAID Education Strategy Result 2.1*) could include:

- **Support student and youth groups to conduct GBV public awareness campaigns.** Depending on the context and levels of public awareness of GBV, student and youth groups or clubs can be supported to develop campaigns that raise awareness of GBV and can also be used to collect data on GBV prevalence in tertiary education and workforce development programs and settings.
- **Support sexual assault prevention programs.** Projects or activities with universities, colleges, or technical and vocational schools can include programs that change GBV norms and attitudes that prevent access by women, at-risk youth, persons with disabilities, lesbian, gay, bisexual and transgender persons, and other marginalized populations. This could include piloting GBV prevention programs similar to those in the United States that include the following proven components:
  - Several sessions spanning months, rather than one-off activities
  - Professional presenters, as well as peer educators
  - Focus on risk reduction, gender role socialization or information, and discussions on myths and facts about sexual assault
  - In some contexts, single-sex groups, particularly for women, depending on goals and topics
  - Engage learners to advocate for safe spaces that are practical and feasible given the local context.

ENGAGING UNIVERSITY STUDENTS TO RAISE AWARENESS OF BRIDE KIDNAPPING

In Kyrgyzstan where "bride kidnapping" is a serious issue, the USAID Office of Transition Initiatives partnered with local nongovernmental organizations to engage students from three universities to discuss bride kidnapping and recent changes to laws that increase jail time for perpetrators. Local organizations used street theater performances, brochures, and public service announcements to empower students to take a stand against bride kidnapping and serve as an example for others[2].

Efforts to improve quality of tertiary education and research in support of country development priorities (*USAID Education Strategy Result 2.2*) could include:

- **Develop institutional GBV codes of conduct.** Establishing GBV codes of conduct and enforcement mechanisms for teachers, administrators, and learners can help prevent and respond to GBV in higher education environments.
- **Include GBV prevention and response in higher education leadership and management training.** Efforts to build higher education leadership and management capacity and to redesign

[2] Laura Garnett, *Political Transition Assistance and Prevention of Gender Based Violence* (blog), http://blog.usaid.gov/2013/12/political-transition-assistance-and-prevention-of-gender-based-violence/

training modules should integrate gender-sensitive content designed to alert institutional leadership to GBV prevention and response on campuses, and create a GBV-intolerant culture.

- **Support research on GBV prevalence by higher education institutions**. Increased research on GBV prevalence and impact can identify where GBV is a threat to achieving country development objectives and inform the development or revision of government policies related to gender inequality and GBV.

USING MOBILE TECHNOLOGY AS A GBV PREVENTION AND RESPONSE TOOL

Although millions of learners still live and go to school beyond the reach of the Internet, mobile phones are closing the technology gap. Greater access to technology contributes to young people's abilities to generate solutions and find opportunities and resources formerly out of reach. Information technology accelerates development innovation and stimulates positive, equitable change. The spread of mobile technology has great potential to take GBV prevention and response to a new scale. Smart phone technology is already used as an educational tool for learners and teachers in Africa, such as the Stepping Stone mLearning Platform, and can include a "GBV app." Many such apps already exist and are being widely used. Smartphone video technology can not only raise awareness, but also force action in GBV criminal cases. Apps such as Circle of 6[3] for Android and iOS are simple, but powerful programs that use SMS-based coding to contact six friends at once with a preset message. The initial goal was to empower young women in college and prevent GBV before it happens. An important part of the development was speaking to learners through focus groups and ensuring the app is empowering rather than "victim blaming." Circle of 6 saw a surge in downloads in India after the New Delhi gang rape in 2012. Indian youth have been early adopters of these apps speaking both to their technical savvy and the unfortunate widespread need for such tools.

Other popular GBV apps used in USAID countries that could be used in education projects and activities include:

- Fightback: Popular in India
- HarassMap: Pinpoints areas of sexual harassment and violence in urban areas of Egypt, in 8 other countries, and in progress in 11 more
- Ushahidi GBV Mapping: Used by government officials and key stakeholders in Cambodia to track GBV incidences and work toward immediate intervention and prevention
- Women under Siege Crowdmap: Map of sexualized violence in Syria.

[3] Winner of the White House Office of Science and Technology Policy, and Health and Human Services Apps Against Abuse Technology Challenge: https://www.whitehouse.gov/1is2many/apps-against-abuse

Efforts to improve relevance and quality of workforce development programs (*USAID Education Strategy Result 2.3*) could involve the following:

- **Include sexual harassment awareness in workforce development programs**. Men and women may experience sexual harassment, rape and sexual assault, financial exploitation, threats and coercion, and discrimination based on sexual orientation and gender identity in the workplace. By including sexual harassment awareness as part of the overall workforce development programs, at-risk individuals may be able to advocate for themselves in their workplace after graduating, and such awareness-raising can create a safer workforce program overall.

GOAL 3: EQUITABLE ACCESS TO EDUCATION IN CRISIS AND CONFLICT

Core achievement of Goal 3 is acknowledging that crisis and conflict environments present unique barriers to education, and such contexts require conflict sensitivity for effective programming. Understanding the context, the actors and the interactions within that context, and education interventions is essential, as is minimizing contributions to conflict and maximizing positive impacts (Inter-Agency Network for Education in Emergencies 2013).

In conflict and crisis environments, existing structural inequalities between sexes and power dynamics that drive GBV are exacerbated by higher overall levels of violence, lack of social cohesion, and breakdown of law and order (Kaufman et al. 2012). Both cultural norms that support GBV and GBV prevalence are influenced by these factors. GBV committed during armed conflict is often used intentionally as a weapon of war to destabilize populations, destroy community bonds, advance ethnic cleansing, and provide sexual services for combatants.

The 2011 Education for All Global Monitoring Report estimated that armed conflict prevents over 28 million children of primary school age from obtaining an education by exposing them to widespread sexual violence and targeted attacks on schools. Direct attacks on schools, particularly those that target girls' education, and elevated levels of sexual violence create an atmosphere of insecurity that leads to a decline in the number of girls able to attend school. Parents living in conflict-affected areas may keep their daughters at home rather than expose them to risks in school. Fear for girls' safety in countries such as Afghanistan, Pakistan, and Papua New Guinea have led to parents withdrawing their girls from school. Girls in communities displaced by conflict are also particularly vulnerable to abuse. A 2008 study in the Central African Republic found that 42 percent of boys enrolled in secondary schools in the capital city reported that they committed violent sexual assaults within or near their school (Education for All Global Monitoring Report 2015).

Women and girls are the ones who most frequently experience GBV in conflict settings (Kaufman et al. 2012), but school-aged boys are at risk of being recruited as child soldiers or into violent gangs where indoctrination may involve GBV. In post-conflict settings, boys and men who have been immersed in a culture of violence may struggle to break away from those norms perpetuating use of sexual violence as a tool to assert dominance in the face of powerlessness (Barker and Ricardo 2005). Norms of violence may become ingrained after years of war, coloring all aspects of life, reinforcing traditional gender roles and leading to greater vulnerability of marginalized groups in post-conflict settings. Research from Liberia, for example, showed widespread acceptance of GBV within schools, particularly against girls,

and hypothesized that one legacy of the civil war was a culture desensitized to sexual violence against women. Another legacy was poverty that led to changes in norms surrounding transactional sex (IBIS, Concern Worldwide, Norwegian Refugee Council and Save the Children 2014).

Displaced lesbian, gay, bisexual and transgender persons may face continued or additional discrimination in the country in which they seek asylum or as internally displaced within their country of origin. Because lesbian, gay, bisexual and transgender persons are often marginalized by their own families and communities and risk prosecution (many countries criminalize same sex relationships), they may not have access to support networks available to other displaced persons and refugees. Discrimination can limit their access to protection services, since many lesbian, gay, bisexual and transgender GBV survivors are reluctant to report incidents to the authorities for fear of further victimization (UNHCR 2011).

Conversely, traditional gender roles may be upended during times of conflict (e.g., women with expanded mobility during conflict are able to maintain that freedom when the conflict ends) and the post-conflict period may provide opportunities for transformed gender roles (e.g., girls' education is seen as a valuable asset). For these reasons and many more, it is crucial for the education sector to implement GBV prevention and response that acknowledge the context and the potential for both backlash and opportunity.

Illustrative activities for Goal 3 projects are presented below and may also consider the illustrative activities listed under Goal 1.

Efforts to increase learning opportunities for children and youth (*USAID Education Strategy Result 3.1*) can include the following:

- **Create a safe and accessible teaching and learning environment**. Learners and teachers alike are very likely to have experienced or witnessed GBV during crisis or conflict. In such a context, it is important to create a teaching and learning environment that ensures safety and well-being free of GBV, so teachers and learners can feel safe and secure emotionally, physically, and socially whether they are sitting in a temporary or permanent education facility (e.g., school, learning space, child-friendly space) or travelling to and from them. USAID is funding the United Nations Children's Fund (UNICEF) to *provide emergency education* to internally displaced children and youth in South Sudan. UNICEF also provides safe and protective temporary learning spaces, supplies teaching and learning materials, supports accelerated learning for out-of-school adolescents,

GIRLS OPPORTUNITY TO ACCESS LEARNING (GOAL) PLUS PROJECT

In Liberia, where more than three-quarters of the country's poorest girls aged 7-16 have never been to school, USAID provides scholarships to girls and school improvement grants to communities to create safer school environments for girls and boys. The project also supports girls' clubs, mentoring programs, and a community awareness campaign. The project, informed by conflict sensitivity analysis, supports Ministry of Education policies that call for protection, and uses a Community Education Counselor to raise awareness of GBV at the community level (Murray et al. 2014).

trains teachers in life skills, peace-building and psychosocial support, and teaches children about alternatives to violence in resolving conflict.

- **Include GBV prevention and response in second chance opportunities.** Accelerated learning classes and alternative education formats designed to offer second chances – which for many may be "first chances"– to children and youth in emergency and post-conflict settings can include support to those who may have witnessed or experienced GBV. Services incorporated into accelerated learning programs could include trauma group counseling sessions, life skills for young mothers, and medical treatment of GBV survivors that could be provided through collaboration between USAID Mission health and education projects where target areas overlap. These projects could also include a guidance counselor at the "school" who can help build a greater sense of safety and belonging by responding to exploitation and abuse. USAID is responding to the challenges of the Syrian humanitarian crisis by partnering with UNICEF to support the No Lost Generation Initiative that works with school-aged and preschool child refugees, including girls, to resume their education.
- **Address trauma and GBV in literacy programs**. Literacy programs can increase well-being through referral pathways and community conversations to provide information on both GBV prevention and response services in the community. In situations of internal displacement, such as post-earthquake, women's and youth centers can serve as a gathering point for women and youth whose lives and social structures have been interrupted. In addition to social opportunities, these centers may offer basic numeracy and literacy training and serve as a focal point for GBV survivors to access counseling, legal aid, or other assistance for their recovery. Such activities may be achieved through collaboration between education technical officers and other USAID Mission teams such as conflict management and mitigation, disaster assistance response, the U.S. President's Emergency Plan for AIDS Relief (PEPFAR), and the Office of Transition Initiatives to determine if the schools and learners supported by the education team can be included in target populations covered by these other programs.
- **Invest in assets that build youth resilience**. Engage young women and men as assets and advocates for GBV prevention and response by building self-motivation, responsibility, and decision making, and engaging them to contribute to safe schools, caring neighborhoods, and positive peer influence. Resilience-focused programs should also be informed by USAID's Policy and Program Guidance: Building Resilience in Areas of Recurrent Crisis.

- **Include a counseling and guidance educator trained in GBV prevention and response**. Trained counseling and guidance educators in a "school" can provide GBV prevention and response support to both teachers and learners who have experienced, witnessed, or perpetuated GBV to facilitate a peaceful and safe learning environment. Teachers who may be GBV survivors may need support to engage with learners who are also traumatized and may be members of an "opposition" group vis-à-vis the teacher (e.g., different ethnicity or religion). Addressing the needs of children who have experienced or witnessed GBV through access to social services can build resilience and social cohesion.

Literacy in Conflict and Crisis-Affected Contexts Guidance: This USAID report builds on the current literacy education evidence in contexts of conflict or crisis and provides evidence-based lessons and supporting policy and research for conflict-sensitive program design, including gender inequality and GBV.

Guide to Education in Natural Disasters: How USAID Supports Education in Crises: This guide provide tools, principles, and approaches, including gender sensitivity and GBV, to inform educational activities in natural disaster preparedness and response as part of USAID's recognition of the importance of the education response during natural disasters.

Efforts to address and prevent crisis (*USAID Education Strategy Result 3.2*) can include the following:

- **Conduct regular gender analysis and GBV assessments.** Gender roles can change during crisis or conflict. Therefore, conducting a onetime gender analysis or GBV assessment is not enough. Assumptions and observations should be revisited on an ongoing basis and assessed for continued validity. The gender analysis and GBV assessment should be integrated into the education and conflict assessment.
- **Support teachers, school administrators, and ministers of education in learning about the socio-political shifts that affect the schools and learners**. Attention should be paid to the psychosocial ramifications of conflict and crisis not only on the learners, but also on teachers and administrators, or individuals temporarily filling those roles. Collaboration with the USAID Mission health team can provide opportunities to co-train community health workers, teachers, and community leaders to refer and respond to GBV and other abuses.

USAID Checklist for Conflict Sensitivity in Education Programs

This checklist was developed by USAID in 2013 to assist USAID education programs to meet USAID Education Strategy Goal 3. It offers a practical framework for analyzing operational and technical aspects of education programs in a way that promotes equity, stimulates social cohesion, and builds peace. Four of these checklists include gender equality and GBV: Equitable Access (Section III), Curricula, Teaching and Learning Materials and Methods (Section IV), Capacity Building—Education Sector Personnel (Section V), and Monitoring and Evaluation (Section VII).

Efforts to strengthen institutional capacity to provide services (*Education Strategy Result 3.3*) can include the following:

- **Develop or revise recruitment, training, and deployment materials to depict men and women in non-traditional or non-stereotypical roles in the education, training, and employment settings**. Recruitment, training and deployment materials can either reinforce harmful gender stereotypes that exist in the larger community, or they can transform them by providing a more expansive view of what men and women can do and who they can be. It is important to develop resources that counter traditional or stereotypical gender roles or relations that may promulgate GBV.
- **Support gender-equitable accreditation and examination systems**. Provide training and technical assistance to human resources managers to change gender-based assumptions about abilities, potential, or appropriateness of teaching positions or training/job placement based on sex, age, sexual orientation, disability, and other cultural factors. This could include what hiring managers can and cannot ask of applicants, such as asking women if they intend to have children, why a male or female applicant is not married, or why they would want to do a man's or woman's job.
- **Assess men's and women's access to safe transportation to and from schools or worksites**. Support private sector or government efforts to provide women, persons with disabilities, lesbian, gay, bisexual, and transgender persons with safe, affordable, and convenient transportation. Work with the Mission infrastructure officer to ensure design of classrooms, training rooms, or worksites includes GBV prevention and response, such as adequate lighting and separate sanitary facilities.[4]

[4] For more information see O'Neil, Daniel, Danielle Renzi, Alyssa McDermott, and Anelia Atanassova. 2015. *Building a Safer World: Toolkit for Integrating GBV Prevention and Response into USAID Energy and Infrastructure Projects*. Rockville, MD: USAID's Advancing the Agenda of Gender Equality (ADVANTAGE), Task Order 3.

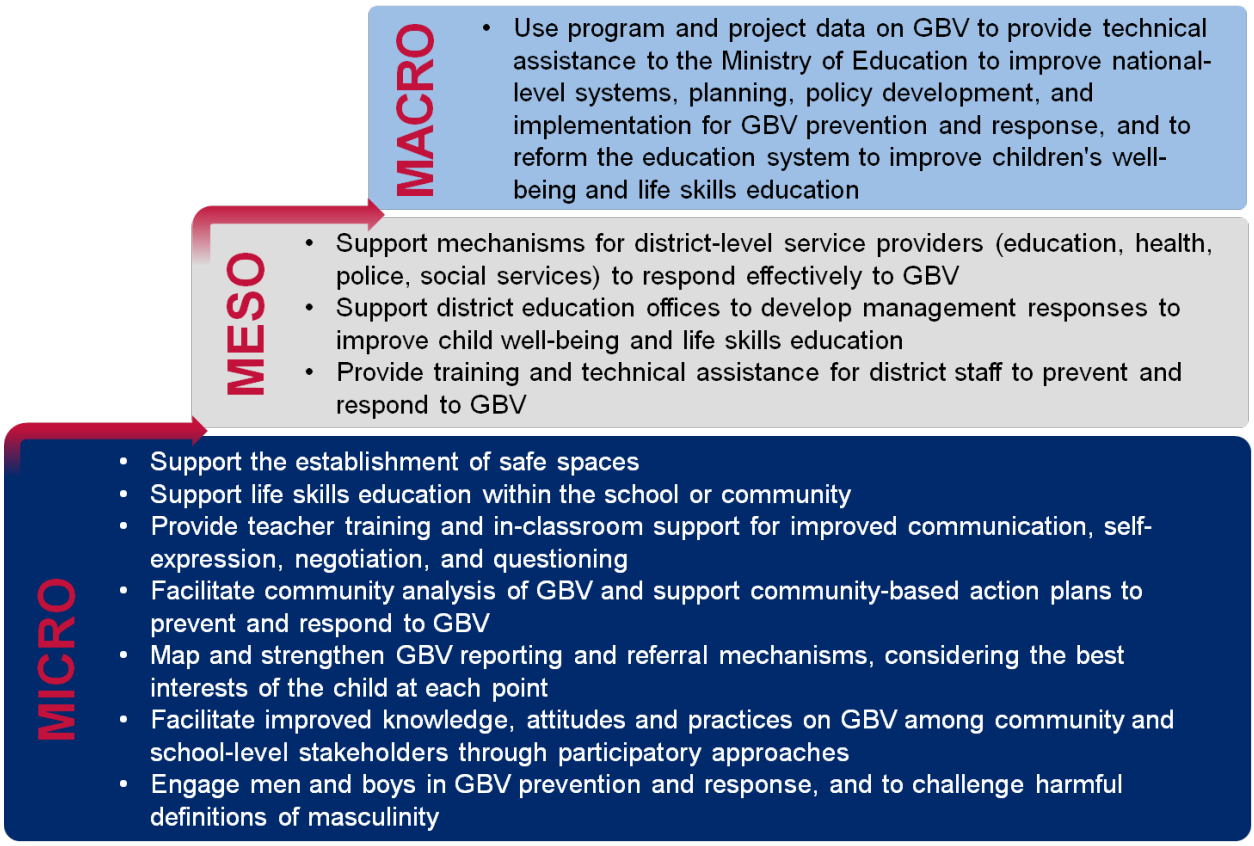
PART 4

MEASURING GBV RESULTS IN EDUCATION

This section provides guidance on integrating GBV prevention and response throughout the USAID Program Cycle to be able to monitor, evaluate, learn, and adapt education projects and activities accordingly. It also includes illustrative indicators for measuring GBV prevention and response for each of the USAID Education Strategy goals.

A multilevel and holistic approach to GBV prevention and response allows for coherent change. Approaches must address not only the micro level (i.e., individual and school), but also the meso level (community), and the macro level (government policy and legislation) as illustrated in **Exhibit 8**. The complex problem of GBV can best be addressed through cross-sectoral collaboration such as education officers working with democracy, rights and governance officers, and health officers to design projects and develop solicitations for which basic education funds cannot be used. This includes addressing gaps in data collection and the evidence base to maximize impact and sustainability. At each level, a range of activities should be implemented in an integrated approach to create outcomes that collectively impact the complex factors that contribute to GBV.

Exhibit 8: Multi-level approach to preventing and responding to SRGBV[5]



CDCS FORMULATION PROCESS

The 2011 USAID Evaluation Policy states that one central vehicle for facilitating the integration of cross cutting issues such as GBV into programming is the CDCS formulation process. The CDCS is the first opportunity for a USAID Mission to fully understand the reality of GBV at the macro level in each country context, and for development objective teams to collaborate cross-sectorally to address complex problems that cannot be addressed by a single project or sector, but can negatively impact the outcomes of all project goals. The CDCS process allows for the education team to begin integrating GBV prevention and response into its program portfolio as part of the Mission's larger effort to effectively address gender-related barriers to development. As the education team begins to articulate its development objectives, intermediate or sub-intermediate results, attention to GBV should be integrated from project design to solicitations and acquisition mechanism implementations as articulated in several ADS chapters that guide the entire program cycle: ADS 201 Planning, ADS 202 Achieving, ADS 203 Assessing and Learning, ADS 205 Integrating Gender Equality and Female Empowerment in USAID's Program Cycle, and ADS 300 Agency Acquisition and Assistance Planning.

[5] Adapted from Irish Consortium on Gender-based Violence n.d.

PROJECT DESIGN AND IMPLEMENTATION

Key to addressing GBV in the education sector is the mandatory gender analysis for the PAD. It is up to the development objective team to determine which gender inequalities (often referred to as "gender gaps") identified in the PAD-level gender analysis to address at the intermediate result and sub-intermediate result levels, as well as in future solicitations and contracting mechanisms. The most important consideration in prioritizing which gender gap(s) to address is the impact of ***not*** addressing that gender gap on the education team's ability to reach its overall development goals. For example, if teachers are not held accountable for sexually harassing colleagues or learners and sexual harassment is an important reason for girls' dropping out of school, the education team will not achieve its target to improve reading skills because a significant number of girls will not complete their education. The same could be true if boys are not performing well in school because they are subjected to corporal punishment.

The subsections that follow provide illustrative activities (building on Part 3), standard foreign assistance indicators (F indicators; go to the *Reporting Guidance* section for more information), and illustrative indicators organized by each USAID Education Strategy goal. These illustrative activities and indicators demonstrate how integrating and measuring the education team's response to GBV can contribute to each goal and the development hypothesis presented as **Exhibit 6**. These illustrative activities and indicators are meant to stimulate ideas or approaches that an education team could include in project design(s) depending on the existing or potential GBV risks identified in the PAD gender analysis. It is during the project design stage that the first consideration of relevant and applicable indicators will emerge.

GOAL 1: READING SKILLS

The USAID Education Strategy states that reading skills are improved through: 1) improving teacher effectiveness; 2) increasing availability and use of reading materials; and 3) strengthening classroom and school management. Interventions that promote gender equality, address and/or prevent SRGBV, and promote reading skills are mutually reinforcing.

Improving teacher effectiveness relates to both their ability to teach children to read and to create a classroom setting that facilitates reading. A better learning environment can be achieved by strengthening classroom and school management through the provision of teacher-specific tools and skills such as positive discipline techniques, equitable treatment of male and female learners, and adherence to professional standards and teacher codes of conduct, including with respect to SRGBV. As a result, children will enroll in a safe school, parents will be willing to send or continue sending their children, especially girls, to schools where teachers, administrators, and other staff are not perpetrating GBV, thereby increasing attendance and retention rates.

Gender inequality and tolerance for GBV can be reinforced in teaching and learning materials. Studies from developing and developed countries find that females tend to be greatly underrepresented in text at all levels of education, and both males and females are depicted in gender-stereotyped ways – with girls being passive and quiet, and boys being aggressive and assertive (UNESCO 2015). Textbook are

such a significant component of educational processes in the classroom that their pervasive gender stereotyping and underrepresentation of females in textbooks is often being cited as limiting girls' academic achievements (UNESCO 2015) and, therefore, their employment opportunities – with majority of women, even the most educated, being channeled away from non-traditional trades and employment options that offer higher salaries and more stable employment options.

The kinds of GBV interventions that could contribute to achieving Goal 1, and required and illustrative indicators, are presented in **Exhibit 9**.

Goal 1: Improved reading skills for 100 million children in primary grades by 2015.

USAID Education Strategy Required Indicator: Percentage change in proportion of students in primary grades who, after 2 years of schooling, demonstrate sufficient reading fluency and comprehension to "read to learn."

Exhibit 9: Illustrative GBV Interventions for Goal 1

GBV Interventions	Illustrative Indicators (disaggregated by sex, and age, where applicable)	Outcomes
• Support ongoing training with teachers, school administrators, teachers' unions, and parent-teacher associations on codes of conduct, children's rights and special needs of children and adolescents (**Result 1.1**). • Provide training to teachers, teacher trainers and administrators on the principles of confidentiality and informed consent (**Result 1.1**). • Assist school systems to develop teacher codes of conduct with respect to SRGBV (at district, provincial or national level) (**Result 1.2**). • Support the system(s) to monitor GBV in schools (**Result 1.2**).	• Number of laws, policies, or procedures drafted, proposed, or adopted with United States government assistance that are designed to improve GBV prevention and response at the regional, national, or local level (Output indicator). • Percentage of target schools with GBV monitoring tools in use by end of project (Output indicator).	• Strengthened school environment where GBV is not tolerated and school becomes safer for learners and teachers contributing to increased learner completion rates.
• Link to local organizations with expertise in GBV to carry out/support school-based and/or student organizations where there are no services to address GBV in the community, display information about national laws, and contacts for nongovernmental organizations that provide support, services and/or information (**Result 1.2**). • Include awareness about and referrals to local GBV services to teachers during in-service and pre-service training (**Result 1.3**). • Combine modules on reading instruction with modules on gender equitable classroom management (e.g. positive discipline techniques, equitable treatment of male and female learners and stress management) (**Result 1.1**). • Support revision of mother tongue teaching and learning materials to reduce gender bias and to depict boys and girls respecting each other, challenging bullying and physical violence, and collaborating with teachers and administrators to address GBV when it occurs in school or in the community (**Result 1.1**). • Collaborate with other sector projects (e.g., democracy, rights and governance and health) to increase community understanding of GBV prevalence in school settings to raise awareness and challenge norms around SRGBV (e.g., the "benefit" of corporal punishment) (**Result 1.3**).	• Percentage of target population (disaggregated by learners, teachers, trainers) that view GBV as less acceptable after participating in or being exposed to United States government programming (Required as applicable: *F Gender Indicator #5*) (Outcome indicator). • Percentage of teachers completing GBV modules (Output indicator). • Percentage of teachers using revised teaching and learning material and new classroom management techniques 2 years after materials introduced (Output Indicator). • Percentage of target schools with clearly visible information about GBV (e.g. laws, school policies), referrals and services (if available) (Output indicator). • Percentage of schools using mother tongue teaching and learning materials developed or revised with United States government assistance that are more gender-aware than at baseline and show children and teachers proactively preventing and responding to GBV (Output indicator).	• Change in attitudes towards GBV in school environment (disaggregated by learners, teachers and administrators).

GBV Interventions	Illustrative Indicators (disaggregated by sex, and age, where applicable)	Outcomes
• Track a cohort of male and female learners to assess reasons for drop out so that project activities can be revised to address male- and female-specific causes of dropout (**Result 1.2**). • Provide technical assistance to integrate gender equality and GBV prevention and response questions into the Early Grade Reading Assessment (EGRA) to identify specific educational gaps between boys and girls that may be related to GBV (**Result 1.1**).	• Percentage of schools that receive United States government funding that have decreased dropout rates (disaggregated by sex) (Output indicator). • Percentage of Early Grade Reading Assessments conducted in country that included gender equality GBV prevention and response questions (Output indicator).	• Change in attitudes towards GBV in school environment (disaggregated by learners, teachers and administrators).

GOAL 2: TERTIARY AND WORKFORCE DEVELOPMENT

Improving quality of education alone is not enough to reduce the significant social and cultural barriers that women face in accessing tertiary, vocational, and workforce development programs. The poorest women have less access to education and more vulnerable work conditions, and gender disparities in tertiary enrollment, attendance, and completion vary widely, but remain a major issue in much of the world. Significant investments in countries in the Middle East have made advances in closing education gaps between males and females resulting in the fastest positive growth in female educational level in the world (Alterman 2012).

Gender norms about appropriate roles for men and women, and subsequently appropriate career aspirations, begin to influence if and how children see themselves involved in science, technology, engineering, and mathematics careers or as innovators and entrepreneurs promoting new ideas and solutions. Pedagogy and curricula reinforce different aspirations for boys and girls and, by high school, boys and girls are, for the most part, on very different trajectories for further study and career dreams. Both men and women would benefit from activities to change family and community norms about "appropriate" work, based on gender stereotypes and through exposure to alternative employment opportunities.

The workplace and school itself may not be a safe environment and getting to and from work, school, or training may require using public transportation in which women, the disabled, lesbian, gay, bisexual, and transgender persons, and other marginalized groups (e.g., ethnic or religious minorities) may be sexually harassed or sexually assaulted. In the workplace, men and women may experience sexual harassment, rape and sexual assault, financial exploitation, threats and coercion, and discrimination based on sexual orientation and gender identity.

USAID projects focused on increasing workforce participation should ensure that private and public sector business partners adhere to gender equitable employment and promotion principles, and ensure

that work-based GBV will be prevented and responded to. The kinds of GBV interventions that could contribute to achieving Goal 2, and required and illustrative indicators are presented in **Exhibit 10**.

Goal 2: Improved ability of tertiary and workforce development programs to produce workforces with relevant skills to support country development goals by 2015.

USAID Education Strategy Required Indicator: Percentage change in proportion of tertiary and workforce development programs producing workforce with relevant skills that support country development goals.

Exhibit 10: Illustrative GBV Interventions for Goal 2

GBV Interventions	Illustrative Indicators (disaggregated by sex, and age, where applicable)	Outcomes
• Require that public and private sector, education and training, and employer partners implement sexual harassment policies and safe and confidential reporting processes as a non-negotiable condition of the partnership (**Result 2.2**). • Support GBV awareness workshops for all learners and staff, and orientation to each school's or company's sexual harassment policy and how to report if occurs (**Result 2.2**). • Provide training and sensitization to tertiary and workforce development program staff on gender equality and GBV (**Result 2.2**). • Support annual mapping exercise to identify local organizations providing GBV services and share data or reports with target schools, parent and teacher organizations, and student organizations (**Result 2.2**). • Ensure GBV information and service provider referrals are publically displayed within tertiary workforce development programs schools and worksites (**Result 2.3**). • Support student groups to organize and implement GBV awareness raising events within the school setting (**Result 2.3**).	• Percentage of USAID science, technology, innovation and partnerships, and private-public partnerships with implemented sexual harassment policies (Output indicator). • Percentage of tertiary and workforce development program staff completing annual training on gender equality and GBV (Output indicator). • Percentage of target population that view GBV as less acceptable after participating in or being exposed to United States Government programming (Required as applicable: *F Gender Indicator #5*) (Outcome indicator). • Percent of target schools with clearly visible information about GBV (e.g., laws, school policies), referrals, and services (if available) (Output indicator).	• Safer tertiary school and work environment where GBV is not tolerated and episodes of work- and SRGBV are reduced. • Change in attitudes about acceptability of GBV among teachers, employers, and learners.
• Provide short-term alternative career option internships for male and female learners in economically viable industries so learners are exposed to in non-traditional employment options (**Result 2.3**).	• Annual percentage increase in women graduates placed in economically viable job sectors (Output indicator). • Percentage of male and female learners completing alternative employment internships per year (Output indicator).	• Change in attitudes about gender norms and roles among staff and learners graduating from tertiary and workforce development programs.

GOAL 3: ACCESS TO EDUCATION IN CRISIS AND CONFLICT

In crisis- and conflict-affected environments males and females may be differentially at risk for GBV. For instance in Central America and northern Uganda, young boys are often targeted to support or participate in conflict, or may have few employment opportunities other than engagement with armed forces or violent extremists. In East and southern Africa, where there are often internal conflicts over

cattle and grazing rights, boys are taken out of school for long periods of time to defend their family lands, and herd and graze cattle and other livestock. In other contexts, girls and women may be forced into sex slavery, sex work, or early or forced marriage, and both males and females may experience rape as a weapon of war.

Few crisis and conflict environments offer comprehensive GBV services for males or females. Projects should assess the sex-specific impacts the crisis is having on males and females, and the barriers and opportunities they have to accessing education. Activities to increase safe travel to and from schools, and safety during school hours should be included in any project design. Projects should ensure the school system offers alternative spaces and time for learning, and provides teachers with training to manage children traumatized by war. Gendered roles and responsibilities can change during crisis or conflict. Therefore, assumptions about the barriers and opportunities children are experiencing should be evaluated periodically for continued validity.

The kinds of GBV interventions that could contribute to achieving Goal 3, and required and illustrative indicators are presented in **Exhibit 11**.

Goal 3: Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015.

USAID Education Strategy Required Indicator: Percentage Change in Primary Net Enrollment Rate.

Exhibit 11: Illustrative GBV Interventions for Goal 3

GBV Interventions	Illustrative Indicators (disaggregated by sex, and age, where applicable)	Outcomes
• Create a safe and accessible learning environment for girls and boys (**Result 3.1**). • Implement mechanisms to monitor GBV in and around the school structure or area (**Result 3.1**). • Establish adequate and separate toilet facilities and accessible water at school sites so learners do not have to walk to areas outside the school (**Result 3.1**). • Create alternative spaces and times for learning (**Result 3.1**). • Provide training to teachers on positive discipline techniques that are sensitive to the current crisis or conflict and include equitable treatment of learners regardless of sex, ethnicity, religion, etc. (that may be drivers of the conflict) and stress management (**Result 3.3**). • Assist school systems (at district, provincial or national level) to develop teacher codes of conduct with respect to SRGBV (**Result 3.3**). • Provide safe spaces and trauma counseling for male and female teachers and learners in schools (**Result 3.2**).	• Percentage of learners reporting they feel safe in school (Outcome indicator). • Percentage of school administrators in target areas reporting on GBV incidents per year (Output indicator). • Percentage of teachers completing GBV modules during training (Output indicator). • Percentage of schools receiving United States government funding that provide trauma counseling for teachers and learners (Output indicator). • Percentage of teachers reporting confidence in using positive discipline and gender equitable techniques in the classroom (Output indicator). • Percentage of target schools with teacher codes of conduct related to GBV (Output indicator).	• Safer school environment contributes to reduced dropout rates among boys and girls, and increase net enrollment and completion rates.
• Introduce community dialogues on GBV in school settings to raise awareness among parents, teachers and learners and challenge norms of violence pervasive within classrooms and communities (**Result 3.2**).	• Percentage of target population that views GBV as less acceptable after participating in or being exposed to United States Government programming (*F Gender Indicator #5*, Outcome indicator).	• Change in community attitudes towards GBV.
• Provide flexible hours for class time so that learners who have to work can attend class after or before work (**Result 3.1**). • Support daycare services for young parents attending schools and ensure that daycare providers are both male and female to challenge gender stereotypes about caregiving (**Result 3.2**).	• Percentage of learners whose formal education has been disrupted advancing their education (Output indicator).	• Learners whose formal education has been disrupted have access to alternative learning opportunities.

EVALUATION AND MONITORING

The USAID Education Strategy states (page 8) that education programming will strive to build local capacity for evaluation, integrate evaluation into the design of programs, use unbiased measurement and reporting of program status and outcomes, insist on addressing the most relevant questions with the best evaluative methods, and commit to wide disclosure of key findings. USAID's Gender Equality and Female Empowerment Policy reiterates the need for both rigorous monitoring and evaluation. Both performance monitoring and evaluation education teams must ensure that projects are (ADS 205):

- Collecting appropriate sex-disaggregated data
- Asking clear questions about male and female roles in education to uncover intended and unintended positive and negative changes
- Developing indicators designed to track changes in reducing gaps between males and females from baseline to endline
- Using appropriate qualitative and quantitative methodologies.

For some projects, it will be critically important to ensure that sufficient funding is allocated for performance evaluations, not only impact evaluations (baseline, midline, endline) throughout the life of the project. Changing gender norms can result in increased GBV or other negative outcomes. The education team must analyze unexpected project results (positive or negative) affecting females or males or both, discuss the findings with implementing partners, and take corrective action if there are problems with, or gaps in, data collection (ADS 205).

The 2011 USAID Evaluation Policy requires that "[e]valuation methods should use sex-disaggregated data and incorporate attention to gender relations in all relevant areas" and "use gender-sensitive indicators." The policy also stipulates that a project's effects on GBV can be incorporated as a measure of its success, and it outlines procedures that measure the effectiveness of program activities working to prevent and respond to GBV. Gender-sensitive indicators and the collection of sex-disaggregated data must be clearly documented within the monitoring and evaluation plan. In terms of evaluation, standard questions to include might be:

- To what extent did activities implemented reduce or respond to GBV among teachers and/or learners?

UNDERSTANDING YOUTH: THE POWER OF ASSESSMENT

Since 2004 USAID has innovated methodologies for conducting cross-sector youth assessments to enable USAID Missions and development partners to identify critical dynamics in education, employment, health, security, and democracy, rights, and governance that affect young people's life chances. Trained youth in developing countries participate with expert assessment teams and lead mapping teams: they facilitate focus groups, collect and analyze data, and offer input to strategic programming decisions. Often these assessments allow diverse technical offices to collaborate closely on the development of more integrated responses to the challenges youth face. USAID's YouthMap initiative brings a youth-driven cross-sector assessment methodology to eight countries in Africa.

(USAID Youth_in_Development_Policy)

- How effective were activities implemented to change teachers', learners', or community (depending on target population for activities) attitudes and norms about GBV?

REPORTING GUIDANCE

Development objective teams and program offices are required to develop indicators and set annual targets for tracking progress toward achieving gender equality through their projects and activities, and include them in the USAID Mission performance management plan and project monitoring and evaluation plan. In addition, the performance plan and report must detail gender equality and female empowerment results achieved in a reporting fiscal year (ADS 205.3.7.2). Guidance on use of these indicators and reporting requirements is summarized below.

In 2011, seven joint USAID–United States Department of State standard foreign assistance indicators were introduced, three of which respond to GBV, to evaluate United States government GBV programming.[6] Indicators are deliberately written in a broad manner so that they can be applied to activities across the numerous sectors in which USAID works. The indicators specific to GBV, one of which is "required as applicable" include:

- **Gender Indicator 5**: Number of laws, policies, or procedures drafted, proposed, or adopted with United States government assistance that are designed to improve prevention of or response to GBV at the regional, national, or local level.
- **Gender Indicator 6**: Number of people reached by a United States government-funded intervention providing GBV services (e.g., health, legal, psychosocial counseling, shelters, hotlines, other). ***This indicator is required as applicable***.
- **Gender Indicator 7**: Percentage of target population that views GBV as less acceptable after participating in or being exposed to United States government programming.

Since 2012, Department of State and USAID policy require Washington, D.C.- and field-based operating units to report on gender equality and women's empowerment in budgets, and performance plans and reports. The Gender Key Issue in operational plans and performance plans and reports is comprised of four sub-key issues:[7]

1. Gender Equality/Women's Empowerment – Primary
2. Gender Equality/Women's Empowerment – Secondary
3. **Gender-based Violence (GBV)**
4. Women, Peace, and Security[8]

[6] Two additional indicators related to the United States National Action Plan on Women, Peace, and Security were added in 2012, and are required as appropriate in conflict settings.

[7] USAID How-To_Note on Gender Integration in Mission Resource Request and Operational Plans

[8] USAID: Implementation of the United States National Action Plan on Women, Peace, and Security

In the Gender Key Issue narrative, education teams should clarify which gender gaps the activity seeks to reduce and relevant results achieved to date. Education teams should describe specific activities, challenges, and successes to encourage women's and girls' participation and leadership, changes in gender norms that transpired, and other results attained.

The fiscal year 2014 Mission Resource Request Technical Guidance **requires** reporting on Key Issues in Mission resource requests in order for the United States Department of State and USAID to ensure that adequate and well-supported request levels for these categories will be included in the joint United States Department of State/USAID budget submission to the Office of Management and Budget. Mission resource requests should identify, as attributions by program area and account, any and all resources related to gender.

LEARNING AND ADAPTING

Mechanisms for reviewing and incorporating lessons learned into education programs, projects, or activities are identified as part of the monitoring and evaluation plans. Information sharing should occur across the project team, as well as nationally and internationally in line with objective 1of the United States Strategy to Prevent and Respond to Gender-based Violence Globally: "To increase coordination of GBV prevention and response efforts among United States government agencies and with other stakeholders."

In 2014 USAID commissioned the Toolkit for Monitoring and Evaluating Gender-based Violence Interventions along the Relief to Development Continuum to support implementation of the United States Strategy to Prevent and Respond to Gender-based Violence Globally. It focuses on monitoring GBV interventions in the pre-crisis, crisis, and post-crisis phases of emergency responses, and includes useful tools and advice for longer term education development interventions.

PART 5

CONCLUSION AND RESOURCES

GBV in the education sector is a phenomenon that undermines USAID's efforts to achieve the USAID Education Strategy goals. By integrating GBV prevention and response, USAID will create safe learning environments that will positively impact girls' and boys' enrollment, their quality of education, and academic achievement resulting in better development outcomes. Schools are a place where GBV occurs, but can also be the place where GBV ends. USAID can support countries to create learning environments where social norms and gender inequalities are challenged, and transform schools into empowering spaces for girls, boys, and teachers.

The following pages include a number of resources, including:

- A *glossary of technical terms*
- A *summary of USAID GBV prevention and response integration in education projects*
- A list of *references*.

GLOSSARY OF TECHNICAL TERMS

The following definitions are taken from USAID policies and strategies or the UN Women Glossary of Terms from Programming Essentials and Monitoring and Evaluation Sections,[9] except where otherwise noted.

Bullying is most often defined as: (1) intentional negative actions against someone that can be physical or psychological, (2) actions that are repeated over time, and (3) actions that are perpetrated by someone with a perceived or real power over the victim (Olweus 1993 and 1994).

Child Marriage includes formal marriages and informal unions that take place when one or both of the spouses are under the age of 18.

Corporal punishment is any punishment in which physical force is used and is intended to cause some degree of pain or discomfort.[10]

Dowry-related violence is any act, including murder, rape, battery, harassment, and other forms of physical abuse, as well as psychological abuse, associated with the giving or receiving of a dowry at any time before, during, or after the marriage.

Early marriage is a formal marriage or informal union before age 18.

Female genital mutilation/cutting refers to all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for nonmedical reasons.

Forced marriage lacks the free and valid consent of at least one of the parties. In its most extreme form, forced marriage can involve threatening behavior, abduction, imprisonment, physical violence, rape, and, in some cases, murder; an arranged marriage officiated without the consent of the interested parties.

Gender is the socially defined set of roles, rights, responsibilities, entitlements, and obligations of females and males in societies. The social definitions of what it means to be female or male vary among cultures and change over time.

Gender-based violence is directed at an individual based on his or her biological sex, gender identity, or perceived adherence to socially defined norms of masculinity and femininity. It includes physical, sexual, and psychological abuse; threats; coercion; arbitrary deprivation of liberty; and economic deprivation, whether occurring in public or private life.

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[9] UN Women Glossary of Terms: http://www.endvawnow.org/en/articles/347-glossary-of-terms-from-programming-essentials-and-monitoring-and-evaluation-sections.html

[10] UN Committee on the Rights to the Child: http://www.endcorporalpunishment.org/pages/frame.html

Gender-based violence takes on many forms and can occur throughout the life cycle. Types of gender-based violence can include female infanticide; child sexual abuse; sex trafficking and forced labor; sexual coercion and abuse; neglect; domestic violence; elder abuse; and harmful traditional practices such as early and forced marriage, "honor" killings, and female genital mutilation/cutting.

Women and girls are the most at risk and most affected by gender-based violence. Consequently, the terms "violence against women" and "gender-based violence" are often used interchangeably. However, boys and men can also experience gender-based violence, as can sexual and gender minorities. Regardless of the target, gender-based violence is rooted in structural inequalities between men and women, and is characterized by the use and abuse of physical, emotional, or financial power and control.

Gender equality concerns women and men, and it involves working with men and boys, women and girls to bring about changes in attitudes, behaviors, roles, and responsibilities at home, in the workplace, and in the community. Genuine equality means more than parity in numbers or laws on the books; it means expanding freedoms and improving overall quality of life so that equality is achieved without sacrificing gains for males or females.

Gender identity is an individual's internal, personal sense of being male or female. For transgender people, their sex assigned at birth, and their own internal sense of gender identity do not match.

Harmful practices are all practices done deliberately by humans on the body or the psyche of other human beings for no therapeutic purpose, but rather for cultural or socio-conventional motives, and which have harmful consequences on the health and the rights of the victims. Some harmful practices include early/forced marriages, female genital mutilation/cutting, and widowhood rites.

"Honor" killings are practices in which women and girls suspected of defiling their family's honor by their misconduct can be killed by their brother, father, uncle, or another relative who thus restores the said honor. Honor killings are executed for instances of rape, infidelity, flirting, or any other instance perceived as disgracing the family's honor. Women may be killed based on suspicions of a family member alone, and they may not be given the chance to defend themselves. The allegation alone is considered enough to defile a man's or family's honor, and is therefore enough to justify the killing of the woman. The men who commit the murder typically go unpunished or receive reduced sentences. Variants: (1) honor crime; (2) crime of honor.

Indigenous people are any ethnic group who inhabits a geographic region with which they have long-term historic connections.

Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.[11]

Rape is the penetration of the vulva or anus, using a penis, other body parts, or an object without the voluntary consent of the individual.

[11] United Nations Convention on the Rights of Persons with Disabilities: http://www.un.org/disabilities/convention/conventionfull.shtml

Sex is the classification of people as male or female. At birth, infants are assigned a sex based on a combination of bodily characteristics including: chromosomes, hormones, internal reproductive organs, and genitalia.

Sexual harassment is unwelcomed sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature.

Sexual violence is any non-consensual sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.

Trafficking in persons is an international crime involving the acquisition of a human being through the use of force, fraud, or coercion for the purpose of exploiting the individual for profit through forced labor or prostitution. Far from being a "soft issue," trafficking—a modern-day form of slavery—constitutes a violation of human rights in which victims are deprived of their fundamental freedoms. Trafficking in persons can involve either sex or labor exploitation, or both. At its essence, trafficking in persons is about people being bought and sold as chattel.

SUMMARY OF USAID GBV RESPONSE INTEGRATION IN EDUCATION PROJECTS

USAID engages in several multilateral, global policy, and advocacy initiatives that promote girls' education, gender equality in education, and prevention and response to GBV affecting both girls and boys. The following summarizes USAID's programs, projects, and activities that address GBV in the education sector. This summary is intended to be a resource to communicate to external audiences and can be used as the basis for fact sheets, speeches, social media strategies, infographics, and other uses.

BACKGROUND AND CONTEXT

The United States government is committed to improving opportunities for children and youth in low-income countries to receive a quality education and obtain the skills they need to live healthy and productive lives. This includes an average annual investment of $1 billion by USAID in international education efforts to ensure equitable treatment of boys and girls, provide the basic skills that will allow them to succeed and stay in school, create safe school environments, and engage communities and policy makers in support of girls' education.

As an integral part of its commitment to achieving sustainable education results, USAID has taken a lead role in working to prevent and address the global epidemic of GBV, including SRGBV. SRGBV prevents millions of girls and boys from obtaining a quality education and leads to serious health and psychological impacts that negatively impede learning; leads to unplanned pregnancies, which typically signals the end of a girl's education; results in low academic achievement associated with unsafe learning environments; disrupts studies for boys and girls contributing to dropout often due to intimidating classroom environments, fear of sexual and other unwanted advances or harassment; and entails multiple short- and long-term economic and social costs for the student, the student's family, the teachers, the community, and the nation as a whole.

U.S. STRATEGY TO PREVENT AND RESPOND TO GENDER-BASED VIOLENCE GLOBALLY

The United States Department of State and USAID have jointly taken concrete steps to methodically address and respond to the problem of GBV. In 2012, the U.S. Strategy to Prevent and Respond to Gender-based Violence Globally was released. The USAID Implementation Plan of the Strategy places emphasis on the integration of GBV prevention and response efforts into all of USAID's sectorial work – including education programming. The Strategy was accompanied by an Executive Order that established

an Interagency Working Group to address GBV, chaired by the U.S. Secretary of State and the USAID Administrator.

USAID has also reinvigorated attention to gender equality issues, including GBV, through its March 2012 USAID Gender Equality and Female Empowerment Policy; it's August 2012 Implementation of the United States National Action Plan on Women, Peace and Security; its February 2012 Counter-Trafficking in Persons Policy; and its commitment to developing strategies and projects that address gender gaps. In October 2012, the Agency released its Ending Child Marriage and Meeting the Needs of Married Children: The USAID Vision for Action, which is closely aligned with the U.S. Strategy to Prevent and Respond to Gender-based Violence Globally.

In 2014, the United States became one of 14 champion countries for the United Nations Global Education First Initiative, which seeks to raise education to the top of the public and policy agenda by putting every child in school, improving the quality of learning, and fostering global citizenship. USAID is also part of the Unite Nations Girls Education Initiative Technical Advisory Committee, which measures and monitors gender equality in education. The Initiative seeks to assist national governments in ensuring gender equality and the right to education for all children.

Let Girls Learn provides the public with meaningful ways to help all girls obtain a quality education. Its efforts are meant to address the problem that 62 million girls around the world are not in school, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO) estimates. In support of the effort, USAID announced over $230 million in 2014 for new programs to support primary and secondary education and *safe learning* in Afghanistan, Jordan, Nigeria, and South Sudan, as well as to support Guatemala's ongoing, successful efforts to improve quality of education for under-served populations.

Opportunities for Achievement and Safety in Schools (OASIS) Program was launched in late 2014 and serves as one avenue through which the USAID Africa Bureau will address SRGBV. The program builds on the findings of a literature review commissioned by the Africa Bureau that suggests that *an unsafe learning environment correlates with low achievement*. OASIS aims to conduct and disseminate research, and further investigate the causal link between nonviolence, safe schools, and learning through a series of analytic and outreach activities, including:

- Generating Data: Few studies in developing countries have directly investigated the impact of school violence on academic performance or explored differences in experiences by different populations. OASIS will (a) support large-scale, gender-sensitive comparative research in developing countries by working with the existing national surveys to include more refined questions on school violence, and (b) conduct rigorous evaluations of safe schools intervention programs in a few select USAID countries to test their impact on educational achievement.
- Measuring Impact: OASIS will support the development of a standardized measurement framework in partnership with other United States government and non-United States government stakeholders.

- Raising Awareness: The connection between school violence and educational achievement is underrepresented in current education policy dialogues. OASIS will coordinate efforts across USAID to develop talking points and fact sheets, and partner with national and international education stakeholders to include this issue in the agenda of key meetings and conferences.

Together, these activities are meant to inform and promote programs for a *safe learning environment,* free of danger and possible harm – an "oasis" for working, teaching, and learning without fear.

Together for Girls, launched in September 2009, is a global public-private partnership dedicated to ending violence against children, with a focus on sexual violence against girls. To address this egregious human rights violation and public health problem, it brings together the expertise and resources of many of the strongest organizations working globally in development, public health, and children and women's rights to collaborate with national governments and civil society with focus on three pillars:

1. Conducting and supporting national surveys on the magnitude and impact of violence against children, particularly focused on sexual violence against girls
2. Supporting coordinated program actions in response to the data
3. Leading global advocacy and public awareness efforts to draw attention to the problem and promote evidence-based solutions.

Together Girls builds on the existing programs and platforms wherever possible to integrate the issue of sexual violence into *education programming*, social welfare efforts, health initiatives, and justice programs. Together for Girls also engages with men and boys as part of the response, and equally recognizes that boys experience physical and sexual violence with the same potential as girls for negative short- and long-term health consequences.

USAID COUNTRY-SPECIFIC PROGRAMS TO ADDRESS GBV AND SRGBV

USAID education programs extend well beyond traditional classroom activities because there are numerous obstacles to girls' and boys' educational attainment not only inside, but also outside of schools/institutions of learning. These include extreme poverty, lack of livelihood security, political conflict, and various forms of GBV: family violence, sexual abuse, early and forced marriage, human trafficking, and discrimination based upon ethnicity, sex or sexual identity, age or marital status, or physical and mental difficulties/disabilities. There are also many types of harmful traditional practices that exist throughout the world, such as female genital mutilation/cutting.

USAID supports programs to prevent early and forced marriage, and initiatives that educate girls and boys about healthy behavior and reproductive health. USAID supports GBV survivors in the form of safe houses, legal assistance, health care, psychological counseling, and income generation, as well as efforts to prevent and mitigate the impact of HIV and AIDS.

Safe Schools Pilot Program was implemented in 60 communities in Ghana and Malawi. The program's objective was to reduce GBV in selected schools in Ghana and Malawi to improve education and health outcomes for girls and boys. Changes in student and teacher knowledge, attitudes, and practices toward SRGBV were used to measure progress.

The program provided over 30,000 girls and boys with GBV prevention programs and support services. By the end of the project, teachers and learners exhibited changes in knowledge, attitudes, and practices. In Ghana, prior to the program, roughly 30 percent of teachers agreed that sexual harassment of girls occurred in schools. After the program that number increased to nearly 80 percent. Teachers' belief that boys could experience sexual harassment increased by 38 percent (from 26 to 64 percent).

The Safe Schools pilot was expanded to include activities in the Democratic Republic of Congo, the Dominican Republic, Senegal, Tajikistan, and Yemen. Training Manuals were translated into Arabic, French, Russian, Spanish, and Tajik, and adapted to the local context.

USAID and Peace Corps partnered to use Safe Schools materials to train Peace Corps Volunteers on how to create a safe classroom environment, integrate gender equitable practices into teaching and classroom management, and promote primary school reading.

The **Empowering Adolescent Girls to Lead through Education (EAGLE)** project focuses on promoting girls' education in two locations of the Democratic Republic of the Congo. The overarching vision is to create opportunities for adolescent girls to acquire the education and skills necessary to become active, positive agents for change within their families, schools, and communities. Initiatives targeting adolescent girls during the critical transition period from primary to secondary school will address issues such as increased direct opportunity costs to stay in school, the need to contribute to family livelihood, sexual debut, heightened risk of engaging in transactional/survival sex and drug abuse, and cultural pressures to marry and begin a family. This 5-year, $15.9 million initiative funded by PEPFAR and USAID, seeks to equip adolescent girls in the Democratic Republic of the Congo with educational, life, and leadership skills, including sessions on health, HIV and AIDS awareness, and self-esteem. The project includes teacher training and programs to reduce SRGBV. EAGLE will provide scholarships for 3,000 primary school learners ("EAGLE scholars") to help improve girls' transition from primary to secondary school and increase completion rates for lower secondary school.

HELPING GIRLS AND BOYS BE SAFE AND HEALTHY, AND STAY IN SCHOOL

In Mozambique, with PEPFAR support, USAID is **empowering young girls at risk of sexual exploitation** by providing block grants and scholarships that enable them to stay in school.

In Tanzania, with PEPFAR support, USAID is working to **increase access to secondary and higher education for vulnerable girls** in order to reduce risk of HIV infection, as well as other health risks, such as early childbearing.

In Nigeria, USAID is launching a program to **support safe learning**, increase enrollment, and improve early-grade reading for 500,000 children, including 250,000 girls in Northern Nigeria.

ENSURING GIRLS' AND BOYS' ACCESS TO LEARNING IN CONFLICT AND CRISIS ENVIRONMENTS

In Liberia, where more than three-quarters of the country's poorest girls aged 7-16 have never been to school, USAID's **Girls Opportunity to Access Learning (GOAL) Plus project** grants scholarships to girls and school improvement grants to communities in order to create safer school environments for girls and boys. GOAL Plus also supports girls' clubs and mentoring programs, as well as a community awareness campaigns. The program, informed by conflict sensitivity analysis, has taken on GBV concerns directly, working to support Ministry of Education policies that call for protection, and using a Community Education Counselor to raise awareness at the community level.

USAID and the UNICEF partnered to provide **emergency education** to girls, boys, and youth forced to flee their homes in South Sudan. The United States government will provide $17 million for the project implemented by UNICEF. The project specifically targets internally displaced children and includes host communities. The project will provide safe and protective temporary learning spaces, supply teaching and learning materials, support accelerated learning for out-of-school adolescents and youth, train teachers in life skills, peace-building and psychosocial support. The project aims to build social cohesion and to teach children about alternatives to violence in resolving conflict, as well as giving them a positive and constructive routine.

In Kyrgyzstan, where **bride kidnappings** are a serious issue, USAID's Office of Transition Initiatives partnered with a local nongovernmental organization to engage students from three universities in the southern city of Osh in discussions on bride kidnapping and recent changes to laws that increase jail time for perpetrators. Young women and men are uninformed about bride kidnapping laws and the legal process, and women often face stigma from communities and families when attempting to resist captivity. With USAID's assistance, the local organization used street theater performances, brochures, and public service announcements to empower students to take a stand against bride kidnapping and serve as an example for others.

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