

Indicator name
Existence of child-friendly, accessible and accountable school mechanisms and systems to take action on reported cases of school related gender-based violence
Aggregable indicator
No
Indicator type (quantitative/qualitative)
Qualitative
Thematic area of engagement
Promoting economic and social rights and empowering girls and women
Related objectives in the Gender Action Plan III
Overall thematic objective: Women, men, girls and boys, in all their diversity, fully enjoy and exercise their equal economic, labour and social rights. Specific thematic objective 6: Reduction in gender disparities in enrolment, progression and retention at all levels of education and lifelong learning for women, men, girls and boys
Technical Definition
This indicator intends to assess if and how the school system is able to respond on reported cases of school related gender-based violence in a child-friendly, accessible and accountable manner. The following definitions apply: - <u>School related gender-based violence</u> (SRGBV) affects millions of children, families and communities. It involves acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated because of gender norms and stereotypes, and enforced by unequal power dynamics. SRGBV has very real consequences in learners' lives, ranging from low self-esteem and depression, to early and unintended pregnancy and sexually transmitted infections such as HIV. This violence also has a serious impact on educational outcomes, with many students avoiding school, achieving below their potential, or dropping out completely. While SRGBV is aggravated in countries affected by conflict, it is otherwise pervasive, cutting across cultural, geographic and economic barriers.¹ - <u>Child-friendly, accessible and accountable school mechanisms and systems</u> suggest the existence of referral pathways such as tools, apparatuses and procedures to support the management of reported case of school related gender-based violence. These mechanisms and systems should be child-centred and take a 'do no harm' approach which means that children's rights, needs, safety and protection should be at the centre of the action.² They should be easily accessible to children and their caregivers, both physically and in terms of information, and accountable, meaning that they should assure ethical treatment of the reported cases, responsibility (i.e legal statutes or codes of conduct that would sanction teachers responsible for SRGBV) and transparency. In this framework, special attention should be paid to diverse needs related to sex/gender, age and disability. Children with diverse gender identities and those who are married, trafficked, unaccompanied or associated with armed forces or groups may also have special needs.

¹ [UNESCO and UN Women \(2016\): Global guidance on addressing school-related gender-based violence.](#)

² *Ibidem.*

Rationale

The Convention on the Rights of the Child requires all State Parties to protect children from all forms of violence, to prevent and respond to violence and to provide support to children who are victims of violence (article 19). The [Declaration on the Elimination of Violence against Women](#) calls for measures to protect all human beings from all forms of violence and the [CEDAW General recommendation No. 35 on gender-based violence against women](#) makes explicit the gendered causes and impacts of the violence.

In every country and region of the world where SRGBV has been studied, incidents have been reported. SRGBV violates children's fundamental human rights and is a form of gender discrimination. Children have the right to be protected from all forms of violence, including in their school lives. Experiencing SRGBV can compromise a child's well-being, their physical and emotional health, as well as harming their cognitive and emotional development. Evidence suggests that SRGBV can also have long-term and far-reaching consequences for young people who have witnessed such violence, as they may grow up to repeat the behaviour that they have 'learned' and to regard it as acceptable. According to UNGEI³, SRGBV affects students' ability to get to and from school, to learn effectively while in school, and to remain there long enough to reap the benefits. Girls are particularly vulnerable to SRGBV, the consequences of which can jeopardise health, lead to unwanted pregnancy, and keep whole families entrapped in the cycle of poverty. From the limited data available, men and boys are often perpetrators of SRGBV, which is borne of deep-seated gender inequalities. Engaging with men and boys in to participate in and support gender equality efforts, especially through standing up to SRGBV, has a positive impact not only on the potential of women and girls but also on the lives of men and boys. It follows, therefore, that education is also a powerful vehicle through which we can work together to transform harmful gender norms in order to root out SRGBV and thus advance gender equality in and through education.⁴

Because of the complexity of this phenomenon and the multiple psychosocial and health effects on students, it is essential that schools have systems that are easily accessible to the child students where they can feel safe, welcomed, listened to and cared for.

Data source and calculation

Reporting covers cooperation, development and humanitarian (if applicable) initiatives and investment frameworks funded by the EC (INTPA, NEAR, FPI, ECHO) and EEAS.

EUMS may provide information related to their interventions through their contributions to GAP III reports or through the EUDs, e.g., in cases of joint dialogue (i.e., as part of joint programming or TEI).

Data sources:

The intervention's monitoring and reporting systems, e.g., inception, interim and final reports from implementing organisations (including governments, international organisations, national and international civil society organisations, private sector, etc.), ROM reviews and evaluations. Administrative records from educational centres within the scope of the EU action/intervention as well as the data available at the Ministry/regional department of Education, schools and the national/regional statistics offices.

Surveys/interviews conducted and budgeted by the intervention can also be relevant data sources.

Baseline and endline studies conducted and budgeted within the EU intervention. These studies

³ [United Nations Girls' Education Initiative \(UNGEI\)](#)

⁴ [UNGEI, Be and ally, stand up to GBV in schools](#)

can be conducted as part of the gender country profile and / or gender sector analysis, or be based on existing official reports and published data. Baseline and endline studies should be conducted using the same data collection methodology.

Calculation:

- Analysis, by skilled gender and human rights specialists, of the SRGBV referral pathways in the school system available to and understood by children, caregivers and communities. If referral pathways are not available, analysis of the SRGBV case management by the school system.
- Analysis, by skilled gender and human rights specialists, of the child-friendly, survivor-centred approach adopted by the SRGBV case management in terms of:
 - safety and best interest of the children;
 - confidentiality of the information collected about the case. When confidentiality is not possible because immediate assistance is needed, e.g., during conflicts, verify that the children and their caregivers receive accurate and timing information;
 - respect for the background, wishes and choices of the survivor children and their caregivers;
 - non-discrimination of survivor children on the bases of gender identity, age, disability and other diversity factors.

Worked examples

The EU supports the whole school approach to prevent and respond to SGBV in Country X. In this framework, the EU funded a national initiative aiming to develop an agreed, child-friendly referral pathway to support schools in different regions of the country to take actions on SRGBV cases.

- ⇒ By the end of the first year, with the aim to increasing the accountability and reducing the impunity of those who perpetrate violence, the regional education departments and the schools developed codes of conduct including a set of school policies and practices in relation to SRGBV.
- ⇒ During the first and second year of intervention, professional learning and targeted capacity development was provided. This helped school staff, teachers and management understand SRGBV, learn how to address it, and increased their awareness of survivors' needs.
- ⇒ During the second and third year, student-centered procedures were put in place for responding to the different needs of girls and boys who experienced SRGBV. These included:
 - (a) information on the personnel in the school system responsible for referral and management of cases;
 - (b) designated safe locations within the schools for victims of violence to debrief with a trusted member of staff, and to maintain the confidentiality of survivors;
 - (c) a referral pathway to assure that the psychological, legal and health level of the case are appropriately managed;
 - (d) guidelines for recording the incident, to make sure that the way with which it is dealt is documented for review.

Baseline

Data from official counterparts (i.e., Ministry of Education and decentralised department of education, national women's machinery, national GBV observatories, statistical institutes, etc.). Data from international and national organisations working on gender-based violence and education or other independent non-state actors.

If baseline data are lacking, a mapping can be done at the start of the intervention using surveys/ interviews. The baseline can be 0 when the indicator is achieved with the EU funded intervention.
Disaggregation
N/A
Availability and Timeliness
Information should become available annually, depending on the duration of the intervention.
Related DAC CRS code
110 - Education / 11110 – Education policy and administrative management
Associated SDGs
SDG 5 Achieve gender equality and empower all women and girls. Target 5.2, Indicator 5.2.2 (See Metadata) Target 5.c, Indicator 5.c.1 (See Metadata)
Other issues
The country gender profile and/ or gender sector analysis can be a very relevant source of information for this indicator. If there is no gender analysis available at the EUD, it is recommended to look at the analysis undertaken by EU Member States or other trusted partners (UN, World Bank, human rights national and regional mechanisms, etc.) as well as the national-level reviews carried out in 2019 by UN Women and the partner countries to assess progress made and challenges encountered in the implementation of the Beijing Declaration and Platform for Action. Special attention should be paid to following up on partner country institutions reached with EU support.