THE INTERAGENCY GENDER WORKING GROUP
GENDER-BASED VIOLENCE TASK FORCE PRESENTS:

Examining Comprehensive Sexuality Education in Gender-Based Violence Prevention and Response Efforts
Welcome!

Francesca Alvarez
Policy Advisor, Gender
PRB
Our Safeguarding Commitments

- **We are committed** to ensuring that our learning and knowledge exchange events are safe, supportive, and inclusive.

- We will be discussing GBV content, which can be difficult subject matter and participants are encouraged to **practice self-care**.

- **Participants are required** to engage with each other in ways that do not intimidate, threaten, harass, exploit, demean, or otherwise harm participants during our virtual and in-person events.

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  - FHI 360’s [Ethics and Compliance Hotline](https://fhi360.org/ethics/compliance) (either by using name or anonymously)
  - Email: compliance@fhi360.org

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Our Safeguarding Commitments (ct'd)

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Speaker(s)</th>
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<tr>
<td>9:30 a.m. ET</td>
<td>Welcome and Opening Remarks</td>
<td>Francesca Alvarez, Policy Advisor, Gender, PRB</td>
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<tr>
<td>2:30 p.m. GMT</td>
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<tr>
<td>9:40 a.m. ET</td>
<td>Presentation: Addressing Gender-Based Violence Through Comprehensive Sexuality Education</td>
<td>Avni Amin, Technical Officer, Violence Against Women, WHO</td>
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<tr>
<td>9:48 a.m. ET</td>
<td>Presentation: Comprehensive Sexuality Education as a Strategy to Prevent and Respond to Gender-Based Violence</td>
<td>Remmy Shawa, Senior Project Officer- Health Education, UNESCO, South Africa</td>
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<td>2:48 p.m. GMT</td>
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<tr>
<td>10:00 a.m. ET</td>
<td>Panel Discussion</td>
<td>Avni Amin, Technical Officer, Violence Against Women, WHO</td>
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<td>Shamah Bulangis, Co-chair, Transform Education, Philippines</td>
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<td>Sheena Hadi, Executive Director, Aahung, Pakistan</td>
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<td>Remmy Shawa, Senior Project Officer- Health Education, UNESCO, South Africa</td>
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<td>Jeannie Ferreras, National Programme Officer Gender and Youth, UNFPA, Dominican Republic</td>
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<tr>
<td>10:40 a.m. ET</td>
<td>Q&amp;A and Discussion</td>
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<td>3:40 p.m. GMT</td>
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<tr>
<td>10:55 a.m. ET</td>
<td>Closing Remarks and Event Evaluation</td>
<td>Avni Amin, Technical Officer, Violence Against Women, WHO</td>
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<tr>
<td>3:55 p.m. GMT</td>
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<td>Francesca Alvarez, Policy Advisor, Gender, PRB</td>
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Interactive Activity

Francesca Alvarez
Policy Advisor, Gender
PRB
Addressing gender-based violence through comprehensive sexuality education

Dr. Avni Amin
Department of Sexual and Reproductive Health and Research
What do we know about what works?
The RESPECT framework
Examples of interventions and evidence under each strategy

<table>
<thead>
<tr>
<th>Relationship skills strengthened</th>
<th>Empowerment of women</th>
<th>Services ensured</th>
<th>Poverty reduced</th>
<th>Environments made safe</th>
<th>Child and adolescent abuse prevented</th>
<th>Transformed attitudes, beliefs, and norms</th>
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</thead>
<tbody>
<tr>
<td>Group-based workshops with women and men to promote egalitarian attitudes and relationships</td>
<td>Empowerment training for women and girls including life skills, safe spaces, mentoring</td>
<td>Empowerment interventions or psychological support to support access to services (e.g., advocacy)</td>
<td>Economic transfers, including conditional/unconditional cash transfers plus vouchers, and in-kind transfers</td>
<td>Inclusive and transformative approaches</td>
<td>Home visiting and health worker outreach</td>
<td>Community mobilization</td>
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<td>Couples counseling and therapy</td>
<td>Inheritance and asset ownership policies and interventions</td>
<td>Alcohol misuse prevention interventions</td>
<td>Labour force interventions including employment policies, livelihood and employment training</td>
<td>Gender-based interventions</td>
<td>Parenting interventions</td>
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<td></td>
<td>Microfinance or savings and loans plus gender and empowerment training components</td>
<td>Shelters</td>
<td>Microfinance or savings interventions without any additional components</td>
<td>Domestic violence interventions</td>
<td>Psychological support interventions for children who experience violence and who witness intimate partner violence</td>
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<td>Hotlines</td>
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<td>Life skills / school-based curricula, rape and dating violence prevention training</td>
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<td>One-stop crisis centres</td>
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<td>Perpetrator interventions</td>
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<td>Women's police stations/units</td>
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- **Promising**: >1 evaluations show significant reductions in violence outcomes
- **Conflicting**: Evaluations show conflicting results in reducing violence
- **Ineffective**: >1 evaluations show no reductions in violence outcomes
- **More evidence needed**: >1 evaluations show improvements in intermediate outcomes related to violence
- **No evidence**: Intervention not yet rigorously evaluated

- **World Bank High Income Countries (HIC)**
- **World Bank Low and Middle Income Countries (LMIC)**
School-based prevention

**EXAMPLE**

Right to play - preventing violence among and against children in schools

In Hyderabad (Sindh Province), Pakistan, a right to play intervention reached children in 40 public schools. Boys and girls were engaged in play-based learning providing them opportunity to develop life skills such as confidence, communication, empathy, coping with negative emotions, resilience, cooperation, leadership, critical thinking and conflict resolution that help combat conflict, intolerance, gender discrimination and peer violence. An evaluation showed decreases in peer victimization by 33% among boys and 59% among girls at 24 months post-intervention; in corporal punishment by 45% in boys and 66% in girls; and in witnessing of domestic violence by 65% among boys and by 70% in girls.
School-based prevention

- Promising: >1 evaluations show significant reductions in violence outcomes
- More evidence needed: >1 evaluations show improvements in intermediate outcomes related to violence
- Conflicting: Evaluations show conflicting results in reducing violence
- No evidence: Intervention not yet rigorously evaluated
- Ineffective: >1 evaluations show no reductions in violence outcomes

**World Bank High Income Countries (HIC)**

**World Bank Low and Middle Income Countries (LMIC)**

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### Environments made safe
- Infrastructure and transport
- Bystander Interventions
- Whole School Interventions

### Child and adolescent abuse prevented
- Home visitation and health worker outreach
- Parenting interventions
- Psychological support interventions for children who experience violence and who witness intimate partner violence
- Life skills / school-based curriculum, rape and dating violence prevention training

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Apply the guiding principles for effective programming

**Core Values**
- Put women’s safety first and do no harm
- Promote gender equality and women’s human rights
- Leave no one behind

**Programme Design**
- Use participatory approaches
- Promote coordination
- Implement combined interventions
- Address the prevention continuum
- Take a life-course approach

**Additional Principles**
- Develop a theory of change
- Promote evidence informed programming
Implications for comprehensive sexuality education programming

• Fidelity to core components
• Intensity, duration—i.e., dose matters
• Availability, skills, and training of implementers, considering population mobility and turnover
• Norms and behaviour change take time but can be achieved in reasonable programmatic time frames—2-3 years
• Contextual factors can modify impacts
• Diffusion of effects beyond program participants?
• Measuring attitudes vs norms vs behaviors
What are the takeaways on school-based GBV prevention?

- Whole-of-school GBV prevention interventions are showing increasing promise in LMICs. Life skills-based interventions require more evidence in LMICs.

- Successful interventions have an explicit theory of change and intense content dedicated to nonviolent conflict resolution and challenging gender beliefs, attitudes, and norms.

- They have repeat content and intensity and frequency focused on the above content.

- They demonstrate diffusion of intervention impact through group learning and peer and community influence.

- They demonstrate changes in behaviors of perpetration of victimization of some forms of violence, rather than just changes in attitudes.
Understanding the GBV components of International Technical Guidance on Comprehensive Sexuality Education

• Many elements of successful GBV prevention: modules on relationships, values, rights, understanding of gender, and violence, along with skills for health and well-being and knowledge for sexual and reproductive health
• Beyond disease and reproduction
• Learner-centered approach
• Evidence of delayed sexual intercourse, frequency, sexual partners, risk-taking, and improved contraception
• However, key gap identified: Few studies of effectiveness on violence prevention outcomes and need for further evidence
Questions to build the evidence base for ITGSE

• Does the ITGSE curriculum delivered with fidelity and quality change violence perpetration or victimization in the population it is delivered to?

• Does the ITGSE curriculum delivered with fidelity and quality sustain changes in perpetration or victimization over time?

• Which forms of violent behaviors does the curriculum impact—physical, sexual, psychological?

• What are the core components or modules that make an impact?

• What other aspects of school-based programming (e.g., services, school policies, parent involvement) would be needed to reinforce curriculum-based learning on violence prevention outcomes?

• Is it effective across settings, populations, and sex, gender identity and age groups?
Questions to be asked for evidence

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Comprehensive sexuality education as a strategy to prevent and respond to gender-based violence

What the guidance and evidence say
What is comprehensive sexuality education (CSE)?

- CSE is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality

- It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to:
  - Realize their health, well-being, and dignity
  - Develop respectful, healthy relationships
  - Consider how their choices affect their own well-being and that of others
  - Understand and protect their rights throughout their lives

- CSE is a core component of quality education and should be appropriate for the age and developmental stage of the learners

CSE as a strategy to prevent and respond to GBV
CSE is designed and delivered in a way that is...

- Scientifically accurate
- Based on a human rights approach
- Incremental
- Rooted in gender equality
- Age- and developmentally appropriate
- Context-appropriate
- Curriculum-based
- Transformative
- Comprehensive
- Focused on life skills for healthy choices
<table>
<thead>
<tr>
<th>Country</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eswatini</td>
<td>Guidance and counseling LSE curriculum</td>
</tr>
<tr>
<td>Mozambique</td>
<td>Educação sexual compreensiva</td>
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<tr>
<td>Democratic Republic of the Congo</td>
<td>Education a la vie familiale</td>
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<tr>
<td>Nigeria</td>
<td>Family life and HIV education</td>
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<tr>
<td>Senegal</td>
<td>Education a la santé de la reproduction</td>
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<tr>
<td>Zimbabwe</td>
<td>Life skills, sexuality, HIV and AIDS education</td>
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<tr>
<td>Zambia</td>
<td>Life skills and health education</td>
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<tr>
<td>Togo</td>
<td>Education sexuelle complete</td>
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<tr>
<td>Cameroon</td>
<td>Education sexuelle intégrée</td>
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<td>South Africa</td>
<td>CSE part of Life Orientation</td>
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• A comprehensive set of key concepts, topics, and illustrative learning objectives to guide the development of locally adapted curricula.

• Learning objectives that are age appropriate and logically sequenced to become increasingly complex with age and developmental ability across four age groups (ages 5 to 8, 9 to 12, 12 to 15, and 15 to 18+).

• Eight key concepts taught simultaneously and focused on three domains of learning: knowledge, attitudes, and skills.

A closer look at CSE content – the revised International Technical Guidance on CSE (ITGSE)
Integrated content on GBV in the ITGSE

- Seven of the eight key concepts of sexuality education outlined in the ITGSE can be linked to violence, including gender-based violence (GBV) (UNFPA, 2021). For example:
  - **Relationships**: healthy and unhealthy relationships, safe versus unsafe touch, power dynamics and relationships, stigma and discrimination, early child and forced marriage
  - **Understanding gender**: gender roles and norms, gender inequalities, GBV
  - **Violence and staying safe**: recognizing different types of violence, including sexual violence, consent and privacy, and online violence

- GBV can represent an entry point for CSE in contexts where sexuality may be difficult to talk about
Just above 55 percent of countries reported including content on gender and gender norms, love and relationships, and sexual abuse/violence as part of CSE.
3.3 Gender-based Violence

**Learning objectives (5-8 years)**

**Key idea:** It is important to know what GBV is and where to go for help

Learners will be able to:

- define GBV and recognize that it can take place in different locations (e.g. school, home or in public) (knowledge);
- understand that our ideas about gender and gender stereotypes can affect how we treat other people, including discrimination and violence (knowledge);
- acknowledge that all forms of GBV are wrong (attitude);
- identify and describe how they would approach a trusted adult to talk to if they or someone they know are experiencing GBV, including violence in or around school (skill).

**Learning objectives (9-12 years)**

**Key idea:** All forms of GBV are wrong and a violation of human rights

Learners will be able to:

- list examples of GBV (e.g. bullying, sexual harassment, psychological violence, domestic violence, rape, FGM/C, CEMF, homophobic violence) and identify spaces where GBV may occur, including at school, in the home, in public or online (knowledge);
- acknowledge that all forms of gender-based violence are a violation of human rights (attitudinal);
- identify and demonstrate ways to talk to a trusted adult if they or someone they know is experiencing gender-based violence or if they are concerned that they may engage in gender-based violence (skill).

**Key idea:** Gender stereotypes can be the cause of violence and discrimination

Learners will be able to:

- explain how gender stereotypes can contribute to bullying, discrimination, abuse and sexual violence (knowledge);
- explain that sexual abuse and GBV are crimes about power and dominance, not about one's inability to control one's sexual desire (knowledge);
- recognize that gender inequality and gender-role stereotypes contribute to gender-based violence (attitudinal);
- demonstrate ways to argue for gender equality and to stand-up to gender discrimination or GBV (skill).
4.2 Consent, Privacy and Bodily Integrity

Learning objectives (5-8 years)

**Key idea:** Everyone has the right to decide who can touch their body, where, and in what way

Learners will be able to:

- describe the meaning of ‘body rights’ (knowledge);
- identify which parts of the body are private (knowledge);
- recognize that everyone has ‘body rights’ (attitudinal);
- demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable (e.g. say ‘no’, ‘go away’, and talk to a trusted adult) (skill);
- identify and describe how they would talk to a parent/guardian or trusted adult if they are feeling uncomfortable about being touched (skill).

Learning objectives (9-12 years)

**Key idea:** It is important to understand what unwanted sexual attention is and the need for privacy when growing up

Learners will be able to:

- explain that, during puberty, privacy about one’s body and private space become more important for both boys and girls, particularly access to toilets and water for girls (knowledge);
- define unwanted sexual attention (knowledge);
- recognize that unwanted sexual attention towards both boys and girls is a violation of privacy and the right to decide about one’s own body (attitudinal);
- communicate assertively to maintain privacy and counter unwanted sexual attention (skill).
CSE can support GBV prevention and response through various pathways

**Key concepts and topics**
- e.g., consent, intimate partner violence, how and where to seek help

**Gender norms pathway**
- i.e., challenging unequal gender norms and power dynamics

**Pathways toward GBV prevention and response**

**Transversal competencies and skills**
- e.g., empathy, respect, positive communication, values

**Whole school approach**
- i.e., pedagogy, reporting and referrals, school environment
Beyond CSE curricula

Preventing, mitigating, and responding to GBV in and through education requires a whole school approach

Adapted from UNESCO, forthcoming
What does emerging evidence say?

- Under some conditions on content and delivery, CSE shows promise in preventing violence, including GBV (Goldfarb and Lieberman, 2021)

- CSE that includes clear content on gender and power is particularly effective, including in creating conditions for GBV prevention (Haberland and Rogow, 2014)

- Emerging research from Mexico and South Africa found that CSE contributed toward reducing intimate partner violence (Makleff et al., 2020; Jewkes et al., 2008)

- A recent UNESCO-led review highlighted critical links between foundational education for health and well-being (including CSE) and protection-related skills
A curriculum-based approach to prevent GBV in schools developed for the Asia-Pacific region

Currently adapted and rolled out in Eastern and Southern Africa

Target group is learners in upper primary and early secondary school

Designed to help students understand concepts such as gender, violence, GBV, and rights, as well as promote social and emotional learning and skills for respectful gender relationships

Provides detailed background guidance for teachers and activity instructions
Connect with Respect implementation led to a **marked increase in**:

- **Knowledge of how to seek help** if experiencing GBV (from 44 percent to 65 percent post program)
- **Intention to seek help for self** if experiencing GBV (from 73 percent to 81 percent post program)
CSE is a holistic approach that encompasses various components, e.g., gender, sexual and reproductive health and rights, and GBV prevention/response

CSE empowers individuals by providing them with information and skills to make informed decisions about their bodies, relationships, and health and well-being

CSE promotes gender equality, challenges harmful stereotypes, and encourages respectful behaviors, thereby contributing to a culture of non-violence and respect

GBV prevention is a good entry point for CSE in rights-hostile environments

There is a need to build the evidence base on the GBV-related outcomes of CSE
Thank you

Learn more: www.unesco.org/education

@UNESCO

Dr. Remmy Shawa
UNESCO
r.shawa@unesco.org
Introduction of Panel

Moderator

Francesca Alvarez

Policy Advisor, Gender
PRB
Panel Moderator

AVNI AMIN

Technical Officer, Violence Against Women, World Health Organization

Avni Amin works at the WHO’s Department of Sexual and Reproductive Health and Research. She is the unit head for the Rights and Equality throughout the Life course team and leads WHO’s work on violence against women. Her primary focus has been to lead research on health sector interventions to address violence against women, support development of normative guidelines and tools and support countries – Ministries of Health – in the translation and uptake of the evidence and guidelines to strengthen health systems response to violence against women. She has also led research on masculinities in the context of sexual and reproductive health as a gender equality issue. Avni is a passionate feminist scientist with a fierce commitment to gender equality and women’s health. She has a PhD in International Health from the Johns Hopkins University, Bloomberg School of Hygiene and Public Health. She is originally from India and considers herself as a global citizen.
Introduction of Panel Discussants

Avni Amin
Technical Officer, Violence Against Women, WHO
Panel Discussants

SHAMAH BULANGIS, Co-Chair, Transform Education, Philippines

Shamah started as a Violence Against Women Peer Educator at 14 years old in Northeastern Mindanao Region in the Philippines and is now the youngest member and the Coordinator of the Global Civil Society Reference Group of the Spotlight Initiative to Eliminate Violence Against Women and Girls. She also serves as the co-chair and part of the guiding group Transform Education, a feminist coalition of youth-led networks and young activists with a shared mission to accelerate gender equality in education, hosted by the UN Girls Education Initiative. Locally, she is shepherding a collective called, Girls Congress working on the intersection of research, advocacy, and education to address issues that affect young women and girls in her city.

JEANNIE FERRERAS GÓMEZ, National Programme Officer Gender and Youth, UNFPA

Jeannie Ferreras Gómez, an economist, currently holds the position of UNFPA National Gender and Youth Program Official in the Dominican Republic since 2012. Her significant accomplishments encompass a Master’s in International Relations, a Diploma in Gender and Public Policies from FLACSO-Argentina, and a Specialty in Public Management, with a dual degree from France's National School of Administration. With over 15 years of experience in international cooperation, Ferreras passionately advocates for the rights of women, adolescents, and girls, engaging in diverse national and international initiatives to drive positive change.
Panel Discussants

**SHEENA HADI**, Executive Director, Aahung, Pakistan

Sheena Hadi is the Executive Director of Aahung, a non-profit organization that aims to promote the sexual health and rights of individuals across Pakistan, with a particular focus on young people. In 2001, she completed her Bachelors degree in Biology from Amherst College and later earned an M.Ed in Developmental Psychology from Harvard University and a certification in Humanistic Integrative Counseling. Through her experience of working in Pakistan, Sheena has been involved with a number of international working groups advocating for improved sexual and reproductive health and rights. She is the recipient of the Joan Dunlop Award and was also awarded the Human Rights Tulip Award in 2013 by the Dutch Government.

**REMMY SHAWA**, Senior Project Officer- Health Education, UNESCO, South Africa

Remmy Shawa is with UNESCO Regional Office for Southern Africa in the Education for Health and Well-being Team. His role includes, providing normative guidance on comprehensive sexuality education (CSE), advising on policy, and coordinating the team’s efforts on School Violence and bullying. He has previously worked for Sonke Gender Justice, the World AIDS Campaign, UNHCR and UNAIDS. He was part of the founders of MenEngage Africa and went ahead to coordinate the MenEngage African Network. Remmy holds an MPH and a PhD in Public Health from the University of Cape Town's School of Public Health and Family Medicine.
Panel Discussion

Avni Amin (Moderator)
Technical Officer, Violence Against Women, WHO

Shamah Bulangis
Co-chair, Transform Education, Philippines

Sheena Hadi
Executive Director, Aahung, Pakistan

Remmy Shawa
Senior Project Officer- Health Education, UNESCO, South Africa

Jeannie Ferreras Gómez
National Programme Officer Gender and Youth, UNFPA, Dominican Republic
Closing Remarks

Avni Amin
Technical Officer, Violence Against Women, WHO
Closing Remarks

Francesca Alvarez
Policy Advisor, Gender
PRB
Thank you!

Would you like to contribute to planning future events/discussions on a topic of your choice? Do you have feedback for us?

Please contact the IGWG team at igwg@prb.org.

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