

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.
- **If you experience harassment or other harm** during this learning event, you can report the misconduct using one of the following mechanisms:
 - Email: Joy Cunningham, FHI 360, jcunningham@fhi360.org
 - FHI 360's [Ethics and Compliance Hotline](#) (either by using name or anonymously)
 - Email: compliance@fhi360.org

We have taken precautions, but there is always a risk of outside hackers during a Zoom session. It is unlikely, but if this does occur, we will immediately end/disconnect the session and send a follow-up email to all participants with next steps.

Our Safeguarding Commitments (ct'd)

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Agenda

9:30 a.m. ET/
2:30 p.m. GMT

9:40 a.m. ET/
2:40 p.m. GMT

9:48 a.m. ET/
2:48 p.m. GMT

10:00 a.m. ET/
3:00 p.m. GMT

10:40 a.m. ET/
3:40 p.m. GMT

10:55 a.m. ET/
3:55 p.m. GMT



Welcome and Opening Remarks

Francesca Alvarez, Policy Advisor, Gender, PRB

Presentation: Addressing Gender-Based Violence Through Comprehensive Sexuality Education

Avni Amin, Technical Officer, Violence Against Women, WHO

Presentation: Comprehensive Sexuality Education as a Strategy to Prevent and Respond to Gender-Based Violence

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

Panel Discussion

Avni Amin, 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, National Programme Officer Gender and Youth, UNFPA, Dominican Republic

Q&A and Discussion

Closing Remarks and Event Evaluation

Avni Amin, Technical Officer, Violence Against Women, WHO

Francesca Alvarez, Policy Advisor, Gender, PRB

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

Relationships skills strengthened	Empowerment of women	Services ensured	Poverty reduced	Environments made safe	Child and adolescent abuse prevented	Transformed attitudes, beliefs, and norms
<p>Group-based workshops with women and men to promote egalitarian attitudes and relationships</p> <p> </p> <p>Couples counselling and therapy</p> <p> </p>	<p>Empowerment training for women and girls including life skills, safe spaces, mentoring</p> <p> </p> <p>Inheritance and asset ownership policies and interventions</p> <p> </p> <p>Micro-finance or savings and loans plus gender and empowerment training components</p> <p> </p>	<p>Empowerment counselling interventions or psychological support to support access to services (i.e. advocacy)</p> <p> </p> <p>Alcohol misuse prevention interventions</p> <p> </p> <p>Shelters</p> <p> </p> <p>Hotlines</p> <p> </p> <p>One-stop crisis centres</p> <p> </p> <p>Perpetrator interventions</p> <p> </p> <p>Women's police stations/units</p> <p> </p>	<p>Economic transfers, including conditional/unconditional cash transfers plus vouchers, and in-kind transfers</p> <p> </p> <p>Labour force interventions including employment policies, livelihood and employment training</p> <p> </p> <p>Microfinance or savings interventions without any additional components</p> <p> </p>	<p>Infrastructure and transport</p> <p> </p> <p>Bystander interventions</p> <p> </p> <p>Whole School interventions</p> <p> </p>	<p>Home visitation and health worker outreach</p> <p> </p> <p>Parenting interventions</p> <p> </p> <p>Psychological support interventions for children who experience violence and who witness intimate partner violence</p> <p> </p> <p>Life skills / school-based curriculum, rape and dating violence prevention training</p> <p> </p>	<p>Community mobilization</p> <p> </p> <p>Group-based workshops with women and men to promote changes in attitudes and norms</p> <p> </p> <p>Social marketing or edutainment and group education</p> <p> </p> <p>Group education with men and boys to change attitudes and norms</p> <p> </p> <p>Stand-alone awareness campaigns/single component communications campaigns</p> <p> </p>



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)

School-based prevention

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



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.^o

School-based prevention

- **Promising**
>1 evaluations show significant reductions in violence outcomes
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- ◆ **Conflicting**
Evaluations show conflicting results in reducing violence
- **No evidence**
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- ▼ **Ineffective**
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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

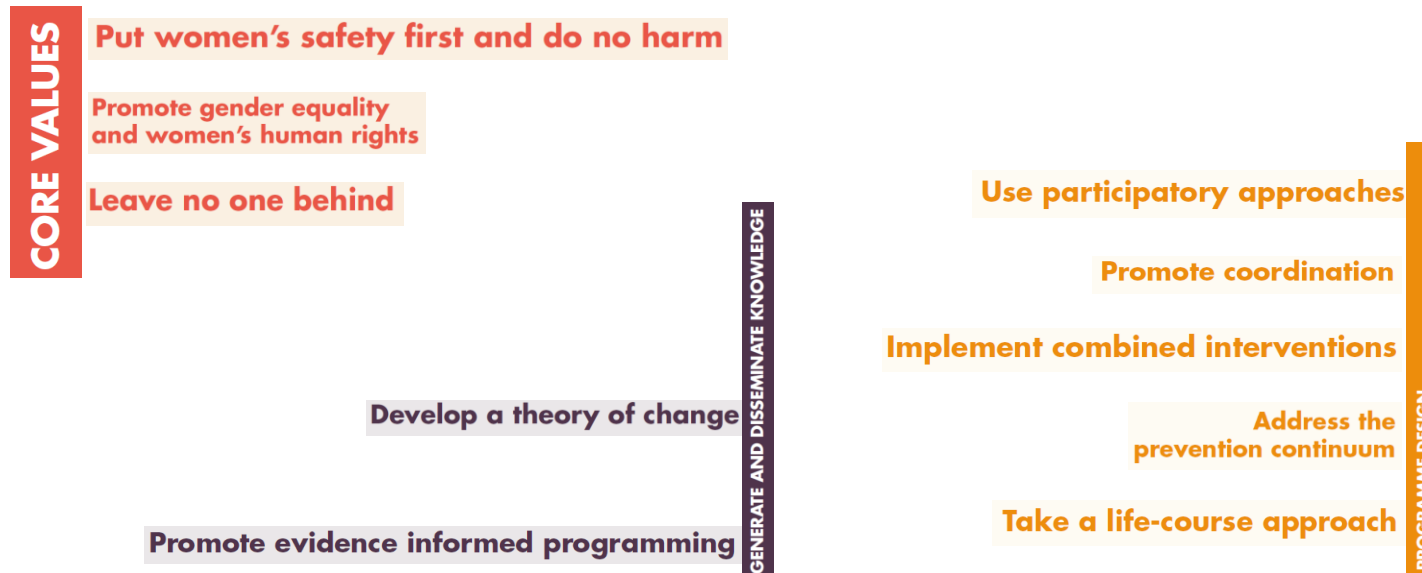


EXAMPLE

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Apply the guiding principles for effective 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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unesco

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

What the guidance and evidence say



Soweto, South Africa: Children in Primary School Classroom, 2011

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



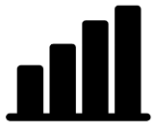
CSE is designed and delivered in a way that is...



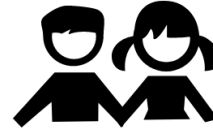
Scientifically accurate



Based on a human rights approach



Incremental



Rooted in gender equality



Age- and developmentally appropriate



Context-appropriate



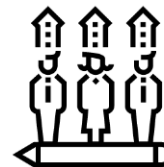
Curriculum-based



Transformative



Comprehensive



Focused on life skills for healthy choices

What is CSE called in different African countries ?



Eswatini

Guidance and counseling LSE curriculum



Mozambique

Educação sexual compreensiva



Democratic Republic of the Congo

Education a la vie familiale



Nigeria

Family life and HIV education



Senegal

Education a la santé de la reproduction



Zimbabwe

Life skills, sexuality, HIV and AIDS education



Zambia

Life skills and health education



Togo

Education sexuelle complete



Cameroon

Education sexuelle intégrée



South Africa

CSE *part of* Life Orientation

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

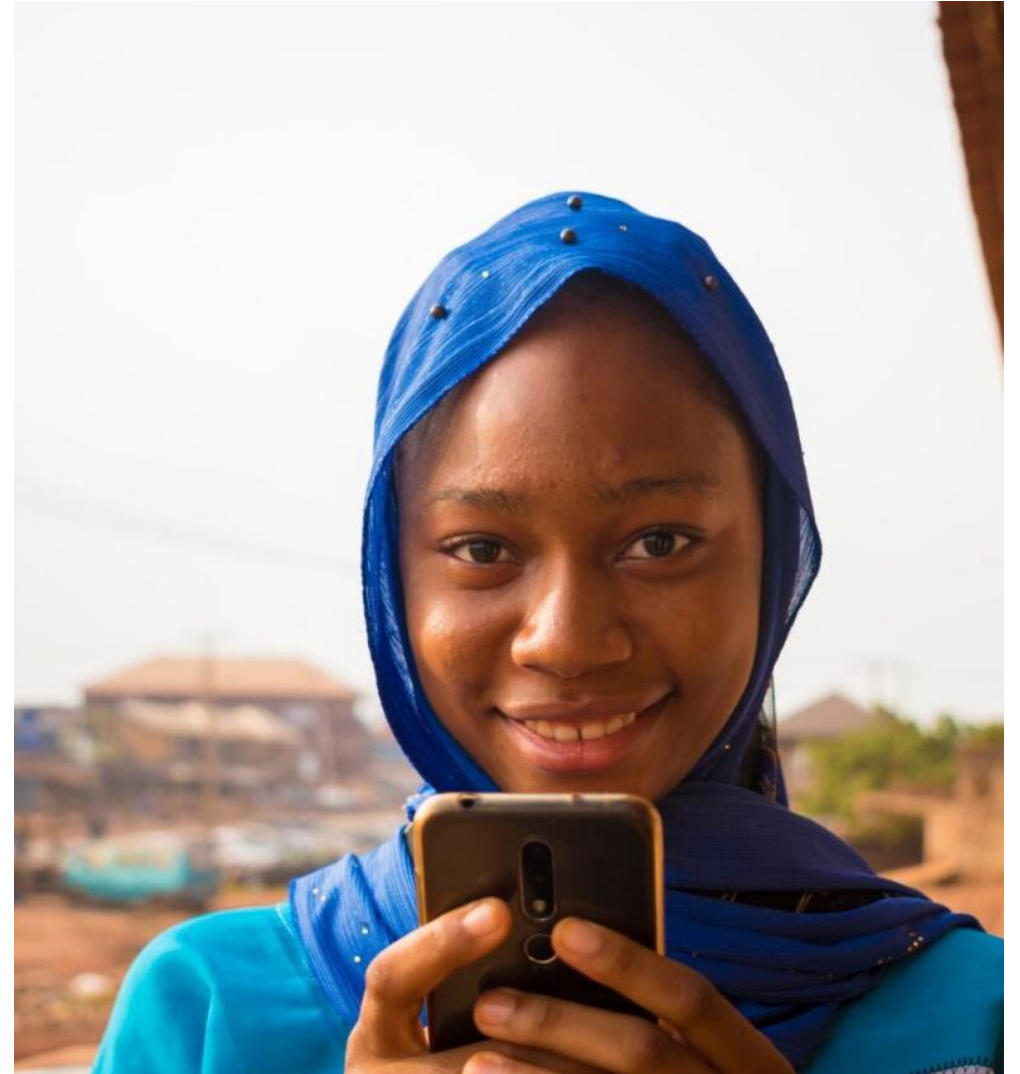
- A comprehensive set of key concepts, topics, and illustrative learning objectives to guide the development of locally adapted curricula
- Learning objectives that are age appropriate and logically sequenced to become increasingly complex with age and developmental ability across four age groups (ages 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

5.2 Overview of key concepts, topics and learning objectives

Key Concept 1: Relationships Topics: 1.1 Families 1.2 Friendship, Love and Romantic Relationships 1.3 Tolerance, Inclusion and Respect 1.4 Long-term Commitments and Parenting	Key Concept 2: Values, Rights, Culture and Sexuality Topics: 2.1 Values and Sexuality 2.2 Human Rights and Sexuality 2.3 Culture, Society and Sexuality	Key Concept 3: Understanding Gender Topics: 3.1 The Social Construction of Gender and Gender Norms 3.2 Gender Equality, Stereotypes and Bias 3.3 Gender-based Violence
Key Concept 4: Violence and Staying Safe Topics: 4.1 Violence 4.2 Consent, Privacy and Bodily Integrity 4.3 Safe use of Information and Communication Technologies (ICTs)	Key Concept 5: Skills for Health and Well-being Topics: 5.1 Norms and Peer Influence on Sexual Behaviour 5.2 Decision-making 5.3 Communication, Refusal and Negotiation Skills 5.4 Media Literacy and Sexuality 5.5 Finding Help and Support	Key Concept 6: The Human Body and Development Topics: 6.1 Sexual and Reproductive Anatomy and Physiology 6.2 Reproduction 6.3 Puberty 6.4 Body Image
Key Concept 7: Sexuality and Sexual Behaviour Topics: 7.1 Sex, Sexuality and the Sexual Life Cycle 7.2 Sexual Behaviour and Sexual Response	Key Concept 8: Sexual and Reproductive Health Topics: 8.1 Pregnancy and Pregnancy Prevention 8.2 HIV and AIDS Stigma, Care, Treatment and Support 8.3 Understanding, Recognizing and Reducing the Risk of STIs, including HIV	

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



But more can be done to include gender and GBV in CSE in practice

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



Example of GBV-related content included in the ITGSE (1)

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, CEFM, 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).

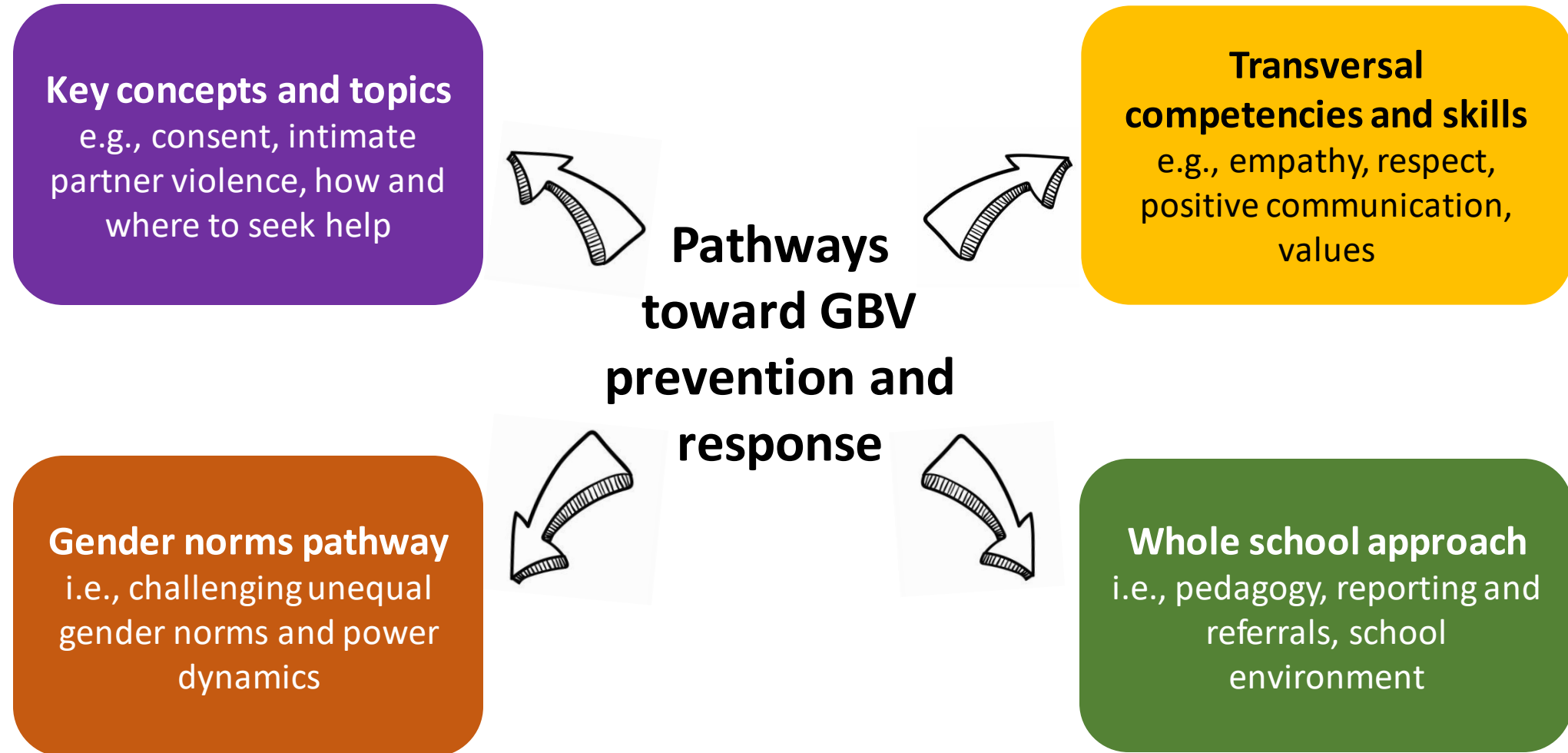
Learning objectives (9-12 years)

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

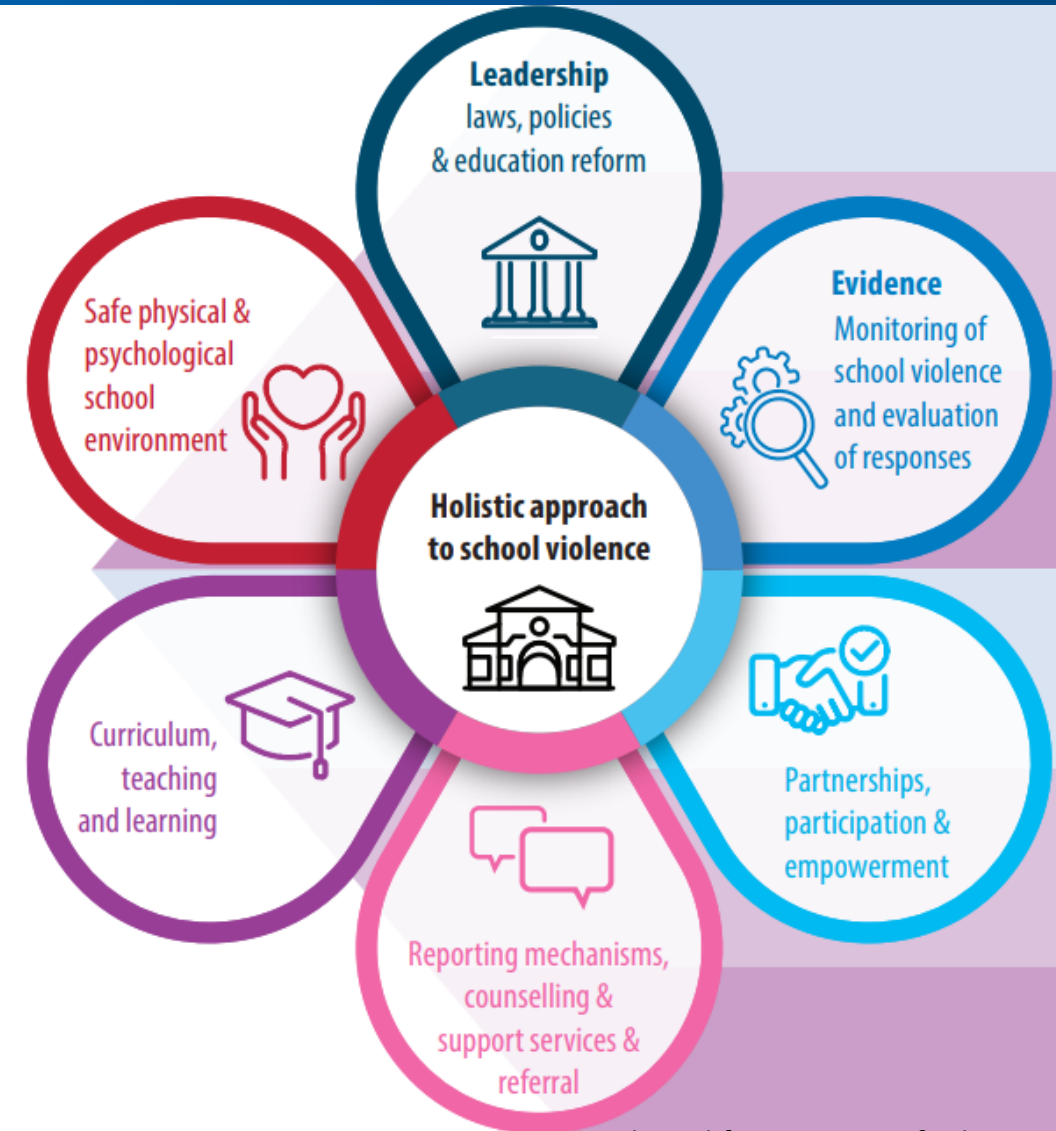
Learners will be able to:

- ▶ 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



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



The Connect with Respect curriculum

- 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: Preventing gender-based violence in schools

Classroom programme for learners in upper primary and early secondary school (ages 12-15)

ADAPTED FOR THE EASTERN AND SOUTHERN AFRICA REGION, 2021

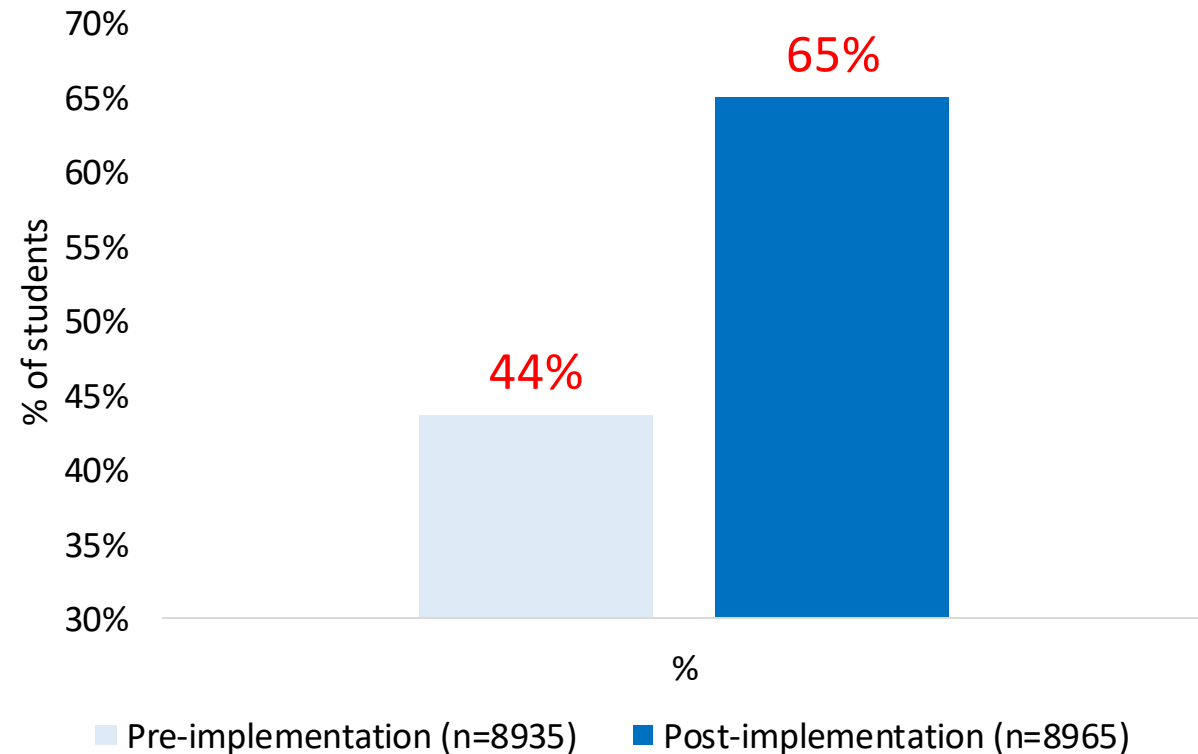
TEACHER GUIDE & CLASSROOM ACTIVITIES

Improvements in help-seeking knowledge and intentions

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)

Percentage of students who know how to get help for someone affected by GBV



Key takeaways

- 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

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Dr. Remmy Shawa
UNESCO
r.shawa@unesco.org



United Nations
Educational, Scientific
and Cultural Organization



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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