



**ACTIVIST TOOLKIT:**  
**2017 16 DAYS OF ACTIVISM**  
**AGAINST GENDER-BASED VIOLENCE**  
***"TOGETHER WE CAN END GBV IN EDUCATION!"***

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School of Arts and Sciences

Dear 2017 16 Days of Activism Campaign Activist:

Thank you for participating in the 2017 16 Days of Activism Campaign Against Gender Violence. The theme of the 2017 Campaign is **“Together We Can End GBV in Education!”** This year’s theme builds on the momentum and achievements during the 2016 campaign, when over 700 organizations in 92 countries campaigned around the theme of “From Peace in the Home to Peace in the World: Make Education Safe for All!” Our goal for 2017 is to continue to build awareness of and advocate for an end to all forms of gender-based violence in education once and for all.

This action kit contains information about GBV in education as well as suggested actions to take during the 2017 16 Days Campaign. The action kit will help you understand the issues and challenges faced in addressing and ending GBV in education and how together we can make a difference.

The 2017 16 Days of Activism Campaign places a stronger emphasis than in recent years on the human rights framework. As always, the 2017 Campaign includes suggestions for awareness-raising activities, including attracting attention and generating public support. This year however, this 16 Days Campaign Action Kit also includes suggestions for advocacy focused on institutional, legal, and policy change, i.e. for effective laws, policies and institutions that effectively prevent and address GBV in education. This reflects a refocused and renewed emphasis by the Center for Women’s Global Leadership (CWGL) on using the human rights framework to campaigning not only to raise awareness about gender-based violence, but also to eradicate it once and for all. Please read the next section of the Action Kit for more information about moving from awareness to eradicating GBV.

Once again, thank you for participating in the 2017 16 Days of Activism against Gender-based Violence Campaign. For over 25 years, the 16 Days of Activism Campaign has pursued its mission to eradicate gender-based violence in all forms, and demand gender equality across the world. Without you, the campaign would never have been able to come so far, or achieved such successes. Thank you for the crucial role you are playing in the 2017 Campaign and by doing so, contributing to promoting women’s human rights and putting an end gender-based violence once and for all. **Together We Can End GBV in Education!** Together we **will** end GBV in Education!

- Visit [16dayscwgl.rutgers.edu/](http://16dayscwgl.rutgers.edu/)
- Follow the 2017 Campaign on Twitter [@16DaysCampaign](https://twitter.com/16DaysCampaign)
- Follow the 2017 Campaign Facebook at <https://www.facebook.com/16DaysCampaign>
- Check out other 2017 16 Day Campaign events and actions from around the world on the campaign calendar at [http://16dayscwgl.rutgers.edu/campaign- calendar](http://16dayscwgl.rutgers.edu/campaign-calendar).
- Contact the Campaign with any questions, etc. via email at [16days@cwgl.rutgers.edu](mailto:16days@cwgl.rutgers.edu)

## 2017 16 DAYS CAMPAIGN POSTER AND MESSAGES

Communication and campaign messaging are at the heart of any campaign. For the 2017 16 Days of Activism campaign, the Center for Global Leadership has developed suggested 2017 campaign messages.

### 2017 CAMPAIGN MESSAGES

Following are some suggested messages for you to use throughout the 2017 campaign. We encourage you to create and use your own additional campaign messages!

- Zero tolerance for gender-based violence in education!
- We all have a role to play in ending gender-based violence in education!
- No education, no progress! Help end gender-based violence in education.
- Act to end gender-based violence in education!
- Make it a Reality – End gender-based violence in education!
- Gender-based violence in education is a human rights issue!
- My life, my body, my education!
- Together we can End gender-based violence in education!
- A safe education is a basic human right!

No matter how to decide to participate in the 2017 Campaign, please remember to report your activities and send photos and samples of your campaign materials to Center for Women's Global Leadership (CWGL) for inclusion in the 2017 International Campaign Calendar and 16 Days Campaign archives.

**Share** your campaign actions, events, and media coverage on the campaign calendar at <http://16dayscwgl.rutgers.edu/campaign-calendar>.

Please let us know that we have permission to share them online and whom to credit for the resource.

**Share** your own photos and videos from the 2017 campaign on <https://www.flickr.com/photos/cwgl>

**Create and submit short videos** to the CWGL featuring one or more local "Anti-GBV in Education" advocates to [16days@cwgl.rutgers.edu](mailto:16days@cwgl.rutgers.edu)

- **Visit** [16dayscwgl.rutgers.edu/](http://16dayscwgl.rutgers.edu/)
- **Follow** the 2017 Campaign on Facebook at <https://www.facebook.com/16DaysCampaign>
- **Follow** the 2017 Campaign on Twitter [@16DaysCampaign](https://twitter.com/16DaysCampaign)
- **Check out** other 2017 16 Day Campaign events and actions from around the world on the campaign calendar at <http://16dayscwgl.rutgers.edu/campaign-calendar>.
- **Contact** the Campaign with any questions, etc. via email at [16days@cwgl.rutgers.edu](mailto:16days@cwgl.rutgers.edu)

So, log on, learn more about the issues, share your activities and events, successes and challenges, and learn about what other 2017 16 Days of Activism Campaign participants are doing!

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## HISTORY AND BACKGROUND OF THE 16 DAYS OF ACTION CAMPAIGN

As one of the best-known global campaigns to end gender-based violence, the 16 Days of Activism Against Gender Violence Campaign is an annual international campaign to communicate the message that gender-based violence is a violation of fundamental human rights. Between the 1993 UN World Conference on Human Rights (Vienna) and the 2001 World Conference on Racism (Durban) 16 Days contributed to the recognition of women's rights as human rights and capitalized on the gains and opportunities of UN-centered strategizing by civil society.

Initiated in 1991 by participants of Rutgers University Center for Women's Global Leadership's Global Leadership Institute in Rutgers, New Jersey, USA, the 16 Days Campaign has become an international annual event that rallies activists, government leaders, students, academia and the private sector in many countries around the world to demand an end to gender-based violence.

The decision to create an annual campaign lasting 16 days was based in the need to emphasize violence against women as a human rights issue by symbolically linking it to two important annual dates: 25<sup>th</sup> November, International Day Against Violence Against Women, and 10<sup>th</sup> December, International Human Rights Day, with the 16 days between them devoted to 16 days of action to call for elimination of all forms of gender-based violence wherever it occurs. Other important dates that take place during the 16 Days Campaign are International Women's Rights Defenders Day on 29<sup>th</sup> November, World AIDS Day on 1<sup>st</sup> December, and the anniversary of the massacre at École Polytechnique in Montreal, Canada, when 28 people, including 14 women, were murdered by an attacker who claimed he was "fighting feminism," and called his female victims "a bunch of feminists" whom he blamed for ruining his life.

Since its inception, the 16 Days Campaign has become a global effort thanks to the thousands of grassroots organizations and activists that have claimed full ownership of it, the growing participation of national and international NGOs (INGOs), governments, and UN agencies, students and academia, the private sector, and the development of electronic communications. To date, approximately 2,800 organizations in 156 countries have participated in the 16 Days Campaign.

Today the Campaign is characterized by a remarkable diversification of themes, messages, tactics, activities and partnerships. The ever-growing use of social media has expanded its reach and opportunities for community mobilization. More than 25 years after it first began, the 16 Days of Activism Campaign Against Gender Violence is an established and important international annual campaign to achieve higher visibility to gender-based violence as a violation of human rights, and not just a "problem for women." Annual campaigning is an important opportunity to put the problem of gender-based violence in the international spotlight through awareness raising and concrete action.

## MOVING FROM GBV AWARENESS TO ERADICATING GBV

In 2016, as the 16 Days of Activism Against Gender-Based Violence Campaign (16 Days) approached its 25<sup>th</sup> anniversary, the Center for Women’s Global Leadership (CWGL) commissioned an external assessment of the 16 Days Campaign. The assessment is a testimony to the vision of those who initiated the campaign as a framework to bring awareness to violence against women globally, and serves as a reminder that our work to end gender-based violence is yet to be completed.

Among the findings of the assessment are:

- 16 Days has been effective in reaching the following objectives initially set by CWGL:
  - Raising awareness about GBV as a human rights issue at the local, national, regional and international levels.
  - Establishing a clear link between local and international work to end GBV.
  - Demonstrating the solidarity of civil society entities organizing against GBV.
- 16 Days is now a global campaign characterized by a remarkable diversification of themes, messages, tactics, activities and partnerships.

### The 16 Days Campaign Assessment Report

Click on the following link to read the 16 Days of Activism Assessment report: ["A Life of Its Own: An Assessment of the 16 Days of Activism Against Gender-Based Violence Campaign"](#)

Another key finding of the report however is **that in recent years, the 16 Days Campaign has under-emphasized the importance and use of a human rights framework**, which is a cornerstone of CWGL’s work. While the 16 Days Campaign has had a prevalence of awareness-raising activities, they have often been disconnected from a human rights framework or agenda.

Since 2011, CWGL has kept track of the types of participation of 16 Days organizations. These have been classified into four categories:

- Community Mobilization (rallies, marches, public forums)
- Information Sharing (workshops, seminars, trainings, conferences)
- Media and Art
- Policy Advocacy

Over the years, advocacy initiatives have varied between 13 and 16 percent known activities, while mobilization initiatives have decreased from 55 to 30 percent. Because these statistics only relate to reported activities, they should be used cautiously as a trend indicator. From this data, it is safe to infer that **a majority of initiatives are of an awareness-raising nature and, therefore, have informational rather than transformational objectives.**

Aside from the development of specialized GBV advocacy organizations and projects, there are two reasons that the Campaign may have shifted in recent years towards primarily awareness raising initiatives:

- An increasing focus on commemorative events, marking especially the first and last days of the campaign, may be driven by opportunities for media coverage and partnerships with UN agencies aiming to expand the reach and visibility of the campaign.
- The increasing role of participation through social media (blogs, teach-ins, uploaded pictures, etc.) has an immense value, but also the potential to shift the focus of campaigning away from the strategic pursuit of specific outcomes and asks.

As the 16 Days Campaign’s global coordinator, CWGL takes these human rights framework findings to heart. While we recognize that during the past 25 years, the campaign has a life of its own and has been embraced by many at local, national, regional and international levels, we also recognize the importance of strengthening and re-focusing our 16 Days Campaign efforts to reclaim violence against women as a human rights issue and hold violators accountable.

With this in mind, the 2017 16 Days Campaign reflects the beginning of a transition ‘from Awareness to Eradication’ of gender-based violence as part of the next phase of the Campaign. This strategy aligns with CWGL’s programmatic goal of amplifying feminist leadership to transform civil society and institutions and structures. It also strengthens and re-emphasizes that the main contribution of the 16 Days Campaign has been its use of the human rights framework, as few initiatives (outside of “specialized” I/ NGOs) promote this agenda.

### **The Human Rights Framework and Agenda**

The Center for Women’s Global Leadership defines the human rights framework the following way:

*“The human rights framework asserts that women are entitled to the protection, promotion, and fulfillment of their human rights as one half of humanity. It provides important language and tools to “define, analyze, and articulate women’s experiences of violation and to demand redress in ways already recognized by the international community. Abuses against women can no longer be relegated to the so-called private sphere, and accountability is demanded of States to uphold commitments to women’s human rights made in a number of treaties and international documents within the UN system [...]”*

As a strategy, the human rights framework can be described in seven principles:

- Protection and promotion of human dignity
- Universal nature of human rights
- Equality and non-discrimination
- Indivisibility of women
- Interconnectedness of human rights principles and violations
- Government accountability
- Private responsibility

The framing of 16 Days is one of the main reasons why most major international human rights organizations have joined, many feminist activists are drawn to it and some funders have supported it as one of *“the cutting-edge human rights organizations working around the globe to advance women and girls’ rights.”*

The relevance of a human rights-based approach to campaigning is reflected in five main types of initiatives:

1. Legal or know your rights trainings to help women survivors gain access to reporting and redress mechanisms, as well as services at the local level.
2. Activities challenging harmful practices.
3. Activities to support women human rights defenders.
4. Advocacy in support of the implementation of local/national GBV legislation.
5. Education around the root causes of gender-based violence.

At the advocacy level, one of the best examples of campaigning for the elimination and prevention of GBV through a rights-based and women- oriented approach, is outlined in a statement presented at the 57th session of the UN Commission on the Status of Women by a group of five Chinese NGOs:

*“During the international 16 Days of Activism in 2012, we collected opinions from about 6,000 women of various ages across the country, interviewed survivors of GBV, counselors, social workers, women’s rights activists, lawyers, policemen, procurators, judges, decision-makers, lawmakers and perpetrators. We realized that there are still wide gaps between the goals set for eliminating and preventing GBV and efforts made to realize these goals. Hence, it is urgent for the state to make breakthroughs regarding the following aspects, with firm political will and practical, proactive actions (partial list):*

- *Implement international conventions and fulfill commitments to strengthen the state’s obligation and responsibility to eliminate GBV and eradicate its root causes – gender discrimination and inequality – by reviewing all existing laws and policies with a gender perspective.*
- *Draw up comprehensive, feasible and effective laws and policies for preventing violence and create specific, enforceable and accountable regulations and measures to prevent GBV.*
- *Formulate a state action plan on the prevention and elimination of GBV.”*

It is worth noting that in December 2015 China’s legislature approved the country’s first law against domestic violence!

## TAKE ACTION:

### PLAN AND PREPARE FOR THE 2017 CAMPAIGN

This section of the Action Kit provides suggestions on how to get started in planning and preparing for the 2017 Campaign.

#### **Choose an Issue that is Meaningful to You**

Begin by reading through the contents of this Action Kit. Think about which issues are most interesting or relevant for you. Before you begin planning your campaign, consider:

#### **The Human Right to Education**

- How is the right to education relevant to your context?
- How does GBV hinder the right to education locally and nationally?
- On whose behalf is safe and equal access to education available and who is left out?
- What is the impact and who is impacted by current policies and practices in relation to education?
- What types of violence do women and girls, people who are disabled, migrants, indigenous, or those who identify or are perceived to identify with a gender or sexuality different from the status quo in your community face?
- Are there any policies or laws in place to protect individuals from these forms of violence and discrimination with respect to the right to education?
- Who is (are) the violator(s) to the right to equal and nondiscriminatory, safe and secure education? Consider the Local, National, and Global

Consider the links between what happens at local, national and global levels. Since gender-based violence knows no boundaries of nation, culture, community, race, sexual orientation, or religion, what is similar about this violence from different levels?

- What are civil society groups, including NGOs, human rights activists, education advocates as well as parents, the community, and policymakers doing (or not doing) to support the universal right to education?
- Are there other organizations or individuals working on these issues that you can partner with on the campaign?

#### **Organize an Event or Activity**

Once you determine the issue related to GBV in education that you would like to focus on with your campaign activities, it's time to begin planning your event or activity. Consider what you want:

- Do you want to create awareness?
- Do you want to advocate on a particular issue with particular people or groups?
- Do you want to hold an institution or group to account?

## **Create Clear Goals for Your Campaign Events and Activities**

- Who do you want to reach?
- What changes do you want to make (e.g., changes in or support for laws or policies, funding dedicated to an issue, changes in people's perceptions and attitudes, support for survivors of violence)?
- What are the needs of those affected by gender-based violence in education?

The possibilities are many – just make sure to be creative and strategic with your campaigning! And this Action Kit is designed to help you do so. So please read on!

## TAKE ACTION:

### CREATE PARTNERSHIPS AND ALLIANCES

Working with other organizations that have similar goals increases our ability to make a difference. In the struggle for human rights, our strength and our ability to make a difference increases when we work in coordination with other groups on campus and in our local community- ties. Together, we can accomplish bigger goals, build broader support and make the message more compelling to a wider audience.

Virtually all sectors of society can contribute to addressing GBV: education systems; health services; courts of justice; police; armed forces; and religious and other traditional leaders and authorities. To be truly effective, a campaign needs to reach all sectors relevant to its themes and goals, and work at multiple levels to mobilize a wide range of individuals, local groups, government institutions and other decision-makers for change.

An alliance is a form of cooperation between different organizations. Building local, regional or national alliances as part of participating in the 2017 16 Days of Activism campaign can help give your 201 campaign activities a stronger voice and wider reach, make the campaign more widely known, and potentially attract new participants and supporters. Organizations and groups that come together in a campaign alliance continue to exist separately and independently from each other, but by joining in alliance, they commit to participating and when possible, to directing some of their resources to a common campaign goal, which in this case is ending gender-based violence in education.

There are numerous benefits to building 16 Days Campaign alliances. These include:

- **Involving diverse constituencies:** with an alliance, a campaign can draw support from diverse constituencies and networks. Donors may be more receptive to funding alliances rather than a single organization. This can include for example, human rights organizations, women's organizations not traditionally involved in campaigning, schools and colleges, professional associations, NGOs and others, and men's groups, thus reaching a large cross-section of society.
- **Acquiring more resources:** alliance members can combine strengths and resources and share the work-load. Ideally, strengths should be complementary – for example, an alliance may include women's organizations that are experts on the campaign issue, groups specialized in designing communication materials and working with the media, and others who are experienced in organizing events, community outreach, or fundraising.
- **Avoiding duplication:** rather than duplicating existing efforts, alliances produce more and better outcomes than what the sum of individual activities would achieve alone.
- **Overcoming marginalization:** involving groups that address a campaign issue from an intersectional perspective (e.g. indigenous women's rights, disabled women's rights) can go a long way toward ensuring that a campaign respects, reflects, and promotes their rights.

## TIPS FOR PARTNERSHIPS AND ALLIANCES

### Getting Started

Identify 2017 16 Days of Activism Campaign issue related to ending GBV in education that you want to work on. Here are a few questions that you may want to think about and answer:

- What are your organization's policies and goals on this issue?
- What are your organization's goals on this issue?
- What do you hope to accomplish on this issue?

Identify organizations or groups that might be interested in the same issue. Besides other human rights groups, potential allies can be found among special-cause groups, education and community associations and groups, religious institutions, youth groups, faith communities, service-based groups for GBV survivors, and groups of people of particular identities or backgrounds— the possibilities are endless!

### Connect with Allies

- Develop a strategy for inviting others to join you in the very beginning stages of your planning. Include them early enough so they can be an active and real part of developing ideas and plans.
- Make contact! Assign a member of your group or ask a volunteer - to meet with a representative of the other group. Be clear and upfront about your interests and expectations, and remember to listen equally to their interests and expectations.
- Identify and clarify common stances on the issue. Where do your group and the other group overlap? Will this collaboration be long- or short-term?

### Develop an Action Plan

- Be specific. When defining your goal and planning your strategy or event, be as specific as possible. Concrete expectations are easier to fulfill than abstract ideas or vague plans.
- Assign responsibilities. Help all participants fulfill their potential by making sure everyone is assigned a specific task. After each meeting, make sure that tasks are divided according to each person's abilities and interest.
- Maintain communication. Keeping all participating groups updated and involved in the decision-making process is key to collaboration and a successful alliance.

## TAKE ACTION:

### ADVOCATE

Advocacy in support of the implementation of local/national GBV legislation, including in relation to GBV in education, is an important part of the human rights framework. In working toward the goal of eradicating GBV in education, it is important to urge governments to fulfil their legal obligations for promoting, protecting, and respecting human rights, including the right to an education free from gender-based violence.

Following are some suggestions for advocacy work that you can do during the 2017 16 Days Campaign, all focused on different methods to press State actors in your country to fulfil their human rights obligations by enacting or strengthening policies and legislation, enforcing measures of protection, and refraining from all forms of GBV and related discrimination.

#### **NATIONAL AND LOCAL ADVOCACY**

1. Create your own version of the online petition. Gather signatures on the petition and then select a specific date during the 16 Days of Activism Campaign to deliver the signed petition to relevant government leaders in your country urging them to honor and fund their commitment to 2030 Sustainable Goal 4a.
2. Find out what your government is doing to implement its obligations toward the universal human right to education. Meet with relevant officials to hold your government accountable in ending gender-based violence and discrimination against girls and other marginalized groups in places of education and learning.
3. Find out what your government is doing to achieve Sustainable Development Goal 4a. Meet with relevant officials to share information about gender-based violence in education and to hold your government accountable for taking steps to fulfil its obligation to achieving 2030 Sustainable Goal 4a.
4. Find out about your government's National Education Sector plan. Meet with relevant officials to urge that your country's National Education Sector includes plans and resources to ensure that education in all settings and at all levels provides a safe and GBV-free environment for all.
5. Learn about existing School Codes of Conduct in your country. Meet with relevant officials to urge them to develop and enforce School Codes of Conduct that include measures and resources to address and prevent all forms of GBV in education.
6. Urge government and other education officials to fund and undertake assessments of GBV in educational settings and to share the results of these assessments widely shared widely with key education stakeholders, including civil society organizations.
7. Organize a peaceful march or rally with young people, parents, PTA and other community members and leaders, and local policy makers who are allies in securing safe and equally accessible education in your area to demand better laws, policies and practices to prevent and eradicate GBV in education.

**For more information about Sustainable Goal 4 and 4a, visit:**

- United Nations Sustainable Development Goals at <http://www.un.org/sustainabledevelopment/education/>
- Goal 4: Quality Education. UNDP at [www.undp.org/content/.../sustainable-development-goals/goal-4-quality-education.ht...](http://www.undp.org/content/.../sustainable-development-goals/goal-4-quality-education.ht...)
- SDG Goal 4. Global Education Monitoring Report. UNESCO at [en.unesco.org/gem-report/sdg-goal-4](http://en.unesco.org/gem-report/sdg-goal-4)
- Unpacking Sustainable Development Goal 4: Education 2030. UNESCO at [unesdoc.unesco.org/images/0024/002463/246300E.pdf](http://unesdoc.unesco.org/images/0024/002463/246300E.pdf)
- Leading Education 2030 and Sustainable Development Goal 4 and its targets. UNESCO at [en.unesco.org/education2030-sdg4](http://en.unesco.org/education2030-sdg4) and [en.unesco.org/education2030-sdg4/targets](http://en.unesco.org/education2030-sdg4/targets).
- Goal 4: Quality education. Sustainable Development Goals Fund at [www.sdgfund.org/goal-4-quality-education](http://www.sdgfund.org/goal-4-quality-education)

**For more information about Education Sector Plans:**

- If the Ministry of Education in your country maintains a website, your country's Education Sector Plan may be found there.
- Also visit the Global Partnership for Education, UNGEI and UNICEF. Guidance for Developing Gender-Responsive Education Sector Plans at [http://www.ungei.org/GPE\\_Guidance\\_for\\_Gender-Responsive\\_ESPs\\_Final.pdf](http://www.ungei.org/GPE_Guidance_for_Gender-Responsive_ESPs_Final.pdf).

**For more information about School Codes of Conduct:**

- If the Ministry of Education in your country maintains a website, information about School Codes of Conduct may be found there.

Also visit:

- Teacher Codes: Learning from Experience. United Nations Educational, Scientific and Cultural Organization (UNESCO) at [http://teachercodes.iiep.unesco.org/teachercodes/resources/Literature\\_review.pdf](http://teachercodes.iiep.unesco.org/teachercodes/resources/Literature_review.pdf)
- Patterns of Development and Use of Codes of Conduct for Teachers in 24 Countries. UNESCO at <http://unesdoc.unesco.org/images/0019/001923/192392e.pdf>

That is where this Global Guidance on Addressing School-Related Gender-Based Violence comes in. The result of the combined expertise and leadership of UNESCO, UN Women and other partners, this Guidance will help us stand a better chance of supporting countries to end this global issue. The Global Guidance provides key information to governments, policy-makers, teachers, practitioners and civil society who wish to take concrete action against SRGBV. It introduces approaches, methodologies, tools and resources that have shown positive results in preventing and responding to SRGBV. We are confident that this will contribute to further promote the generation of knowledge, evidence and standards of response against this pervasive problem. With the Global Guidance in hand, this is a key moment for all of us to ensure that SRGBV does not remain a barrier to achieving the SDGs

## ADVOCACY TIPS

16 Days advocacy efforts are an important factor in helping to shape public policy. If in your country it is safe and possible to interact with government officials without risking safety and security, meeting with government officials is a highly effective way to get your message across. Letters, phone calls, emails and even text messages are also good ways to communicate with government officials.

Following are some tips for meeting with government officials. You may also wish to use these to guide any meetings you hold during the 2017 16 Days Campaign with local and community leaders, including school, religious and tribal leaders, etc.

### Tips for Effective Meetings with Government Officials

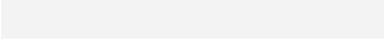
- ✓ Make an appointment. This is necessary.
- ✓ When you call to make an appointment, ask to speak with the scheduler and let them know you would like 15 to 30 minutes to discuss an issue. Tell the scheduler what issue you want to discuss so the right staff person is made aware of your visit.
- ✓ Accept an appointment with the appropriate staff if the official is unavailable.
- ✓ If you do not have an appointment, you may not be able to speak with anyone or you may only have a few minutes.
- ✓ Make the most of the time you have with the official. Practice beforehand what you want to say. Allow time for questions.
- ✓ If you don't know the answer to a question, say so and follow up later.
- ✓ If possible, leave a one-page fact sheet with the most important information about your issue that also includes your contact information. Feel free to use the information provided about the issues in this Action Kit for a one-page fact sheet, or create your own based on local information and contexts.
- ✓ Take your camera to take photos with the official.
- ✓ Follow up with a thank-you note or letter, reminding the official (or staff) what you talked about and the actions you asked them to take. Include the answers to any questions that you were unable to answer during your visit. Send them your picture.

### Tips for Letters or Email

- ✓ Include your address and telephone number.
- ✓ If you want to comment on more than one issue, send a separate message for each one.
- ✓ Invite the official to contact you to talk about your position on the issue.
- ✓ Ask the official for his or her position on the issue and request a reply.

### Phone Contact Tips

- ✓ Before you place a call, write down notes about the points you want to make. That way, you won't forget anything.

- ✓ Government officials and other leaders are often too busy to take phone calls, and rely on their staff if they have them to keep them informed. Ask for the staff person who covers your issue area (i.e. education, women's rights, gender, etc).
  - ✓ Request a return call, but be aware that you may not get one. There simply aren't enough hours in the day to return all phone calls, especially if there is an organized campaign of calls.
- 

## RAISE AWARENESS AND EDUCATE: LOCAL AWARENESS, MOBILIZATION, AND TRAINING

Awareness-raising and community mobilization, including through media and social media, is another important component of an effective prevention strategy.

1. Create fact sheets based on the information about GBV in education provided in this action kit and highlight the fact that it is a public concern that affects all segments of society. Distribute them and any other information materials you create as part of the 16 Days campaign about GBV in education and its effects to authorities and leaders at all levels to gain their understanding and support for ending GBV in education.
2. Organize local awareness raising events to bring to the attention of governments, organizations, civil society, the mass media and the private sector the urgent need to end GBV in education.
3. Organize meetings or workshops with local education officials, PTAs, organizations and community members about GBV in education, encouraging participants to share their views about the root causes of GBV in education and the challenges and opportunities faced in addressing and preventing GBV in education. Consider discussing what *eradicating* GBV in education would entail.
4. In consultation with school administrators, hold a Day of Action and Awareness to end GBV in education in local schools or other educational settings.
5. Collaborate with relevant local education officials, school administrators and education organizations to organize trainings for school administrators, local education officials, PTAs, and teachers on school GBV in education, school Codes of Conduct, and the importance of GBV in school codes of conduct.
6. Conduct human rights education trainings in your community.
7. Engage with girls, boys, teachers and their families who are willing to listen and raise awareness about the importance of the right to education and the right to a life free from violence. Continue to build their skills and set up girls' clubs and gender equality groups in your community and in schools. Rally support for girls that are willing to take risks to exercise and enjoy their human right to education.

## RAISE AWARENESS: WORK WITH THE MEDIA

Print, radio, television and online media sources continue to play a major role in shaping opinions and communicating issues of importance to audiences. It is essential for 16 Days activists to engage with the media both as a target and also for awareness raising and a conduit for campaign messages and information about human rights, gender-based violence, and GBV in education.

The media work you carry out during the 16 Days Campaign can be of enormous value; it generates support for the campaign and helps bring the fact that gender-based violence in education is a human rights issue to the attention of people who may not know it. The media can also help inform and shape public opinion about GBV in education and the urgent need to eradicate it. Lastly, accurate and supportive coverage of the 16 Days of Activism in your country via the press, radio, TV, or web-based news will help to increase the visibility of your 16 Days Campaign efforts, broaden your audience, and lend added credibility to your messages.

Following are some ideas for including a media component in the 2017 Campaign.

### WORK WITH THE MEDIA TO DEVELOP YOUR CAMPAIGN MEDIA STRATEGY

- Working with the media – including women’s, youth, and community-based media networks to develop your campaign media strategy is a great way to get started and build relationships with media representatives.

### FREE AND INEXPENSIVE WAYS TO ATTRACT MEDIA COVERAGE

- **Use 16 Days Campaign Events as Media Opportunities** – Contact the media about meetings with government officials and other leaders, actions, community events, vigils, guest speakers, art and drama shows, or any other activities that you organize during the campaign. This includes organizing press conferences either before or after meetings and other events.
- Approach media outlets to ask if they would be willing to run a special series on the 16 Days Campaign. You can also see if they are willing to do special coverage during one of the significant dates of the campaign, such as the International Day to Eliminate Violence Against Women or International Women Human Rights Defenders Day.
- **Write Letters to the Editor** - If the newspapers in your country accept letters to the editor, the letters pages in newspapers are widely read and can be used very effectively to promote the 16 Days campaign.
- **Speak on Talk Radio** - Talk radio is among the easiest, and least expensive ways to get an issue out to the public. You will be answering questions or addressing statements made by the show’s host, but always remember that your real target audience is the show’s listeners.
- **Give Interviews** - Interviews are an excellent way to present a message in an engaging question-and-answer format. Interviews can be given by appointed spokespersons for a campaign, such as leaders

of the campaign or well-known personalities who support the campaign; by participants of the campaign; or persons affected by the campaign issue. Identify radio or TV stations which broadcast interviews on social issues and propose to be their guest, e.g. for an interview, a call-in program or a talk show, and give interviews to journalists as part of your press outreach. Print journalists also generally like interviews as it gives them a 'first-person' account to use in their articles.

- **Write Op Ed Pieces** – Many newspapers accept Op Ed submissions from guest or topic expert writers. To get the op-ed published, find out the names of the editor or editors of the op-ed section at each media outlet. When you get someone on the phone, quickly tell them who you are, what organization you represent, about your GBV in education issue, and why the proposed op-ed is timely or newsworthy. Then tell them you have an expert—yourself, the head of your organization or a well-known personality—who would like to get your side of the issue across to the media's audience. Be prepared either to get rejected or to be asked to send the editorial immediately for consideration. Once one media outlet has agreed to look at it, do not send your op-ed to other outlets until your initial pitch is rejected or accepted.

## TIPS FOR WORKING WITH THE MEDIA

### Letters to the Editor and Op Ed Pieces

- Keep letters to the editor and Op Ed pieces short - 250 words for a letter and 500 words at the most in an Op Ed piece. Make sure to provide your contact details.

### Using Talk Radio Effectively

- Know what you are going to say before you call. Write down two or three key points to focus your thoughts.
- Assume listeners don't know much about your issue, so construct your statements to have the greatest appeal.
- Call early in the program even though you may be put on hold for a while.
- If you participate in a call-in show, mobilize campaign members to call and support your point.

### Generating Media Coverage of 16 Days Campaign Events

- Notify the media at least 48 hours before your event, if possible.
- Write a press release (media advisory) and deliver, fax or email it to any local, regional, or national media that you can.
- Invite celebrities and important leaders and officials such as local politicians, community and religious leaders, PTA members, sports figures, musicians, actors, etc. to increase media interest in your event.
- Take photographs at your event and share them with the media within 48 hours.

### Interviews

- It is important for any interviewees to be well-prepared in advance, especially as some questions may be difficult. Interviewees should stay 'on- message' to make sure that key campaign points and messages are put across. Interviewees should also have the necessary facts and figures to back up any statements or arguments during the interview process.

## EDUCATING THE MEDIA

The media obviously reflect general beliefs and attitudes about gender as the rest of any society. As the extent and causes of gender-based violence in education are still widely unknown or misunderstood, journalists and other members of the media may need to be educated. Concrete, constructive guidance should be offered as to how reporters can improve their coverage of GBV in education and related issues – rather than blaming reporters for gender-insensitive reporting.

Much of this can be accomplished by making sure that press releases, comments on radio call-in shows, media follow-up efforts, and comments made at public campaign events state, characterize and "frame" the issue of GBV in education the way that you as informed campaigners know the issue should

be addressed and discussed, using accurate information and facts. You may also wish to consider providing specific training about GBV in education for media representatives as part of your 2017 16 Days campaign activities.

### **ETHICAL CONSIDERATIONS WHEN WORKING WITH THE MEDIA**

It is important not to divulge any information that is not intended for publication. When it comes to individual survivors of gender-based violence in education, it is important to maintain their anonymity and avoid sharing their names or any identifying information or characteristics with the media. These precautionary measures are important to maintain confidentiality as well as survivors' safety.

Extra caution should be taken when preparing interviewees who are personally affected by GBV in education, such as GBV survivors. They must give full consent, and be made aware of the possible consequences of the publicity from an interview.

## SUGGESTED PRESS RELEASE TEMPLATE

**Note:** A press release is written about a specific program, event, or issue. It answers the questions: “Who, What, Where, When, Why and How?” It is one page long and written in clear, concise sentences. You may wish to write many press releases throughout the 16 Days Campaign, or just one press release that lists the events and activities you are planning for the 16 Days, and invite the media to cover your events/activities, publicize your work, and help raise awareness about why ending GBV in education is important.

Include your  
organization’s  
logo here

Include your  
organization’s contact  
information here

Include the 16 Days logo, available in  
50 languages:  
<http://16dayscwgl.rutgers.edu/> here

Contact: Name

Position Tel.: XXX-XXXX

Email: yourname@yourorganization.org

Website: [www.yourorganization.org](http://www.yourorganization.org)

### FOR IMMEDIATE RELEASE

#### <ATTENTION-GETTING TITLE>

<Location> <Date> - Who? What? When? Where? Why?>

State what program or event is going to occur, name the organization hosting the event or program, and why it is important. Include any ‘attention-grabbing’ information here, such as statistics, and why the issue is relevant or important. Keep information brief, but interesting.

#### <Your Organization>

Provide background information about your organization and its work on the 16 Days Campaign and this specific program, event or initiative, mentioning important dates, people, themes, etc. Briefly describe your organization and any other groups that are hosting the event, program, or initiative. Include a quote by someone who is part of your organization, part of the community, or someone who has benefited from the 16 Days Campaign. You may also wish to include information from the 2017 Campaign Theme Announcement, available at: <http://16dayscwgl.rutgers.edu/2015-campaign/2017-theme>.

**<Purpose>**

Explain the purpose of the event, etc. Mention any planned or upcoming activities. State any working partnerships or alliances with other organizations. Discuss any new developments regarding the event. Connect the event, if possible, to other current relevant local or wider issue in your country related to GBV in education. You may want to add this sentence: More information about the 16 Days Campaign is available on the 16 Days Campaign website: <http://16dayscwgj.rutgers.edu>.

**<Conclusion>**

Include contact information and website links. For example, you can write: “For more information, contact or visit...”

## RAISE AWARENESS: USE THE POWER OF SOCIAL MEDIA

Social media has become one of the most powerful communication techniques available to raise awareness and create change. Increasingly, social media has become a tool for many activists around the world to promote human rights through calls for action and sharing of information, report violations of human right, and galvanize activists in faraway places on human rights issues affecting entire regions, countries, or local communities. Campaigning on issues such as gender based violence, attacks on education of girls, destruction of the environment, denial of human rights to marginalized communities and encroachment of indigenous land by multinational corporations are just some of the many ways that activists have used the democratic space of the internet to advance human rights.

While the internet cannot of course replace “on the ground” campaigning – and while there remain significant disparities in access to the Internet around the world – social media is a powerful and ever more accessible tool to use to inform, engage, and build widespread support for fundamental human rights, including ending gender-based violence in education.

### **Make the Most of Social Media During the 16 Days Campaign**

There are many ways you can use the Internet and social media during the 2017 16 Days Campaign. Our goal is to create a powerful online conversation and presence that will bring awareness and movement to the 16 Days Campaign and the fight against gender-based violence in education.

One way is to to stay connected with the 2017 16 Days Campaign. Check in frequently during the 2017 16 Days Campaign, and share information about your own 16 Days events and actions via the following CWGL and 16 Days Campaign links:

- **16 Days Website:** <http://16dayscwgl.rutgers.edu>
- **International Campaign Calendar:** <http://16dayscwgl.rutgers.edu/campaign-calendar>
- **Flickr:** <http://www.flickr.com/photos/16dayscampaign>
- **Facebook:** <http://www.facebook.com/16DaysCampaign>
- **Twitter:** @16DaysCampaign
- **Email:** [16days@cwgl.rutgers.edu](mailto:16days@cwgl.rutgers.edu)

### **Suggestions for Making the Most of the Internet and Social Media During the 2017 16 Days Campaign**

Following are some suggestions for how to make the most of your Internet and social media presence during the 16 Days Campaign. **Organize a Twitter Teach-In**

#### **What’s a “Teach-In”?**

Teach-ins are a series of several, continuous tweets from a single source focused on a specific topic, such as an issue related to GBV in education.

Linked together with a unique hashtag, teach-ins are essentially tweetable lectures that are meant to educate a wide, general audience.

We invite 2017 16 Days Campaign activists to choose a date during the 16 Days Campaign (November 25<sup>th</sup> – December 10<sup>th</sup>) to conduct a Twitter Teach-in about a GBV in education topic or issue that is of importance and relevance to your own contexts. Twitter using the hashtags **#16days #GBVteachin!**

The online community will also be able to contribute by tweeting its own teach-ins, questions, and short responses by using the **hashtags #16days and #GBVteachin**. The 16 Days Campaign will then highlight all participants' work by re-tweeting their teach-ins. Find examples of tweets from last year's Twitter Teach-In at <https://storify.com/16DaysCampaign/16days-campaigngbvteachin-week-1>.

Those interested in participating should email the 16 Days Campaign at [16days@cwgl.rutgers.edu](mailto:16days@cwgl.rutgers.edu) for more information and for coordination.

### **Sample tweets**

- Education is a public good, a fundamental human right upheld in int'l & regional human rights conventions & treaties #16days #GBVteachin
- Girls and young women's education may be cut short by early or forced marriage #16days #GBVteachin
- Zero tolerance for gender-based violence in education! #16days #GBVteachin
- We all have a role to play in ending gender-based violence in education! #16days #GBVteachin
- No education, no progress! Help end gender-based violence in education #16days #GBVteachin
- Act to end gender-based violence in education! #16days #GBVteachin
- Make it a Reality – End gender-based violence in education! #16days #GBVteachin
- Gender-based violence in education is a human rights issue! #16days #GBVteachin
- My life, my body, my education! #16days #GBVteachin
- Together we can end gender-based violence in education! #16days #GBVteachin
- A safe education is a basic human right! #16days #GBVteachin

### **Facebook Profile Pic Swap**

To kick off the campaign, on November 25th CWGL invites all Facebook users to change their profile pictures to the 16 Days campaign logo for the duration of the campaign. Help spread the word and bring awareness to GBV and the right to safe, accessible education by changing your profile picture and inviting your FB friends to change theirs.

Download the campaign logo here [<http://16dayscwgl.rutgers.edu/about/16-days-logos>] in your **respective** language and upload it as your profile picture.

### **Blog Parade**

What's a Blog Parade?

Blog parades are a series of blog posts that revolve around a single topic or issue. The goal of a blog parade is to educate a general audience while bringing awareness to and engaging the global community in the selected topic.

## Share your Blog!

CWGL will post the series **16 Blogs for 16 Days** highlighting the work of activists from around the world throughout the campaign. We invite activists, NGOs, and the greater online community to write about issues concerning unequal access to a safe education and GBV. Write about your experience with these subjects or about what your organization is doing to eliminate them.

Once your post is published on your blog, please send us an email ([16days@cwgl.rutgers.edu](mailto:16days@cwgl.rutgers.edu)) and we will share and feature your posts throughout the campaign.

## Flickr Storm

On November 29<sup>th</sup> – International Women Human Rights Defenders Day - CWGL invites supporters of the 16 Days Campaign to take Flickr by storm! Show how you or your organization is working to eliminate GBV by uploading pictures of participation in 16 Days activities or campaign events to our Flickr account. View photos from previous years here: <http://www.flickr.com/photos/16dayscampaign>.

Here are some more suggestions for using the power of social media during the 2017 16 Days Campaign:

**Social Network Sites** - Use social networks, bookmarking sites and blogs to promote your group and recruit members. Link your friends via Facebook, Twitter, Instagram, YouTube, and the 16 Days of Activism Campaign site at **XX**.

**Blogs** – Promote the 16 Days of Activism campaign on your personal blog or profile page.

**Email lists** - Promote the 16 Days Campaign through E-mail Lists - Promote the 16 Days Campaign and send notifications of campaign-related actions and events via your existing electronic mailing lists.

**Reader comments** - Read a blog post or online news article about an issue related to gender—based violence in education and respond with your comments.

**Create links** from your organization’s website to the 2017 16 Days of Activism website at **XXX**

**RAISE AWARENESS:  
CREATE AND USE ART**

Integrate activism with visual art, performance art, music, poetry, and dance. Use art to raise awareness and encourage action to address and eradicate GBV in education.

Share information about your visual and performance art 16 Days Campaign events at with CWGL and other 16 Days activists around the globe on the campaign calendar at [http://16dayscwgl.rutgers.edu/campaign- calendar](http://16dayscwgl.rutgers.edu/campaign-calendar).

## DOCUMENT AND REFLECT

Make sure to document your actions and events with photographs, summaries of the actions and events, and commentary on how people reacted and participated. Documentation is useful for the media, future campaigning activities, and fundraising.

### **Some Questions to Consider:**

- Did you achieve the plans and goals you developed at the beginning of the 2017 16 Days Campaign?
- Did you reach your intended advocacy targets?
- Did you reach your intended audience?
- What was the impact of your actions and events?
- What follow-up steps, if any, are needed?
- What worked well this time?
- What were the challenges?
- What will you do differently next time?
- What tools and resources do you require to strengthen your participation in next year's 16 Days Campaign?

Share a summary of your 2017 16 Days Campaign efforts by posting it on your organization's website, sending it to other local or national organizations and groups, current funders, or by publishing it in a newsletter.

Please remember to send a copy of your summary to CWGL as well **at XX**. It is only by receiving information and feedback from 16 Days Campaign participants that CWGL can continue to strengthen and improve the 16 Days of Activism Against Gender-based Violence Campaign.

## SHARE: YOUR 16 DAYS ACTIONS AND EVENTS

No matter how to decide to participate in the 2017 Campaign, please remember to report your activities and send photos and samples of your campaign materials to Center for Women's Global Leadership (CWGL) for inclusion in the 2017 International Campaign Calendar and 16 Days Campaign archives.

**Share** your campaign actions, events, and media coverage on the campaign calendar at <http://16dayscwgl.rutgers.edu/campaign-calendar>.

Please let us know that we have permission to share them online and whom to credit for the resource.

**Share** your own photos and videos from the 2017 campaign on <https://www.flickr.com/photos/cwgl>

**Create and submit short videos** to the CWGL featuring one or more local "Anti-GBV in Education" advocates at [XXXX](#)

- **Visit** [16dayscwgl.rutgers.edu/](http://16dayscwgl.rutgers.edu/)
- **Follow** the 2017 Campaign on Facebook at <https://www.facebook.com/16DaysCampaign>
- **Follow** the 2017 Campaign on Twitter [@16DaysCampaign](#)
- **Check out** other 2017 16 Day Campaign events and actions from around the world on the campaign calendar at <http://16dayscwgl.rutgers.edu/campaign-calendar>.
- **Contact** the Campaign with any questions, etc. via email at [16days@cwgl.rutgers.edu](mailto:16days@cwgl.rutgers.edu)

## KNOW THE ISSUE:

### THE HUMAN RIGHT TO EDUCATION

*“Education is a human right and an essential tool for achieving the goals of equality, development and peace.”*

- The UN Fourth World Conference on Women, Beijing Platform for Action, Chapter 4, Critical Areas of Concern, Section B, Education and training of women.

*“Education operates as a multiplier, enhancing the enjoyment of all individual rights and freedoms where the right to education is effectively guaranteed, while depriving people of the enjoyment of many rights and freedoms where the right to education is denied or violated...”*

- Katarina Tomaševski, former UN Special Rapporteur on the Right to Education

*“The exercise of the right to education is instrumental for the enjoyment of many other human rights, including sexual rights and the right to the highest attainable standard of health... The right to education is a primary vehicle by which children and adults can lift themselves out of poverty, as well as other forms of disadvantage.”*

- Paul Hunt, UN Special Rapporteur on the Right to Health

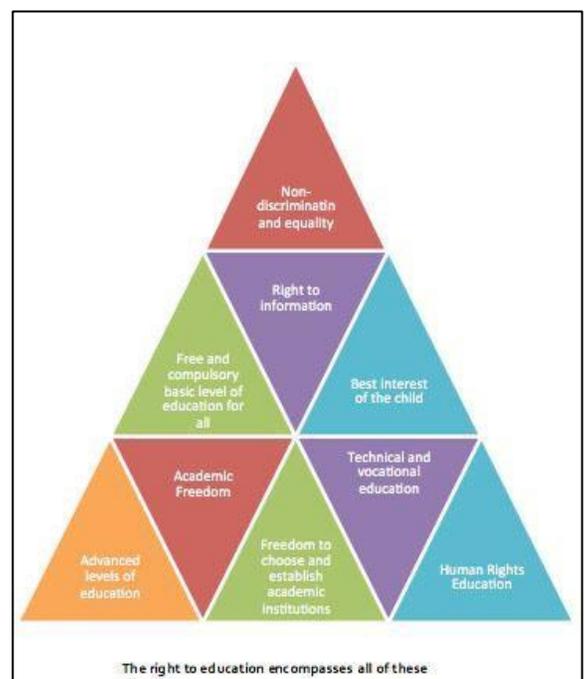
*“The right to education is a human right, and that eliminating illiteracy, ensuring equal access to education - in rural and remote areas - and closing the gender gap at all levels of education empowers women and girls, and thereby contributes to the elimination of all forms of discrimination and violence against women and girls.”*

- Recommendation 7 of the 57<sup>th</sup> Session of the UN Commission on the Status of Women

#### The Human Right to Education

The right to education and gender equality are central to human rights and development objectives. As the route to the ability to exercise other human rights, education not only helps individuals to develop fullest potential, but also to participate more effectively in civil society and defend themselves, their families, and others from deprivations of their rights.

International human rights standards on the right to education assert that the need for knowledge, skills and information is universal as well as central to human development. The human right to education is enshrined in Article 26 of the 1948 **Universal Declaration of Human Rights** (UDHR), which states that, “[e]ducation shall be



directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms.”

The UN **Convention on the Rights of the Child** (CRC) elaborates on this, referring to education as a process aimed at “[t]he development of the child’s personality, talents and mental and physical abilities to their fullest potential.”<sup>5</sup> A girl’s right to access and benefit from education/schooling must be seen “[a]s an end rather than [only as] a means for achieving other ends.”

With 189 States Parties, the UN **Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)** is one of the most widely- ratified international human rights treaties. Even though

**Tool 1:** *These two General Comments by UN Human Rights Treaty Bodies are helpful. Committee on the Rights of the Child General Comment No 13 on the right of the child to freedom from all forms of violence (2011) and Committee on Economic, Social and Cultural Rights General Comment on the Right to Education (2009).*

**Tool 2:** *When designing policies, actions and strategies to guarantee the safety of girls in schools it is important to refer to CEDAW Article 1. Indirect and unintended discrimination can be as harmful as targeted discrimination and violence against girls.*

**Tool 3:** *When addressing harmful practices, it is helpful for women’s human rights advocates to refer to the joint general recommendation/general comment No. 31 of the Committee on the Elimination of Discrimination against Women and No. 18 of the Committee on the Rights of the Child on harmful practices (2014).*

**Tool 4:** *States may adopt temporary special measures in education as a way to effectively protect girls from violence while ensuring their right to education. The CEDAW General Recommendation 25 on temporary special measures is a tool that may be helpful to women’s rights advocates when recommending State action and policies to guarantee girls right to education.*

the large number of reservations to the Convention present challenges for implementation, few countries have made reservations or declarations to CEDAW Article 10 on the right to education.<sup>7</sup>

In line with CEDAW, education’s promise of empowerment comes not merely from increased awareness of the rights of women and girl’s, but of the breakdown of powerful gender stereotypes and ideologies based on the notion that women should be subjugated and their human rights denied.

### **International Human Rights Instruments and the Right to Education**

- Universal Declaration of Human Rights (UDHR) (1948)
- Article 26 Convention against Discrimination in Education (CADE) (1960)
- Articles 1, 2, 5 International Convention on the Elimination of Racial Discrimination (1965)
- Articles 5, 7 International Covenant on Economic, Social and Cultural Rights (1966) Articles 13, 14 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979)
- Articles 10, 14 Convention on the Rights of the Child (1989)

- Articles 28, 29 World Declaration on Education for All (1990)
- Articles 1, 3, 6, 10 Beijing Declaration and Platform for Action 1 (1995)
- The African Charter on Human and Peoples' Rights (1981) (Article 25)
- Protocol of San Salvador of the American Convention on Human Rights in Economic, Social, and Cultural Rights (1988) (Article 13).

### **The Sustainable Development Goals: 2015-2030**

In September 2015, at the United Nations Sustainable Development Summit, Member States formally adopted the [2030 Agenda for Sustainable Development](#). The sustainable development agenda contains 17 goals, including a new global education goal (SDG 4), which is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

Goal 4 came about as the result of an intensive consultative process led by Member-States, but with broad participation from civil society, teachers, unions, bilateral agencies, regional organizations, the private sector and research institutes and foundations.

Goal 4 makes it clear that education will lead to skills and knowledge for employment, decent jobs and entrepreneurship, as well as gender equality, culture of peace and non-violence, and appreciation for cultural diversity. The targets in Goal 4 recognize the intersecting challenges that children and young people face, including discrimination due to disability, gender, ethnic, racial, or indigenous identity, prevalence of violence, lack of equal access, and ineffective learning environments. There is connection made with the enjoyment of economic, political, and cultural rights.

Goal 4 is meant to be universal, inclusive, and indivisible, and address the economic, social and environmental dimensions of development. It calls on all States to work in collaborative partnership towards eradicating poverty and achieving sustainable development based on their national capacities and realities.

Goals 4.5 and 4a are of particular importance to the 2017 16 Days Campaign:

**Goal 4.5** focuses on eliminating gender disparities in education:

*“By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situation.”*

**Goal 4.a** focuses on providing safe, non-violent, and inclusive learning environments:

*“Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.”*

## KNOW THE ISSUE:

### GENDER-BASED VIOLENCE IN EDUCATION

School-related gender-based violence ‘refers to acts of sexual, physical or psychological violence... in and around schools because of stereotypes and roles or norms attributed to or expected because of sex or gendered identity. Incidents of gender-based violence (GBV) in education have been recorded in every region and country where it has been studied. GBV in education cuts across cultures, geographies, peoples and economies, and affects both females and males. It occurs in all levels of education and in all educational contexts - formal and non-formal or alternative education, public and private schools and universities, vocational and religious schools, and on the way to and from school.

GBV in education is perpetuated by teachers, school administrators, other school employees, fellow students, and community members. There here is no single factor that can explain gender-based violence in education, since interpersonal violence is the outcome of interaction between many factors at the societal, community, relationship and individual levels.

Educational institutions themselves are not isolated from traditions, culture, norms, customary laws and governmental policies that exist in the country and the community, nor from individual experiences of students and staff both outside and inside schools and educational institutions. Educational institutions themselves can also legitimize and reinforce harmful gender norms. For example, by normalizing a violent environment both in and outside the classroom by using sexist or authoritarian pedagogy that strengthens the unequal power balance between teachers and students, allowing corporal punishment, or not properly addressing sexualized bullying.

Some teachers are documented perpetrators of sexual harassment and assault. Additionally, teachers have an important hand in creating and regulating the classroom space. Teachers may utilize severe forms of punishment, discriminate against marginalized groups, and reinforce dangerous behaviors in students, like the sexual or physical harassment of other students. Girls can face violence and discrimination due to their gender, facing limits on their schooling due to cultural or family pressures, lack of safety specifically for girls, or lack of safe spaces within school areas. Teachers in these settings are vastly outnumbered by students and often lack any substantive educational training. This sets the stage for schools being an unsafe place.

Gender inequalities and gender-based violence in education frequently interact with other forms of discrimination based for example on race, ethnicity, class, caste, citizenship status, Indigenous status, religion, ability, sexual orientation, and non-gender conforming status, all which inform and shape the nature of violence that is experienced and make certain individuals and groups particularly and disproportionately vulnerable to and affected by GBV. For example, chronic poverty and unstable living conditions can increase vulnerability to GBV and exploitation in education, such as students who cannot pay for school expenses can be coerced into sexual relationships with teachers. Conflict and emergency situations create additional risk, as GBV is amplified in conflict and emergency settings

where sexual violence is widespread. In some conflict-affected countries, female students are withdrawn from school due to fears concerning their safety.

At the tertiary level, while attending college and university is a positive and empowering experience for many, for those who experience sexual assault, dating violence, domestic violence, bullying, stalking and other forms of GBV, higher education can be both damaging and debilitating. Unprecedented access to information and communications technology has also resulted in new forms of GBV in the form of intimidation, cyberbullying and sexual harassment.

### **The Impact of GBV in Education**

GBV within and around educational settings has a significant impact on both educational participation and gender equality, which is essential achieving universal access to education. GBV in education means that countless girls and women are kept out of school, drop out of school, or are unable to fully participate in school.

GBV in education is a major obstacle to the right to a safe, inclusive and quality education and is prejudicial to educational outcomes. It is demeaning to self-worth and has devastating immediate and long-lasting impacts on psychological, social and physical health and well-being.<sup>1</sup> Survivors of GBV in education experience high rates of post-traumatic stress disorder, as well as a higher risk of re-victimization, depression, substance abuse, and suicide.

Lacking an education reduces opportunities for social and economic independence. It increases the likelihood that girls will enter early marriage - with its high incidence of emotional and physical ill-health – and significantly increases the risk of contracting HIV and dying in childbirth. GBV in education also means that societies will continue to suffer from poor educational outcomes as GBV and discrimination continue to flourish.

### **What it Will Take to Eradicate GBV in Education**

GBV in education is a human rights issue that legally obligates governments around the world to fulfil their obligations to eradicating, or ending, GBV in education by enacting legislation, enforcing measures of protection, and refraining from all forms of discrimination in education.

GBV in education “continues to be a serious barrier to educational participation, especially of girls, and casts doubt on the school as an appropriate forum for educating young people about gender equality, non-violent behavior and sexual and reproductive health. Schools have the potential to bring about change but this cannot be effective if they are simultaneously sites of gender inequality and violence.”

At a minimum, eradicating GBV in education will require educational institutions and non-formal or alternative sites of learning to actively promote a gender equal, respectful, non-violent culture with gender-aware pedagogy amongst students, teachers and other staff. The potential for young people to act as agents of change provides one of the greatest hopes for achieving the social transformation necessary to eradicate GBV and can be unlocked through high-quality, gender sensitive education.

Schools and other educational institutions and institutions must also develop, implement, and enforce strategies to prevent and respond to violence. This includes introducing gender-responsive pedagogies in the education process, including sexuality education in the school curricula.

Comprehensive nationwide efforts to end GBV in education entail community interventions, services for survivors, training of relevant professionals (e.g. teachers, school administrators, health, police and judicial staff), effective laws and their enforcement, training of the media, support to men and boys who need to stop violent behavior (e.g. through activities such as peer groups, etc.), as well as programs in schools and on campuses to inform and empower children and youth to prevent GBV in education. All of these facilitate the development of country-and context-specific enabling environments in which demands to international, national, and local governments and other key stakeholders to address and eradicate GBV in education will be successful.

The international human rights framework provides a powerful means of eradicating GBV in education because it points to specific obligations that governments have, mechanisms to hold governments to account if they fail to meet those obligations, and internationally agreed upon standards for evaluating their actions. This can help unlock the potential of schools as sites for empowerment for both girls and boys and for the eradication GBV in education. The transformative potential of schools to empower individuals, to champion gender equality and challenge violence against women and girls depends on a school environment that is itself safe and violence free. A safe educational environment is instrumental for breaking patterns of violent behavior and interrupting the status quos in the broader society that perpetuate discrimination and GBV. It also equips people with the skills needed to communicate, negotiate, and support peaceful solutions to conflicts. A safe learning environment establishes behavior patterns that reduce gender-based stereotyping, discrimination and violence in the wider society.

According to the United Nations, one of the best ways to end GBV is to prevent it from happening in the first place by addressing its root and structural causes. This includes educating and working with “...young boys and girls promoting respectful relationships and gender equality, thereby achieving potentially faster, sustained progress on preventing and actually eradicating gender-based violence.

Prevention entails supporting the implementation of the agreed conclusions of the [57th Session of the Commission on the Status of Women](#) (CSW), which place a strong emphasis on prevention of GBV through the promotion of gender equality, women’s empowerment and their enjoyment of human rights. It also means working to making the home and public spaces safer for women and girls, ensuring women’s economic autonomy and security, and increasing women’s participation and decision-making powers—in the home and relationships, as well as in public life and politics.

As the UN also suggests, “Working with both men and boys helps accelerate progress in preventing and ending violence against women and girls. They can begin to challenge the deeply rooted inequalities and social norms that perpetuate men’s control and power over women and reinforce tolerance for violence against women and girls.”

## KNOW THE ISSUE:

### EXTREMISM, GENDER VIOLENCE AND EDUCATION

Education remains beyond the reach of millions of girls and boys, women and men, throughout the world. This is particularly true for girls, who comprise the majority of out-of-school children; those without access to education, those who never start school, and those who do not complete school. Women make up two-thirds of the world's illiterate population, and gender parity in education has not yet been reached. Hand in hand with this reality, human rights activists all over the world continue to call for an end to all forms of violence against women and girls. Violence against girls on their way to school or while they are in their schools must end and, in order to find the solution, the human right to education for girls must be realized.

#### **Extremism and Violence against Girls**

Many groups that oppose human rights for women and girls, including State and non-State actors, are using arguments based on religion, culture, and tradition to justify gender-based violence and discrimination. These arguments deny the human rights of women and girls, and girls who attempt to access education are at risk of gender-based violence.

Violence and the fear of violence inflicted by both State and Non-State actors and individuals espousing and acting in the name of extremist ideologies are among the forces preventing girls from attending school or completing their education. In places where extremists are seeking to take over all public and private spaces, the risk to girls of rape, sexual harassment, intimidation and threats have increased. Poverty, militarism, armed conflict, lack of sanitation and long journeys to school make the simple act of choosing to go to school an act of defiance and resistance by girls and their families, which often leaves them even more vulnerable to violence.

Attacks on girls attempting to access education or targeting girls in schools directly impact the lives of many – not only girls, but those who support them – including their families and teachers. Every attack on girls going to school or in school is a message to the collective community that there is no safe place for girls or families that do not conform to traditional or patriarchal practices and roles. This often leads to exclusion from education by families who keep girls out of school to “protect” them. Schools and other learning spaces in conflict-affected or other areas affected by extremism are often closed indefinitely. Even when schools remain stay open, families don't allow girls to go to school for fear of new attacks. In this way, measures taken by families in response to extremist attacks on girls going to school or those in school often lead to further violations of the human right to education.

#### **Harmful Practices and Beliefs**

Overall, the discriminatory gender roles and harmful practices girls are subjected to have a long-term impact in the lives of girls and affect all their rights, including their right to access, enjoy and benefit

from education. The asymmetries and disparities that stem from patriarchy and the social inequalities it produces existed long before education systems and

policies, but often cause the exclusion of girls from schools and quality education.

Attacks on girls attempting to exercise their right to education frequently happen because of existing negative beliefs and stereotypes that justify practices that suppress women and girls through violence. They also occur because extremist ideologies often consider the right to education as a challenge to the status quo and thus a threat.

### **State and Non-State Actor Obligations**

Actions by both State and non-State actors to address violations of the human rights of women and girls – including gender-based violence in education - must therefore address the root causes of gender disparity and gender-based violence. States also have an obligation to “establish legal structures to ensure that harmful practices are promptly, impartially and independently investigated, that there is effective law enforcement and that effective remedies are provided to those who have been harmed by such practices.” States must also “explicitly prohibit by law and adequately sanction or criminalize harmful practices, in accordance with the gravity of the offence and harm caused, provide for means of prevention, protection, recovery, reintegration and redress for victims and combat impunity for harmful practices.”

### **State Education Policies and Practices**

Despite the detailed legal framework guaranteeing the human right to education and a global political consensus on the right to education for all, attacks against girls accessing education are being documented with increasing regularity. Attacks against girls on their way to school or at school have highlighted the fragile nature of achievements in the field of education worldwide. As long as attacks on girls attempting to access and enjoy their right to education by extremist groups continue, the accessibility, availability, adaptability, acceptability and quality of education for all will continue to slide back.

States must investigate attacks against girls claiming their right to education and must prevent future attacks by taking all necessary actions. However, in most cases, attacks on groups of girls in schools are followed by closing schools and violations of girls’ rights to education. Gender-based violence against girls is not being investigated and documented, and perpetrators of violence against girls are not being held accountable.

Regardless of the motivations for attacks against girls, States must continue to address underlying structural discrimination and negative gender stereotyping. Education policies and systems must address the root causes and consequences of attacks against girls accessing education and for this to be possible, ongoing gender-equality training, systematic research and improved data collection is required.

## KNOW THE ISSUE:

### EDUCATION IN REFUGEE AND INTERNALLY DISPLACED PEOPLES (IDP) CAMPS

Forced displacement worldwide at its highest in decades, with an unprecedented 65.6 million people uprooted from their homes by conflict and persecution at the end of 2016.

Violent conflict, environmental disasters, and immense economic and social upheaval and inequalities have led millions of people to flee their homes, with many ending up in refugee and internally displaced (IDP) camps.

States experiencing conflict, disasters, and economic and social upheaval face numerous challenges regarding education access, parity and quality. In conflict for example, are often at their weakest, with their budgets largely directed toward military and defense budgets. Education in IDP and refugee camps is often neglected and ignored, leaving millions of children and young people without safe access to quality and free education. Education is a basic human right, enshrined in the Convention on the Rights of the Child, the Refugee Convention, and other human rights conventions. Yet the UNHCR reports that more than half, 3.7 million of the 6 million school-aged children between 5 and 17 under its care have no school to go to, and 1.95 million refugee adolescents are not in secondary school.

The barriers to a quality and safe education are vast, and in the settings of camps, the ability to report malfeasance is limited. Violence also comes from within the environment of the school from teachers and other adults themselves. Displacement offers women and girls far fewer resources and opportunities, which can leave women unprotected from increases in sexual and gender-based violence, exploitation, and other human rights violations

Furthermore, access to education in camps is not always free, children are subjected to child labor, or girls may engage in early marriages or sex to afford schooling. Safe transit to and from school is not ensured as many children are exposed to physical assault or verbal harassment. Once in school, concerns for the safety of the children persist, as schools are targets for armed attacks or militant violence, and can even serve as recruiting centers.

Education in refugee and IDP camps does not generate a lot of attention, and is often ignored giving other pressing humanitarian needs such as food, water, shelter, disease prevention, and security. However, in times of displacement, education is crucial. It can foster social cohesion, provide access to life-saving information, address psychosocial needs,

and offer a stable and safe environment for those who need it most. It also helps people to rebuild their communities and pursue productive, meaningful lives. Without the chance to study – and as IDP and refugee camps become places of permanence as conflict or rebuilding after conflict drags on, entire generations are at risk.

Schools have the potential to be protective spaces, especially from sexual and gender-based violence, but investment in schools is lacking. By failing to prioritize the provision of and adequate resourcing of

education along with safety, security, and other rights in refugee and IDP camps, international bodies and State actors shortchange young people, especially of marginalized populations, such as women and girls, of their human right to education.

## MORE TO EXPLORE:

### ORGANIZATIONAL FUNDRAISING

Human rights work costs money. Whether you are raising funds to support your group's activities at the local level or to participate in national or regional activities or initiatives, fundraising is an essential component of your human rights work. But raising funds need not be burdensome or onerous. In fact, it can be fun.

Here are some basics:

#### **Use the Principles of Fundraising**

- Keep it simple and fun.
- You don't get money unless you ask for it.
- The best approach is the direct, personal approach.
- You have to give people something for their money, even if only a sense of accomplishment in knowing their funds will support your good work.
- Funds raised in the name of the 16 Days Campaign should be used to support of your organization's group's 16 Days Campaign activities.

#### **Fundraising Strategy Overview**

A fundraising strategy sets clear fundraising goals (e.g. the amounts of money intended to be raised, or pooled from existing income of alliance partners, for what aspects of the campaign, from what types of organizations) and defines how these goals will be pursued. Any campaign that needs external funding should include a fundraising strategy in its overall strategic plan. Substantial time and skills are needed for successful fundraising and management of donor funds. Without any strategy or plan, campaigners may end up spending most of their time chasing money – at the expense of campaign implementation.

Communication and fundraising strategies are interlinked, as quality communication enhances the visibility and credibility of a campaign, making it therefore more appealing to potential donors.

#### **External Donor Support**

Large campaigns, or those that may have insufficient existing resources pooled from alliance partners, may have to look to external funders for support. These commonly fit into four categories: ***institutional, individual, community, and corporate donors.***

The term "institutional donors" generally refers to funding organizations that give grants to other organizations and sometimes individuals, within a policy framework that reflects the mandate of the organization. Corporate donors (also often referred to as sponsors), who are typically businesses who wish to make a financial or in-kind donation towards the campaign or sponsor specific activities, can be approached in similar ways as institutional donors. However, they are not considered institutional

donors, since their philanthropic activities usually do not reflect the core mandate of the broader organization.

Different types of people can be approached for individual donor support to a campaign: the campaigners themselves and members of their social networks; participants in campaign events; community members (in campaigns with a community mobilization component); visitors to the campaign website and other members of the target audience; and segments of the “general public” that may have an interest in the campaign theme.

In campaigns that include community mobilization, raising financial and in-kind contributions from the communities involved can give a boost to the campaign – both in terms of available resources and credibility.

Community donor support can come from organizations such as small businesses, associations, clubs, and faith-based groups.

### **Some Common Fundraising Challenges and How to Address Them**

- ✓ Even though all the members of your group may have years of activist experience behind them, to be successful with funding, sometimes your organization needs to exist at least 5 or more years and have a history with donors. Unfortunately, in some cases there is mistrust from some institutional donors of whether young and grassroots organization can manage funding and reporting requirements or donors are not easily convinced in the capacities of a newly established group to deliver the work. However, some funds do specialize in supporting newly established groups (check out the resource section below for more details)! Another option is to consider partnering with more established organizations with experience in accessing funds to do collaborative work and apply for funding together.
- ✓ Often donors will request that your organization is registered in order to receive funding, however some groups/collectives/networks choose to stay informal for a variety of reasons. It may be linked to their politics, or due to issues of corruption or safety in the country they work in. One way to respond to this is to consider finding a ‘**fiscal sponsor**’ - a more established organization that you trust to receive funds on your behalf. This is a common practice in many places and can be a great way to collaborate with another organization. Make sure to create a Memorandum of Understanding with your fiscal sponsor.
- ✓ Some donors only provide restricted support for specific projects. Don’t be afraid to be an advocate for ‘**core support**’ that will cover your basic operational costs, as we all need to educate and convince more funders of the value of core support. Core support is general support for your organizations that is not restricted or necessarily linked to a specific project, it can cover costs for staffing, rent or anything related to your work. Check out the resources below on this.
- ✓ When applying to funders, you may be asked to provide a **reference**. Even if you are a new organization, it is important to have someone who believes in you and can vouch for the experience and skills of the members of your group. Don’t underestimate the importance of a good reference. If no one can give a reference for your group, ask for references for individuals in the group with emphasis on each person’s skills and abilities to start a new group and move it forward.

**Despite all the hurdles** that can keep young grassroots organizations from accessing more traditional sources of funding - dynamic, flexible and accessible funds do exist. Below we have

listed some examples of youth and women’s funds - but many more exist. Always ask organizations who they are funded by so you can increase your networks.

### **Alternative Ways of Mobilizing Resources**

Often our work is heavily dependent on the flow of money from large foreign agencies in more developed countries. We know it can be difficult to access funding from traditional donor agencies so it is always good to turn to alternative ways of fundraising.

As an activist organization, you are committed to addressing power inequalities, challenging stereotypes, and building progressive communities. Don’t forget to apply these values to your fundraising! Mobilizing resources is an inherently political and meaningful thing.

Reaching out to funders who do not openly state they fund newly established groups with core support is still an important strategy to not only expand resources, but also to advocate for donor engagement and accountability with the movement. Write coherent brief letters to funders to inquire if they consider funding your type of group by providing key messages on “what, how, and why” your group does the work, as well as why support to groups like yours is important for larger movement building and achieving of human rights standards.

A healthy budget is a sign of strong support – and one that is financed by your own community is even stronger because it rallies people to contribute to social change! In addition, research has shown that individual donors (especially women) can sometimes be the most valuable and sustainable sources of funding. Even though they may donate much smaller amounts, they tend to give consistently for much longer periods of time. While ‘donating’ in some contexts may feel ‘new’ or ‘foreign’, try to focus on the ways your community already has a culture and history of giving – thought it may be in different ways and forms, like giving time and goods rather than money.

Of course, public fundraising depends on the security situation in your country, as to whether you want to publicly fundraise, as well as whether the financial systems in your country are set up in a way that allow online donation.

Here are some approaches to consider:

### **Membership and Affinity Fundraising**

Raising funds from your members is a fairly traditional practice, but can yield regular and timely support. Having a membership program for your supporters allows you to reach a large network through monthly giving and end-of-year giving (don’t forget donation level perks). Affinity fundraising is about bringing people together who share something in common. This is one of the best and cost-effective ways to collect some basic resources for your organization, not just financial ones, but also human resources, office space, equipment etc., engaging people involved in the same cause, and spreading the word through your friends and colleagues, and other contacts. Research shows that peer-to-peer fundraising is on the rise, meaning that people are more inclined to give because they see other people in their own network giving. In other words, giving can be wonderfully contagious! Giving circles are on the rise: they bring together a group of dedicated individuals who want to fundraise for a particular cause. You can start your own giving circle and

support people to think of creative ways to mobilize resources for your work.

### **Online Fundraising, Social Media, Crowd Founding Platforms**

Social media is a great tool to reach many people in different parts of the world that could support your group and send your message without having to invest much financial resources. By producing an effective fundraising campaign by using different digital media you can inform people about your work. You can create your own fundraising campaign and showing your work in a form that quickly sends out your message it's a great way to stand out from the crowd and collect some resources. Online crowdfunding is a new popular trend, and it is useful to read about the different platforms available and find one that suits your needs and values. For example, **Indiegogo** remains one of the most popular crowdfunding platforms, and is used by business entrepreneurs, artists, and social activists. Meanwhile **Catapult** is a platform dedicated exclusively to women's human rights, while **Fundly** is focused on social good.

However, remember like all strategies, crowdfunding is not always perfect and can still require a lot of time and effort. If you have funds or could use human resources in your community, create a website where you could also have a Donate tool. There are **free sources on how to do this by using free website layouts**. The more cost effective tool are social networks such as Facebook, Twitter etc. where you can install a donate tool and promote your fundraising campaign. It is important to be aware that this can also be more complicated than you think. For example, if you need a separate bank account to link the online donations and only one bank is providing this service, your options can be limited. It is important to check the terms and conditions and realities within your context and talk to other organizations to see if online fundraising will work for you!

### **Fundraising Events**

You could try organizing fundraising events in your community or participate in a joint event where you could present your work, spread the word about your group, gather people involved in the same cause and inform them on how they can support your work. Remember that one of the most defining characteristics of donors today (especially, young people) is that they want to be engaged when they donate. So, get creative and be inviting, whether it's a flash mob, dance party, or community gardening! Just remember that this might require some additional costs and resources. One example of a low-cost event is a flea market, where members can sell their own things or those of their friends and families, or have such things donated from others and then sell.

### **Entrepreneurship, Income Generation, and Private Sector Funding**

If your organization fundraises money from products you make you can also present them in your fundraising events, online campaigns and collect resources that way too. You could also rely on the entrepreneurship of others and look for partnerships in the private sector. For example, check out **Buy1Give1**. You can also consider reaching out to local businesses or larger companies working in your communities to donate money or goods or services. For example, for events, if you partner with a local grocery store, maybe you get all the food for free? Or the store has a donations program where customers can choose to donate small portion of their change to your group.

Some groups start their own businesses to support their work. For example, **Nasawiya** in Lebanon

is a non-profit, volunteer- run activist space and all money raised goes to financing important social justice initiatives. Another example is *Bahay Ni Isis*, a women-friendly space providing lodging, meeting rooms and facilities for workshops, conferences and events in Philippines. Starting these income- generating projects will require significant resources of its own, so don't forget to pitch this idea very well to some of your major donors who can provide initial support.

### **Different Kinds of Resources You Need to Raise**

Sometimes we need resources that are not just financial, and they are there but we don't always know the best how to get to them. When it comes to building the capacities and knowledge of your group there are free online sources you could use to get training in certain fields, guides and tool that might be valuable to your organization. You can also try to use the expertise of women's rights activists in your community to help you build the capacities of your organization, just by sharing their knowledge.

### **Remember:**

- ✓ Fundraising and resource mobilization is a key part of your work and sustainability.
- ✓ Don't forget to budget for your fundraising activities and the resources it will require as it takes a considerable amount of time and energy.
- ✓ When you apply for grants from women's funds and other progressive donors, consider including a budget line item for fundraising so that you can continually build your own capacity and experience in it, and demonstrate to your donors that you are committed in doing so!
- ✓ It is always useful to have a fundraising strategy/tool for what you are seeking funding for and how to reach that goal amount.
- ✓ Think about how documenting your work every step of the way by using digital media that will communicate your message quickly and tell more about the work you do and why it is important. This will make your work more transparent.
- ✓ Lastly, all of these tips are suggestions to inspire you!

## MORE TO EXPLORE: ADDITIONAL FUNDRAISING OPPORTUNITIES

### **Understanding Core Support and Politics of Fundraising**

AWID. Watering the Leaves, Starving the Roots <http://www.awid.org/Library/Watering-the-Leaves-Starving-the-Roots>

Global Fund for Women, Trust in Women  
[http://www.globalfundforwomen.org/storage/documents/where-we-stand/gfw\\_gensupport.pdf](http://www.globalfundforwomen.org/storage/documents/where-we-stand/gfw_gensupport.pdf)

Starr, Kevin. "Just Give 'Em the Money: The Power and Pleasure of Unrestricted Funding". Stanford Social Innovation Review. August 3, 2011.  
[http://www.ssireview.org/blog/entry/just\\_give\\_em\\_the\\_money\\_the\\_power\\_and\\_pleasure\\_of\\_unrestricted\\_funding](http://www.ssireview.org/blog/entry/just_give_em_the_money_the_power_and_pleasure_of_unrestricted_funding)

### **General Resources on Fundraising**

AWID. Where is the Money for Women's Rights? <http://www.awid.org/Our-Initiatives/Where-is-the-Money-for-Women-s-Rights>

Funds for NGOs. Grants and Resources for Sustainability <http://fundsforngos.org>

Grassroots Institute for Fundraising Training <http://www.grassrootsfundraising.org/why-gift/political-framework>

### **Crowdfunding**

Catapult. <http://www.catapult.org>

Crowd Crux. Top 10 Crowdfunding Sites for Nonprofits <http://www.crowdcru.com/top-10-crowdfunding-sites-for-nonprofits>

### **Women's Funds**

International Network of Women's Funds <http://www.inwf.org/womens-funds>

Women's Funding Network <http://www.womensfundingnetwork.org>

Youth Funders

Alert Fund for Youth <http://www.alertfonds.nl/>

Solidarity Fund XminusY <https://xminy.nl/englis/>

The Free Child Project <http://www.freechild.org/funds4progress.htm>

The Global Fund for Children <https://www.globalfundforchildren.org>

The Inspiring Enterprise <http://www.inspiringenterprise.rbs.com/inspiring-youth/grant-funding/the-2014-fund>

UN Habitat Urban Youth Fund <http://www.unhabitatyouthfund.org/Default.aspx>ces for Newly Established Activist Organizations or Collectives

## MORE TO EXPLORE:

### EDUCATION AND GBV IN EDUCATION INFORMATION AND ORGANIZATIONS

Following are links to additional education and GBV in education information and resources, as well as organizations working on education and GBV in education (listed alphabetically below; This is by no means an exhaustive list, and does not include national, and local organizations working to end GBV in general, or individual leaders and change-makers on the frontlines of work to end GB, including GBV in education.

**Educate a Child** recognizes refugee status as a major barrier to education. Their work, partnerships, and projects can be found here: <http://educateachild.org/explore/barriers-to-education/refugees>.

**Education for All** is a UNESCO program that issues a yearly global monitoring report focusing on barriers to achieving universal education globally. In 2011, the Education for All Global Monitoring report focused specifically on the relationship between armed conflict and education. The report can be found here: <http://unesdoc.unesco.org/images/0019/001907/190743e.pdf>.

**Education International** focuses on the rights of children in education, gender equality, safe schools, and enabling peace through education, among other topics. Their work can be found here: [http://www.ei-ie.org/en/uaas/issues\\_actions](http://www.ei-ie.org/en/uaas/issues_actions).

#### **Global Guidance on Addressing School-Related Gender-Based Violence.**

The result of the combined expertise and leadership of UNESCO, UN Women and other partners, the Guidance aims to increase understanding about how to end GBV in education. The Global Guidance provides key information to governments, policy-makers, teachers, practitioners and civil society who wish to take concrete action against SRGBV. It introduces approaches, methodologies, tools and resources that have shown positive results in preventing and responding to SRGBV. These include knowledge, evidence and standards of response against the pervasive problem of GBC in education.

To access the Global Guidance document, visit:

SDG<http://unesdoc.unesco.org/images/0024/002466/246651E.pdf>

**The Gender-based Violence Prevention Network** at [preventgbafrica.org](http://preventgbafrica.org) is a vibrant network of activists and organizations working to prevent violence against women (VAW). The Network has over 500 members working in 18 different countries in the Horn, East and Southern Africa to build a just and violence-free world for women.

The **Global Partnership for Education** tracks the progression of education quality and access through different indicators in countries in which it operates by year. The data hub can be found here: [http://datahub.globalpartnership.org/#/2012/access/gross\\_enrollment\\_raterger](http://datahub.globalpartnership.org/#/2012/access/gross_enrollment_raterger).

**The Global Working Group to End School-related Gender-Based Violence** at [www.ungei.org](http://www.ungei.org)

The Global Working Group is a coalition of governments, development organizations, civil society activists, UN agencies, and research institutions working to end gender-based violence in and around schools. It promotes knowledge generation, evidence and standards of response, undertakes global and joint advocacy to highlight the issues around School-related Gender-based Violence and its implications for achieving the 2030 Sustainable Development Goals, and disseminates and makes accessible a wide range of tools and resources.

**INEE is an international network for education in emergencies.** INEE has over 13,000 individual members and 130 partner organizations in 190 countries. INEE members are practitioners working for national and international NGOs and UN agencies, Ministry of Education and other government personnel, donors, students, teachers, and researchers who voluntarily join in the work related to education in emergencies.

One of the INEE's most significant contributions has been to create the "INEE Minimum Standards" in education. The Standards serve as a platform for defining good practice and also provide a powerful advocacy tool both inside humanitarian organizations and externally with governments, donors and populations affected by conflict. To learn more about the INEE and its resources, visit <http://www.ineesite.org/en/>

**IISS** collects figures on active conflicts, fatalities in armed conflicts, and refugees while tracking global trends. The database can be found here: <https://acd.iiss.org/en>.

**Plan International** works to promote the rights and interests of children throughout the world. One of eight topics of concern is education. Their work can be found here: <http://plan-international.org>.

Plan International also conducts the "Because I am a Girl" campaign, which is a global movement to ensure girls everywhere can learn, lead, decide and thrive. This includes the right of all girls have the right to a quality, safe, formal education, access to lifelong learning and the opportunity to develop the skills they need to get good jobs. The campaign includes a Girls Rights Manifesto and Global Goals - ambitious commitments to girls agreed by 193 governments at the global level by 2030. Learn more about the campaign at <http://plan-international.org/because-i-am-a-girl>. Visit <https://www.planusa.org/because-i-am-a-girl-phase-one-here> to read or download Plan's June 2017 [Unleashing Potential: The Because I am a Girl Phase One Report \(2010-2015\)](#)

**The Right to Education Project** at [www.right-to-education.org](http://www.right-to-education.org)

The Right to Education Project focuses on the legal challenges to the right to education. The Project maintains a wide-reaching website on the human right to education.

**The United Nations Girls' Education Initiative (UNGEI)** at [www.ungei.org](http://www.ungei.org). The United Nations Girls' Education Initiative (UNGEI) promotes education and gender equality. Its goal is to narrow the gender gap in primary and secondary education. UNGEI is an advocacy-oriented initiative comprised of 24 global and regional partners, 4 regional partnerships and nearly 50 associated country partnerships, and has a far-reaching global network which includes the United Nations system, governments, donor countries, non-governmental organizations, civil society, the private sector, communities, and families.

**UN Women** at [www.unwomen.org](http://www.unwomen.org). UN Women, in partnership with UNESCO and others, has produced the document, Global Guidance on Addressing School-Related Gender-Based Violence, which provides

key information to governments, policy-makers, teachers, practitioners and civil society on taking concrete and effective action against School-related Gender-Based Violence. It introduces approaches, methodologies, tools and resources that have shown positive results in preventing and responding to School-related Gender-Based violence.

UN Women, in partnership with the **World Association of Girl Guides and Girl Scouts** ([www.waggs.org](http://www.waggs.org)) has developed a global non-formal education curriculum to engage young people in efforts to prevent and end violence against girls and women, called “Voices against Violence.” Voices against Violence is a tool for young people around the world to help them to learn about the root causes of violence in their communities, to educate and involve their peers and communities to prevent such violence, and to learn about where to access support if violence is experienced. Click here to [Download](#) the handbook, view sample activities, and learn how to deliver the curriculum to your constituencies. Or visit <http://www.unwomen.org/en/digital-library/publications/2013/10/voices-against-violence-curriculum>

**Vision of Humanity** measures and tracks the peacefulness of each country worldwide each year. The Global Peace Index can be found here: <http://www.visionofhumanity.org/#page/indexes/global-peace-index/2015>.

