

➔ Provide life-skills training to prevent GBV; and ensure presence of male and female teachers in schools

- 1. Plan education programmes using guidance from the Interagency Network for Education in Emergencies (INEE) Minimum Standards for Education in Emergencies**
- 2. Keep children, particularly very young children and adolescents, in school or create new schooling venues when schools do not exist.** Some effective strategies that may be appropriate include:
  - Link humanitarian services (such as special food packages for families) to school attendance.
  - Monitor drop-out through assistance lists to determine if and why children and adolescents are leaving school.
  - If children are dropping out of school because of lack of food, provide school feeding.
  - Ensure that no learners are excluded because of discrimination (e.g. for HIV-related stigma, ethnicity, etc.)
- 3. Prevent GBV and maximize child survivors' access to helping services by raising awareness among students and teachers about GBV and school-based prevention strategies.**
  - Inform teachers about GBV, HIV, prevention strategies, potential after-effects for children, and how to access help and including community-based services.
  - Provide life skills-based HIV and GBV education.
  - Actively recruit female teachers.
  - Ensure all teachers sign codes of conduct that prohibit sex with children and young people. Violations of the code of conduct should be documented in a formal monitoring system, and rules for addressing violations should be written and enforced.
  - Establish prevention and monitoring systems to identify risks in schools and prevent opportunities for teachers to sexually exploit or abuse students.
  - Provide materials to assist teachers (for example, 'school in a box' and recreation kits that include information on GBV and care for survivors).
  - Provide psychosocial support to teachers who are coping with their own psychosocial issues as well as those of their students. Such support may help reduce negative or destructive coping behaviours which can lead to increased risk of GBV and HIV.
- 4. Establish community-based protection activities and mechanisms in places where children gather for education in order to prevent GBV.**
  - Provide facilities for recreation, games and sports at school, and ensure access and use by both boys and girls. Ensure that adolescent-specific time and activities are provided for. Gain community support for school-based GBV and HIV programming by communicating with parent groups and communities about sexual violence and the HIV-related risks for girls in emergencies.
  - Ensure students, parents and the community know about teachers' codes of conduct.