

A CHECKLIST FOR PREVENTING VIOLENCE AGAINST WOMEN THROUGH FORMAL AND INFORMAL EDUCATION:

Article 14 of the Council of Europe Convention on preventing and combating violence against women and domestic violence
(Istanbul Convention)



**Council of Europe Project
"Combating Violence against Women
in Ukraine – Phase II" (COVAW-II)**

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1. Introduction

Violence against women and domestic violence is rooted in the unequal power relations between women and men, is harmful to health and wellbeing, and is a leading cause of death of women in many countries. It constitutes one of the most prevalent forms of discrimination globally against women and a major violation of human rights.

The *Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence* (Istanbul Convention) is a landmark treaty that requires states to address violence against women, including domestic violence.

This groundbreaking international treaty outlines prevention and protection measures, effective prosecution and accountability of perpetrators, and coordinated policies and systems, that place survivors' priorities and wishes at the centre of any actions.

The Istanbul Convention, explicitly defines violence against women as:

” ... all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.¹

Violence against women and domestic violence takes many forms, and may include female genital mutilation, forced marriage, rape and sexual violence, 'honour' based violence, online abuse, sexual harassment and bullying, child

sexual abuse, stalking, and trafficking for sexual exploitation. Whilst these forms of violence affect both men and women, they are disproportionately experienced by women and girls.

This Checklist supports implementation of Article 14 of the Istanbul Convention which focusses on prevention through formal and informal education. It is aimed at professionals working in these settings and has been informed by national and international expertise on gender equality and violence against women. In line with Article 3 of the Istanbul Convention, reference to 'women' encompasses women and girls while 'men' includes both men and boys, and where violence against children is specifically referenced, this encompasses the experiences of girls and boys.

This Checklist provides a self-regulatory mechanism to help organisations contribute to the prevention of violence against women and domestic violence across education settings. It has been developed to contribute to the Council of Europe project "[Combating Violence against Women in Ukraine - Phase II](#)" (COVAW-II). This project aims to support the Istanbul Convention implementation in Ukraine in order to better protect women's human rights, and thus help contribute to a more equal society for all.

While the checklist should serve as a roadmap for education providers, it should not be seen as prescriptive, and it will be up to organisations to decide which proposed actions they are able to implement according to national needs and available resources.

About Article 14 of the Istanbul Convention

Chapter III of the Istanbul Convention requires all parties to deliver prevention obligations. This includes taking all measures necessary to promote changes in social and cultural behaviour in order to eradicate prejudices, customs, traditions and all other practices which are based on the idea of the inferiority of women or on stereotyped roles for women and men.

Work to achieve social and cultural change should include delivery of programmes and activities for the empowerment of women and girls, and encourage everyone, especially men and boys, to actively engage in prevention. Men and boys have a major role to play in eradicating gender inequalities and violence against women, and their involvement in building an equal society is of significant benefit to women, men, girls, boys and society as a whole (Council of Europe, 2023).

Chapter III Article 14 of the Istanbul Convention recognises that education environments have a critical role to play in promoting gender equality, including challenging gender stereotypes and sexism, and in supporting positive, non-violent and mutually respectful relationships. In doing so, they deliver the crucial elements needed for ending and preventing violence against women and domestic violence.

” A focus on education is vital, because millions of schoolchildren are harassed and abused in and around school globally every year

(Safe to Learn, 2018). Evidence also shows that teachers, particularly male teachers, may abuse positions of power, and sexual harassment against girls and young women in schools is especially common. Female teachers may also themselves be vulnerable to violence and may experience harassment and violence at the hands of colleagues, students and school managers.²

Article 14 of the Istanbul Convention requires parties take the necessary steps to include **teaching materials, in formal curricula and at all levels of education** (primary, secondary and tertiary). These materials should be adapted to the evolving capacity of learners, and focus on equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence against women, and the right to personal integrity.

Whilst Article 14 focusses specifically on teaching materials, evidence now shows that adopting a whole school or whole education approach has significant positive benefits for the institution and for young people. These benefits extend to learners and citizens, whilst also improving pupil motivation and employee development and effectiveness.

Education institutions are well placed to embed a whole education approach to prevention, by teaching about, and creating environments that do not tolerate, violence and its underpinning inequalities. In doing so, this enables and structures learning, encourages behavioural change, improves access to support, and ensures that the positive use of teaching materials in one area of education is not undermined elsewhere by action that exacerbate inequalities.

Delivering a whole education approach to prevention necessitates both the inclusion of education materials across the curriculum and their integration into

extra-curricular activities, teacher training and community engagement. Doing so increases the likelihood of embedding gender equality and violence against women prevention across the institution.

Article 14 of the Istanbul Convention also requires parties take all necessary steps to *promote these principles in informal educational facilities, as well as in **sports, cultural and leisure facilities and the media.***

These informal educational settings are places where children and adults learn and reproduce attitudes, behaviours and social norms, so promoting these principles can help support attitudinal and behaviour change in familiar environments.

For example, youth services may work with young people who miss out on learning through formal education, on issues such as healthy relationships and gender stereotypes. Sport and leisure services also have opportunity to challenge negative attitudes and practices, and reinforce inclusive, equitable, healthy and safe behaviours and environments.

Media professionals are also important allies in raising awareness of prevalence and increasing public recognition. Prominent media coverage can have a significant impact on public views, and educational programmes can also improve social media and digital literacy.

Addressing violence against women in Ukraine

Some 75% of women in Ukraine said they had experienced some form of violence since the age of 15, including intimate partner violence, non-partner sexual violence, sexual harassment and stalking. Some 67% had experienced psychological, physical or sexual violence at the hands of a partner or non-partner since the age of 15 (OSCE, 2019).

Although there is a general lack of consistent data on violence against women and domestic violence in Ukraine, available figures indicate that in 2018 the National Police recorded 115 000 reports of domestic violence, which increased by almost a quarter in 2019, and by 50% in 2020. Almost 80% were filed by women and most repeat violence was perpetrated by a former or current partner.³

This increase in reporting coincided with the new law “On Preventing and Combating Domestic Violence” enacted in 2018⁴, and with the criminalisation of domestic violence in 2019. In 2020 a President’s Decree “On Urgent Measures to

Prevent and Combat Domestic Violence, Gender Based Violence and Protect the Rights and Interests of Victims/Survivors of such Violence” reinforced that Ukraine aimed to achieve zero tolerance of domestic violence.⁵

In 2020, Ukraine also declared its commitment to the Biarritz Partnership for Gender Equality, a global coalition aimed at achieving the full empowerment of girls and women around the world. Ukraine’s commitments include teaching children the principles of gender equality and preventing violence.

In 2021, cases of domestic violence registered by the National Police in Ukraine increased to 326 000, a 56% growth compared to 2020 and a four-fold increase compared to 2017. There was also a 19% increase in emergency barring orders issued by the police and the number of perpetrators under police control increased by 11%.⁶

At the height of the Covid-19 pandemic, Ukraine’s service network provided support to 47 300 people impacted by violence, and in 2020 the national Hotline for the Prevention of Domestic Violence, Human Trafficking and Gender Discrimination run by La Strada-Ukraine provided assistance in 62 000 cases.⁷

Police reports of domestic violence increased again in the aftermath of Russia’s invasion, with records indicating almost 67 000 calls to police from January to April 2022, 40% more than for the same period in 2021. Similarly, the national Hotline for the Prevention of Domestic Violence, Human Trafficking and Gender Discrimination run by La Strada-Ukraine saw calls increase, particularly in August 2022 when calls peaked at nearly 5 000, which was over 50% higher than the same month the previous year.⁸

Official data under-represents the true scale of violence against women and domestic violence, with only an estimated 15% of all cases being formally reported.⁹ Victims face several barriers to accessing help and support, including the fear of being blamed, judged, or of retaliation by the perpetrator. Some victims’ distrust of state services is accompanied by regional and country-wide variation in policies and levels of access to support and interventions.

The war, combined with the after-effects of the Covid-19 pandemic, has further exacerbated the prevalence, associated costs,¹⁰ experience and impact of violence against women in Ukraine. Conflict related violence against women, including conflict related sexual violence, is not only committed by an opposing warring party but also by state defence services and peacekeepers.¹¹ This may include

rape, sexual torture, prostitution and trafficking, forced pregnancy or abortion, enforced sterilisation, forced marriage, and other forms of sexual violence. Women and girls are also at higher risk of sexual violence at entry-exit crossing points and due to higher military presence in residential areas.

Victims also have fewer opportunities to access support due to the breakdown of justice, healthcare and other systems, and in conflict affected areas, law enforcement and medical and other support services have been severely depleted. Referral pathways and information about the services available may also be inconsistent, and community norms and beliefs may reinforce views that normalise violence against women.¹²

Ukraine has nevertheless demonstrated a commitment to address violence against women in times of war, as well as in times of peace. Ratification and implementation of the Istanbul Convention represented a significant step forward in Ukraine aligning actions with international standards on prevention, protection, and prosecution of violence against women and domestic violence.

Ukraine's priorities now include bringing legislation in line with the Istanbul Convention, provision of adequate social services to victims, and the development of training programmes for professionals (Council of Europe, 2023). It is also acknowledged that implementation of the Istanbul Convention is particularly pertinent during wartime, given the significance of violence against women as a human rights issue.

Ukraine's approach toward addressing violence against women is also supported by Ukraine's Strategy for Ensuring Equal Rights and Opportunities for Women and Men which is applicable until 2030. Ukraine has also affirmed its commitment to the Council of Europe's gender equality priorities, as highlighted in the Council of Europe Action Plan for Ukraine (Council of Europe, 2022). This Action Plan prioritises support to Ukrainian authorities for the implementation of the Council of Europe Gender Equality Strategy and the Istanbul Convention, and in doing so, and aims to transform the lives of individuals, families, communities and society at large.

2. Scope and Purpose

Ukraine's Ministry of Education and Science requested a Checklist for Providers to set out suggestions to help support education and other providers' commitment to implement Article 14 of the Istanbul Convention.

Education providers are also committed, under Ukraine's Strategy for Implementation of Gender Equality in Education, to comprehensively implement the principles of equal rights and opportunities and non-discrimination in the education system, as well as to introduce gender mainstreaming at all levels of education. This includes a commitment to ensure young people grow up without any stereotypes and discrimination and to conduct training programmes for educational institutions to ensure equal rights and opportunities.

This Checklist for professionals not only provides a practical and useful guide for formal and informal education settings in order to implement Article 14 of the Istanbul Convention, but also helps support wider commitments to gender equality.

This Checklist encourages providers to embed a whole education approach to promote gender equality and prevent violence against women and domestic violence across their institutions.

It includes suggestions and self-assessment questions and approaches that can be considered within existing teaching and management practices. This approach is already taking place in many places across Europe, and case study practice examples are included at Section 6.

The Checklist also supports informal educational providers to implement good

practice principles, across sports, cultural and leisure facilities and the media. It is also relevant for community organisations that hold expertise on violence against women and domestic violence prevention and response, who should also be resourced to work alongside education providers in order to deliver this vital work. Disclosures of violence in formal and non-formal education settings may lead to increased referrals to local specialist services, who may also help with training professionals and co-delivering sessions in schools or the community.

The purpose of the Checklist is to:

■ allow formal and informal education providers to consider practical suggestions for implementing Article 14 of the Istanbul Convention;

■ help providers assess the extent to which they have taken suggested actions to promote equality and prevent violence, in ways that are appropriate for learners and the wider community;

■ provide examples of promising practice to help identify where further actions may be needed.

This Checklist should be read alongside the Council of Europe collection of papers, [Preventing violence against women through formal and informal education: Article 14 of the Istanbul Convention](#) (Council of Europe, 2022b).

3. Guiding principles

The prevention of violence against women and domestic violence requires, as a minimum, delivering prevention education through formal curricula and informal spaces, alongside institutional and policy measures, awareness-raising, training and support for staff, and safeguarding support and referral of children to specialist services.

To avoid creating further harm, educational institutions should adhere to some suggested **key principles**:

■ The work must **do no harm, prioritise safety** and be **victim-centred**, which means promoting safety, autonomy, confidentiality and respect for victims' choices.

Action should focus on promoting programmes and activities for the empowerment of women and girls and include access to specialist support for victims.

■ The work must be **mindful of sex, gender, race, age, class, religion, sexual orientation and other identities, be rights-based** and address the root causes of discrimination and inequality, to ensure that everyone has the right to live with freedom and dignity, safe from violence and exploitation.

Action should address the specific needs of people who experience intersecting and multiple forms of discrimination and disadvantage.

■ The work must focus on the **best interests of children and young people**.

Action must ensure children's best interests are the primary consideration in all decisions that affect them.

■ The work must be community-based and **involve victims and specialist community services** and build on existing community protection and prevention mechanisms.

Action should centre collaboration with women's community services and build on their expertise.

■ The work must be **partnership-focussed and principled** with regards to equality, transparency and responsibility and complementarity.

Action should encourage all members of society, especially men and boys, to contribute actively to preventing all forms of violence against women and domestic violence.

■ The work must incorporate necessary **measures to promote change** in the social and cultural patterns of behaviour of women and men.

Action should aim to eradicate prejudices, customs, traditions and practices which are based on the idea of the inferiority of women and on stereotyped roles for women and men. Violence against children, young people and women or men must never excused or justified by culture, custom, religion, tradition or so-called "honour".

4. Checklist: Action in formal education

There will be children, young people and employees within formal education¹³ who are currently experiencing or perpetrating violence against women and domestic violence, have done so in the past, or may be experiencing this within their family network.

Education professionals (teachers and employers) must be prepared for disclosures from children, young people and adults, and ensure they provide a helpful response from that point onward. This should include believing the person, ensuring they know they are not to blame, acknowledging their strength in speaking out, letting them know what will happen next and any boundaries to confidentiality, and help to access specialist support from their local service.

This Checklist supports delivery of a whole education approach to the prevention of violence against women and domestic violence. This approach encourages the use of teaching materials at all levels, and the safeguarding of children, young people and employees should be supported by the whole institution, and not reliant on the responsibility of individual teachers.

The Ministry of Education and Science in Ukraine is clear that everyone in Ukraine has the right to high-quality and affordable education. This includes the right to access and receive free lifelong education, through pre-school, secondary, vocational education, professional pre-higher, higher, out-of-school and adult education.¹⁴

Since the outbreak of the full-scale war by the Russian Federation in 2022 against Ukraine, the All-Ukrainian Online School now helps children continue their studies remotely at school or independently, if they have lost contact with the school due

to military operations or temporary occupation. This is a vital online resource, as recent data shows that two thirds of children are either learning through a hybrid approach or fully online.¹⁵

Delivering a whole education approach to the prevention of violence against women and domestic violence should be integrated into online education resources alongside in-person activities. This will help ensure schools provide children, who have already experienced loss, displacement and violence, with a chance to access safety and support.

This will also help embed foundational learning on gender equality and the prevention of violence against women, amongst children and young people, which is vital to the country's future socio-economic development and progress towards equality and freedom from violence.

4.1 Learning resources and materials

These suggestions refer to children's learning resources, employee learning resources, and resources for parents, carers or family members.

■ The Government should integrate respect, equality and healthy non-violent relationships into a child's pre-school education competencies, primary and general secondary education competencies and mandatory content and learning outcomes. Materials and information on gender equality and the prevention of violence against women and domestic violence should also be integrated into the Ukrainian Online School that supports distance learning.

■ The mandatory embedding of learning materials across the whole curriculum to prevent violence against women and domestic violence, should include materials on equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence against women and the right to personal integrity.

■ Learner competencies, learning outcomes and materials should explicitly highlight the root causes and consequences of why and how such violence affects girls and young women disproportionately, and how this inequality is compounded and experienced differently by racialised, minoritised and marginalised communities. To support this action, educational institutions should be committed to addressing intersectional discrimination, and the root causes of

violence including sexism, racism, ableism, homophobia, and associated gender race and sexuality stereotyping, and the enforcement of honour and shame codes.

■ Education materials should be informed by human rights principles, and promote the rights of women and girls, men and boys, to safety, dignity, sexual autonomy, bodily integrity, non-discrimination, education and equal participation in decision-making and society. Specific forms of violence against women and girls should be addressed in materials and documents without stigmatisation of and discrimination against women and girls exposed to violence.¹⁶

■ Educational institutions should ensure age-appropriate teaching materials to be integrated across curriculum subjects. For example, physical education can be used to discuss gender equality in sport and personal boundaries; history can be used to learn about human rights movements; maths can be used to do a statistical analysis of the prevalence of domestic violence; art can be used to explore sexualisation within the media.

■ Educational institutions should deliver age-appropriate comprehensive sexuality education that seeks to change attitudes and behaviours that normalises inequality and violence against women, and intersecting forms of violence including racism and homophobia, whilst teaching skills that help build relationships founded on mutual respect and equality. Sexuality education for all boys and girls in schools is essential to guarantee women's sexual and reproductive rights.¹⁷

■ Specific focus should be given to exploring consent in an age-appropriate way, with the onus on the importance of young people 'seeking' consent without coercion, control or pressure, rather than on young people giving or refusing to consent.

■ Government should adequately invest in training teachers to respond to violence in schools. All education employees should be able to access training to increase their understanding of gender equality and non-stereotyped gender roles, of violence against women and domestic violence, and to improve their ability to recognise some common signs of such violence and understand how someone can access support.

■ Education institutions should include gender equality and non-stereotyped gender roles, and the prevention of violence against women and domestic violence, into employees' continuous professional development, ensuring this

remains an ongoing priority through provision of regular updates and refresher sessions.

■ Education institutions should identify at least one member of staff to act as focal point or hold lead responsibility for the quality of materials being used and to hold a co-ordinating role for all safeguarding matters. They should have access to training which will offer them enhanced knowledge to support their colleagues when challenging cases arise, consider the situation from a whole family perspective and have access to multi-agency support.

■ Education institutions should ensure staff are equipped to recognise and appropriately challenge and educate young people if they are perpetrating gender-based bullying, violence or harassment, and have access to clear and robust institutional procedures for tackling it.

■ Education institutions should adopt an integrated approach to promote learning across teachers, school leaders, family and community members, by including information on the work to address gender equality and violence against women across materials used to inform and support parents and carers.

Questions to consider:

- ▶ Do formal education curricula at all levels include **age-appropriate teaching materials** on equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, the right to personal integrity, and all forms of gender-based violence against women and girls (physical, psychological and sexual violence, stalking, sexual harassment, female genital mutilation and forced marriage)?
- ▶ Is inequality between men and women **acknowledged as a root cause** of violence against women, in learning materials?
- ▶ Does the delivery of **sexuality education involve addressing gender equality**, including non-stereotyped gender roles for girls and boys, mutual respect, consent, personal integrity, discrimination and violence against girls?
- ▶ Do educational materials ensure that **messages are relevant to a range of groups**, including groups experiencing multiple vulnerabilities and discrimination?

- ▶ Are formal educational interventions on the prevention of violence **context-appropriate, including initiatives that are culturally-sensitive or accessible** to children and young people with disabilities?
- ▶ Is an **integrated approach** to preventing violence against women and domestic violence taken, by raising awareness among teachers, school leaders and wider family members?
- ▶ Is there consistent and nationally-mandated **in-service and initial teacher training** on issues of gender-based violence, women's equality with men, negative gender stereotypes, and how to detect violence and respond to it?
- ▶ Are employees equipped and **confident to recognise and intervene** if they see violence, or suspect that pupils are experiencing violence from their families, communities, within their own relationships or peer groups online and offline?
- ▶ Are education **staff provided the space to explore their own attitudes** to gender stereotypes and their own perceptions or experiences, and given access to appropriate support themselves?

4.2 Safeguarding and support

Every school and educational institution should be responsible for making sure its learners and staff are safe and healthy, in accordance with national legislation and guidance¹⁸. These suggestions refer to pathways to support those who experience violence against women and domestic violence, whether they be children, young people, employees, family members.

■ Every education provider should make it clear that all forms of violence against women including domestic violence, are a safeguarding issue, and all staff need to know how to respond to children they identify as being affected, including when to refer to the school's designated focus point for protecting children and reporting violence.

■ Education materials should be delivered in a safe, supportive environment which enables mixed and single sex sessions to encourage full participation. Boundaries to confidentiality should be explained, informed by safeguarding policies and procedures in place.

■ Education providers support children and young people to assess the safety of their routes to schools or other learning places (if their learning is in-person) and undertake age-appropriate safety planning.

■ Education providers should have a specific workplace policy to safeguard staff experiencing violence, as well as holding to account those who may be perpetrating violence against women and domestic violence.

Questions to consider:

- ▶ Are teachers in your organisation valued, and do they have **safe working conditions free from harassment or violence**, and report that they have respect and dignity in their work?
- ▶ Does your school have a **designated focal point** for protecting children and reporting violence?
- ▶ Do all staff know how to **respond to children's disclosures** safely and appropriately, to maximise their safety and wellbeing?
- ▶ Do all staff know what they should do **if they suspect or identify a child as being affected** by violence, including when to refer to the school's designated focus point?
- ▶ Can teachers who are victims of violence **access safe reporting mechanisms for teachers** for help, to maximise their safety at work, and obtain support and justice in the community?
- ▶ Does your organisation have a **code of conduct** setting out what behaviour is acceptable and guideline in place to report unacceptable behaviour, with appropriate repercussions in place for violent or abusive behaviour?
- ▶ Does your organisation have a **workplace policy and procedures** that set out safe and sympathetic responses to disclosure; enable workplace adjustments to maximise staff safety; deliver appropriate sanctions against employees who are perpetrators, and support employees who request help?

4.3 Participation and involvement of children, young people and families

These suggestions include measures to encourage the active participation of children, staff and parents or caregivers to prevent violence against women and domestic violence.

■ Government and education institutions should ensure education materials are age appropriate and informed by issues raised by young people themselves, at key stages of learning. These should cover early years, primary, secondary and further education.

■ Education providers should facilitate opportunities for children and young people to engage in the development and delivery of the education materials being taught. Older groups can be trained and supported to deliver lessons to younger years or children could run an assembly or do a small piece of research on a relevant topic within schools.

■ Education providers should involve young people in research and evaluation, to evidence how effective the materials are that are being delivered.

■ Education providers should support and train young people as peer mentors to support peers through their education journey.

■ Education providers should establish a lead professional for promoting student healthy relationships and gender equality, on the local education management board, or Student Council or similar.

■ Education providers should provide parent/carer workshops and offer tips and hints on how to talk to their children about violence against women and domestic violence.

Questions to consider:

- ▶ Do formal educational interventions **actively involve boys**, as well as girls, in work that promotes changing behaviours and attitudes that justify or trivialise violence against women and girls?
- ▶ Do you have **designated staff** throughout the school or organisation to lead and coordinate young people's participation in this work?

- ▶ Do you provide **information for parents or carers** on supporting their children in their intimate relationships and how to protect them from associated harm, including information about where they can get help?
- ▶ Does teaching on gender equality and violence prevention recognise that when young people seek help, they may favour **talking to peers to gain support**, in the first instance?
- ▶ Do you have **student leaders** within each year group and curriculum area who actively participate in the delivery of a whole education approach to promote gender equality and end violence against women and domestic violence?

4.4 Action in the community

These suggestions include the development of action to prevent violence against women and domestic violence, across the education setting and into the wider community.

■ Education providers can hold events in the community to raise awareness about gender equality and violence prevention.

■ Education providers should support children and young people to be active citizens by engaging in campaigns to end gender-based violence, while learning new skills. For example, posters can be produced in art classes, international campaigns explored in geography, and a song or dance learnt in music or drama.

■ Education providers can promote government campaigns and information on violence prevention including displaying or distributing information posters or leaflets in a range of formats.

Questions to consider:

- ▶ Are formal education measures taken to increase gender equality and prevent violence against women and domestic violence, through **public education or awareness-raising**?
- ▶ Do you raise awareness in your organisation around United Nations' international days, ensuring there is sufficient time allocated to plan for this in advance, and collaborate with partners involved in violence against

women and domestic violence prevention in community organisations. For example:

International Women's Day (8 March)¹⁹

International Day of the Girl Child (11 October)²⁰

International Day for the Elimination of Violence Against Women (25 November)²¹ and the following 16 days of activism against gender-based violence (25 November – 10 December), to coincide with Human Rights Day (10 December)²².

4.5 Working with local services

These suggestions include working with relevant local experts and services in the community.

■ Education providers should understand and work within the local context when delivering work on gender equality and prevention of violence against women and domestic violence.

■ Education providers should work with gender-based violence experts in the local community, to co-design and co-deliver gender equality and non-violence lessons and group programmes to all ages within the learning environment, in a safe and sensitive way. Collaboration with local experts also helps build relationships to aid referral pathways or offer support services onsite in the school environment.

■ Education providers should establish good relationships with local specialist services and know how to contact local organisations that respond to violence against women and domestic violence.

■ Promote how to access help and support outside of someone's local area. For example:

National 24/7 Toll **Free Hotline on prevention domestic violence, human trafficking and gender based discrimination**: Call **0 800 500 335** (from landlines) or **116 123** (from mobile). Calls are free, anonymous, confidential.

Consultations also available via **Skype** – *lastrada-ukraine*, **Facebook** – *@lastradaukraine*, **Telegram** – *@NHL116123*, and **E-mail** – *hotline@la-strada.org.ua*.

National **Children and Youth Hot Line: 0800 500 225** (from landline) or **116 111** (from mobile). Calls are free, anonymous, confidential.

Consultations also available via **Instagram** – *@childhotline_ua*, **Facebook** – *@childhotline.ukraine*, and **Telegram** – *@CHL116111*.

Questions to consider:

- ▶ Does your organisation know **what specialist services for children, young people and adults** impacted by violence, are available locally and how they can be contacted?
- ▶ Do you have **good links to specialist support services** that respond to violence against women, domestic and sexual violence?
- ▶ Have you developed and maintained **strong partnerships with violence against women and domestic violence services**?
- ▶ Do you **monitor and evaluate your partnership working** and incorporate good practice into planning?

4.6 Embedding this work across the organisation

Progress on delivering prevention education young people want and need, in educational institutions and in the community, will be most effective if there is political will and prioritisation for implementing Article 14 of the Istanbul Convention, alongside allocation of adequate funding and prioritisation from schools.

These suggestions focus on creating a comprehensive prevention programme, involving policies, culture change, and monitoring to measure impact of work.

■ The Department for Education can establish a prevention education advisory group, with ministerial level input and representation from the specialist

NGO sector. This would support the work needed to implement Article 14 and support dissemination of best practice. This work should also be informed by, and feed into broader cross-governmental work to address violence against women and domestic violence.

■ Education providers can develop indicators and measures to assess knowledge and skills about gender equality and violence prevention. Specifically, providers can develop a set of indicators allowing for the measurement of pupils' skills and competences on the topics mentioned in Article 14 and in relation to all forms of gender based violence against women.

■ Education providers can support professionals delivering gender equality work by ensuring access to relevant training and allowing sufficient time to develop and deliver quality materials, alongside their responsibilities to keep children safe.

■ Education providers should develop strong partnerships with specialist violence against women and domestic violence organisations funded to do this work, to maximise the effectiveness of prevention programmes and pathways to support.

■ Education providers can ensure that dedicated company policies and training help reduce the negative impact of domestic violence on the professional life of employees.²³ This could include, for example, providing psychological and/or legal support to survivors, organisation of prevention training or information events for all employees, providing access to special domestic violence leave to help people access crisis support and other appointments, help provide evidence to law enforcement, and include access to special assistance in staff insurance or employee support packages.

■ Education materials should be assessed and evaluated in consultation with employees and young people; and regularly updated informed by young people's feedback on the state of their relationships and sexual health.

■ Schools should consider regularly collecting and recording data on all forms of violence against women, including sexual harassment, domestic violence, sexual violence and gender-based bullying to identify the experiences of children and young people.

Questions to consider:

- ▶ Is the **gendered nature** of violence against women and domestic violence emphasised within the context of wider education policies and messages about equality, respect and the prohibition of bullying and discrimination?
- ▶ Are key messages about domestic violence and violence against women and what schools can do to prevent and tackle it, included in educational **guidance, policies and position descriptions**?
- ▶ Is awareness and understanding of domestic violence and violence against women incorporated into initial and ongoing **teacher training** and professional development?
- ▶ Is **data collected** on an ongoing basis to measure the effectiveness of interventions to prevent violence against women and girls in education?
- ▶ Are there **measures to implement gender mainstreaming** in education in line with Recommendation CM/Rec(2007)13?
- ▶ Do school **inspection and monitoring bodies** include in their assessments how schools engage with students and staff on violence against women and girls and domestic violence issues and how a school supports children who are experiencing violence?

5. Checklist: Action in informal education settings

Stereotypical gender norms that underpin violence against women and domestic violence are constructed and reinforced at many levels, within institutions, in public and community discourse (reinforced through media and news) and in inter-personal relations.

Informal education has an important role to play in disrupting and tackling gender inequalities and providing opportunities for young people and adults to acquire skills useful for their social inclusion, personal growth, and engagement in communities.

Informal education activities may include structured programmes focussing on personal and social education designed to improve a range of skills and competencies, that happen outside the formal educational system, particularly in youth and sporting or leisure organisations.

Educational materials developed and used for formal education settings can also be made available to those working in informal contexts, in order to provide an integrated approach to violence prevention, and to reach as many people as possible.

Social, digital and traditional media can also be used to raise awareness of informal educational programmes, as well as to disseminate information. It is vital that informal education interventions address not only awareness raising, but also prioritise changing the values and attitudes and behaviours underlying violence against women. Any informal educational initiatives should also be evaluated through the collection of data following interventions.

Organisations developing, delivering or rebuilding informal educational in local communities can adapt suggested activities for their local context. Ukraine also recently published guidelines on media coverage of gender equality, prevention of violence, sexism and gender stereotypes (Ministry of Culture and Information Policy of Ukraine 2023).²⁴

5.1 Youth Services

Youth work can make an important contribution to preventing violence against women and girls and domestic violence. These suggestions focus on promotion of equality between men and women, non-stereotyped gender roles and on preventing violence against women and domestic violence across community youth services.

■ Youth services should provide access to training and development opportunities on gender equality and the prevention of violence against women and domestic violence. This should include training to be able to identify, address and respond to gender-based violence against women and girls and domestic violence.

■ Youth services should use materials suitable for young people in schools, or co-design and deliver workshops or programmes at youth groups for young people, on issues of gender equality, consent, pornography and social media.

■ Youth services should ensure local policies and practice for working with young people at risk, or who are outside of mainstream education, adopt a gendered lens across all work. Policies should focus on equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence against women and girls and the right to personal integrity.

■ Youth services should support young people to organise campaigns or raise awareness about the different forms of violence against women and girls and domestic violence, and existing support measures. This might include producing leaflets or online resources, websites, social media campaigns, or making information available in youth centres.

■ Youth services can develop peer education or empowerment programmes which strengthen the self-esteem, independence and autonomy of young women who are more likely to be at risk of violence.

■ Youth services should actively work with young men and boys to mitigate misogyny and sexism promoted by online influencers, through targeted tools and resources developed specifically for this.

■ Youth services should prepare for disclosures and how best to provide a supportive response, in adherence to legal obligations for safeguarding. Creating a safe space to discuss sensitive issues related to gender-based violence may lead people to disclose painful personal experiences of gender-based violence against women and girls and domestic violence.

Questions to consider:

- ▶ Are prevention education **initiatives promoted** through youth services and youth groups?
- ▶ Do measures **actively involve boys**, as well as girls, in changing behaviours and attitudes that justify or trivialise violence against women and girls?
- ▶ Do materials used acknowledge that young people who witness domestic violence experience violence and **are victims themselves and have rights** to access support?
- ▶ Do awareness-raising campaigns and communications designed to educate young people and the wider community ensure that **messages are relevant to a range of groups**, including groups experiencing multiple vulnerabilities and discrimination?
- ▶ Are awareness-raising techniques and informal educational interventions on the prevention of violence **age-appropriate and varied** (e.g. the use of social media or online games for addressing issues of gender equality aimed at teenagers)?

5.2 Sports and leisure facilities

Violence against women is much more likely when men and women are not treated equally and when women are valued and respected less than men. These suggestions focus on promotion of equality between men and women, non-stereotyped gender roles, and on preventing violence against women and domestic violence, across sport and leisure services.

■ Sports and leisure facilities should promote participation of girls and women in sports as athletes and coaches, to increase well-being and leadership, and to challenge power imbalances and perceptions related to stereotypical gender roles.

■ Sports and leisure facilities should address violence and harassment against those at risk in sporting environments, including athletes, coaches, referees, trainers, through preventative measures, clear reporting mechanisms, support for survivors and accountability of perpetrators.

■ Sporting clubs and associations should lead and encourage community conversation on the prevention of violence against women and girls and domestic violence, to help educate the public and influence attitudinal and behaviour change.

■ Sports and leisure facilities should be equipped to use their broad reach to take all available steps to effectively challenge collusion with or resistance to gender equality, focus on the prevention of violence against women and girls, and help educate and mobilise individuals and communities, with a particular focus on men and boys.

■ Sports and leisure facilities should adopt and implement policies and codes of conduct that reinforce zero-tolerance for violence and harassment in the sporting environment, and introduce formal reporting mechanisms and independent investigation and disciplinary proceedings in response to any complaints.

■ Sports and leisure facilities should deliver educational programmes and training for young people, athletes and employees, to raise awareness about violence against women and girls and domestic violence. Information about policies and services can be promoted, to help reinforce equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, and the right to personal integrity and human rights.

Questions to consider:

- ▶ Is there a state or local **code of conduct** that sets out the standards of behaviour expected for everyone involved in sport and recreation?

- ▶ Do you have **supportive people in positions of influence** at your sporting or leisure club, who advocate for the prevention of violence against women and domestic violence?
- ▶ Do the **composition of sporting boards**, executive and other committees have a gender balance or at least a minimum board composition of 40% women?
- ▶ Does your organisation have a **membership gender balance** or have a minimum of 40% women within its membership and as volunteers and employed sporting coaches? Do you utilise mentors to assist women and girls to move into leadership or coaching roles?
- ▶ Do you have a **safe and welcoming environment** for girls and women that is representative of the community they serve, and do you have mechanisms for consulting with women about what they need to participate in sport clubs?
- ▶ Do these settings offer the opportunity to **challenge harmful gender stereotypes** and promote non-stereotyped gender roles and positive masculinities?
- ▶ Do you have **policies and action plans** in place for the prevention of violence against women and domestic violence and safeguarding of people involved in sport at all levels?
- ▶ Are interventions on the prevention of violence **context-appropriate, culturally-safe and accessible** to children, young people and adults with disabilities?
- ▶ Can you maximise **opportunities to leverage the popularity of athletes and sports**, through events and media, to identify ambassadors or champions and to help raise awareness that violence against women and domestic violence is wrong and not condoned?

5.3 Media

The media plays a crucial role in increasing awareness and changing attitudes towards violence against women, especially in conflict and post-conflict areas. Ukraine published guidelines in 2023 for the media to address gender equality, prevention of violence, sexism and gender stereotypes (Ministry of Culture and Information Policy of Ukraine, 2023).

Its purpose is to provide media professionals, including journalists, editors, bloggers and advertisers, across print, online, social and broadcast media with guidance and self-regulatory standards on gender-sensitive reporting on violence against women and domestic violence. This builds on the earlier Council of Europe guidance for media on developing self-regulatory standards to report on violence against women and domestic violence in Ukraine (Council of Europe, 2020).

These suggestions focus on promotion of equality between men and women, non-stereotyped gender roles across media outlets and amongst media professionals.

■ Editors should encourage journalists to attend and follow guidelines for responsible media reporting on sexism, discrimination and violence against women, in order to report on this topic in an ethical manner.

■ Media professionals should report in a way that upholds victims' dignity, safety and security. Ensure headlines are as appropriate as the content of the text. Good headlines on violence against women must not include sensationalist wording. Text or content must not trivialise, stereotype or sensationalise victims or the violence, and must not excuse the violence or blame victims.

■ Media professionals should name the cause of violence against women and domestic violence. Media reports should clearly indicate that this is a social problem stemming from unequal power relations between men and women. Reports should not be accompanied by photographs or video footage that depicts violence, survivors and perpetrators in a stereotypical manner.

■ Media professionals should ensure reports do not compromise a victim's safety or anonymity, and represent diverse stories by including the voices of women not usually seen, heard or read about in news and current affairs. When covering any form of violence be clear this violence is rooted in misogyny, and don't stigmatise particular communities, ethnic groups or religion when reporting.

■ Media professionals should ensure coverage promotes equality between men and women, and non-stereotyped gender roles. Media has an important educational role to play, by setting stories in a broader context of this problem by using statistical data and highlighting its prevalence. Substantiate stories with statements from the state or civil sector, and always include contact details of organisations and institutions that survivors may approach for help and support.

Media professionals should be careful about language when reporting on perpetrators of violence and avoid quoting statements that normalise their attitudes and behaviour, and further traumatise victims. Use active voice when describing a perpetrator's actions, make visible the relationship between them and the victim, and focus on the impact of their violence on the victim.

Media professionals should not use images that contribute to harmful stereotypes or objectify women, for example sexualised images or images of bruised women which portray an inaccurate depiction of domestic violence. Make use of online resources that offer diverse and ethical free-to-use stock images available for reporting on violence against women and domestic violence.²⁵

Government social marketing campaigns should be developed, delivered and evaluated, with a focus on the gendered nature of violence against women and domestic violence, to educate community and influence social change.

Mainstream and specialist media should work with specialist community services to raise community awareness about the importance of gender equality and of violence against women and domestic violence prevention.

Specialist media providers should raise the profile of the importance of gender equality, violence against women and domestic violence prevention, in communities less likely to access or engage with formal education or state services.

Questions to consider:

- ▶ Does your organisation have **guidelines for responsible media reporting** on such topics, and do you comply with them?
- ▶ Do you develop **protocols and standards for reporting in collaboration** with other professionals, including those working on violence against women and domestic violence prevention? Do these take into account the impact and context of the war in Ukraine?
- ▶ Have professionals received **appropriate training** on covering violence against women and domestic violence, in order not to do further harm to victims?
- ▶ Before you interview victims, have you **ensured victims have access to support** from local support organisations? Have you suggested they bring a friend or support worker, and have you taken steps to agree privacy

and confidentiality measures? Have you been clear how and when the interview will be used, and is this understood and consented to?

- ▶ Do you **carefully administer online and social network accounts**, having regard to comments, and do you lock articles on violence against women for comments, because of the high probability that comments will cause victims secondary victimisation and trauma?
- ▶ Do you encourage **dialogue at the community level** on the coverage of violence against women and domestic violence?
- ▶ Do your communications and other media coverage **reach those who might not otherwise have access to mainstream media** or other technologies, including those at risk of multiple discrimination?
- ▶ Do you **work on media literacy** with young people and adults, to help them critically analyse media messages that sexualise girls and young women and present narrow and exploitative models of masculinity?
- ▶ Have you **included the contact details of help organisations** victims may approach for support, which can encourage women to seek help?

Appendix 1: Promising practice examples

Formal education

Several promising practices have been noted by the monitoring body of the Istanbul Convention, the Group of Experts on Action against Violence against Women and Domestic Violence (GREVIO). The examples are drawn from GREVIO Baseline Reports and are also referenced in Council of Europe dated 2022.

In **Portugal**, the Commission for Citizenship and Gender Equality make available to teachers far ranging and in depth materials to promote an education free from gender stereotypes (GREVIO, 2019).

This includes a comprehensive set of guides on gender and citizenship for all levels of education, from pre school to secondary education. The guides propose practical activities to intersect gender equality with a series of cross cutting thematic areas such as sexual and reproductive health, security (including internet security), sexism and stereotypes and non violent dating relationships. They also set out a number of proposals to curb gender stereotypes and prevent sexual discrimination in the organisation of schools and in teachers' practice. The guides have been distributed to more than 800 basic and secondary school network libraries, as well as to 16 higher education institutions' libraries. Their implementation has been supported by an extensive exercise of in service training covering more than 150 schools and half of the continental municipalities, as well as a number of municipalities in the two Autonomous Regions of the Azores and Madeira.

France's approach to preventing and combating violence against women in higher education, as well as in schools, institutions, and services under the Ministry

of Culture has been recognised as examples of good practice (GREVIO, 2019). These measures include the setting up of a network of “persons responsible for the prevention of discrimination”, present in each higher education school in the field of culture, as well as in each public establishment, service and department. In addition, support is given to all higher education schools in the field of culture for the purposes of adopting a charter of commitment to equality between women and men, which includes a section on violence and harassment.

Gender equality is also mainstreamed into the core curriculum, cross-cutting a range of curricular subjects, and ‘equality focal points’ have been designated in some schools, who work in partnership with students, parents and the wider community to raise awareness about gender equality.

Italy introduced a legal obligation for all educational establishments to include in their three year planning the promotion of the principles of equal opportunities, gender equality, the prevention of gender based violence and discrimination, with the aim of educating pupils, teachers and families on these topics (GREVIO, 2020).

Specific guidelines on the education of respect were issued by the Ministry of Education to encourage schools to take up these topics, and their implementation is supported by a national action plan. A national observatory for monitoring and promoting educational and training activities on gender equality and the prevention of violence against women was set up in 2017 to provide schools with a list of public and private entities with whom to engage in activities in these areas. In addition, the Ministry of Education created a web portal (www.noisiamopari.it) for sharing best practices on activities in schools to prevent gender based violence against women and to eradicate negative stereotypes based on gender.

England has produced *The Intervention Initiative*, a free resource with an educational toolkit to be used by higher education colleges and Universities, as an evidence-based educational programme for the prevention of sexual coercion and domestic violence in further education settings (University of Exeter, 2023).

It was created at the University of West of England and involves empowering students to become active bystanders. Materials, facilitator notes and delivery sessions are available to download to deliver a programme of eight facilitated sessions, each lasting for 60 minutes (minimum) to 90 minutes. The content of each of the sessions is provided in the form of facilitator notes, PowerPoint slides and handouts. There is an accompanying resource setting out the theoretical

rationale for the programme across all eight sessions. Evaluation is built into the programme.

Austria, Denmark, Estonia, Greece, Italy, the Netherlands, Slovenia and United Kingdom worked together, funded by the European Union, to produce The CYBERSAFE Toolkit, which is intended for teachers or other professionals working with young people, who want to address online violence against women and girls, including online sexual harassment and online safety, in the classroom or in another setting (Cybersafe, 2021).

The toolkit provides all necessary materials to facilitate four workshops on the topics of non-consensual sharing of sexual images, exploitation, coercion and threats, sexualised bullying, and unwanted sexualisation, including an online tool that encourages discussion and role play and a guide with practical information for facilitators on addressing image-based and other forms of technology-facilitated violence.

Iceland has almost half a century of commitment and experience in teaching gender equality in schools: preparing boys and girls for equal participation in family and work life has been obligatory in Iceland since 1976, and pupils must receive appropriate education on gender and equality, including on gender stereotypes, gender-based study and career choices, persons with disabilities and issues of sexual and gender identity and orientation. Many secondary schools offer classes in gender studies and feminism. Education plans include the development of educational material to prevent these forms of violence, for children as young as those in preschool (GREVIO, 2022).

Informal education

Wales has produced an online downloadable resource (Cardiff University, accessed 2023) for educational providers to use in communities to support children and young people aged 7-18 to make positive relationships matter. The resource pack was developed in collaboration with young people, and includes ideas, information and stories to help build safe supportive spaces that are inclusive and engaging, for children and young people to speak out and share what matters to them. The resources and tools are based on an understanding that children learn about gender roles, relationships, and sexuality long before the start school, from advertising, social media, television and from peers, family and community members.

Victoria (Australia) has produced guidelines for community sport organisations on preventing violence against women, recognising that supporting the community sport sector to challenge outdated attitudes and behaviours around gender has benefits that reach far beyond the ground, court or pitch (Victoria Government, 2022). They are the product of a four-year tried and tested collaboration between the Government Office for Women, Sport and Recreation Victoria and community sports clubs and organisations and designed to be used by state sporting associations, local community organisations and can be adapted to the unique needs and strengths of local sporting and leisure clubs. The guidance includes tools and templates to help create gender audit and equity action plans, improve club culture, leadership and participation, and in doing so help prevent violence against women.

Belgium's French Community Government has put in place a specific arrangement to support the development of education focusing on relationships and emotional and sexual matters, in youth structures (GREVIO, 2020). It provides a framework for the accreditation of operators to ensure that any activities carried out are of a high quality and provides financial support for accredited operators through annual calls for projects. The programme is supported by a website (www.evras.be) and features a system to monitor its implementation.

France's Press Agency adopted guidelines in 2018 to reflect the diversity and improve women's portrayal in its reports (GREVIO, 2019). They include information about gender sensitive language, about the publication of positive images of women, sensitive reporting of cases of gender-based violence and increased use of women experts. The agency also ran staff training sessions on these issues and invited gender equality experts to meetings.

Spain's Equality Observatory of the Spanish Radio and Television Corporation created the position of 'equality editor', a new self-regulatory mechanism whose mission is to guarantee equality between women and men in both content and presence on public television and radio (GREVIO, 2020). Some national newspapers (paper and digital), such as eldiario.es or [El País](http://ElPaís) have also appointed similar editors. These appointments received very positive comments from the industry and could be replicated elsewhere.

Scotland's Zero Tolerance project has produced national media guidelines for professionals on violence against women, in order to promote gender equality and challenging attitudes that normalise violence (Zero Tolerance, n.d.). They

include bespoke guidance for print and for broadcast, an online resource that provides stock images to accompany reporting, in order to challenge and change perceptions and help victims recognise themselves in the story and seek support. The bank of free stock images should be credited with a small copyright notice acknowledging the original work's authorship, as is typical for rights - managed stock photography - © Laura Dodsworth.

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1. Article 3a, of the Istanbul Convention (Council of Europe, 2011).
2. For example, see survey conducted by Kate Dawson, Siobhán Healy-Cullen, Padraig Macneela and Richard de Visser, published in September 2023, as “An Exploratory Study on Teacher Perpetrated Sexual Misconduct in Irish and UK Secondary Schools”, available at: <https://www.researchgate.net/publication/373453185>, accessed 30 September 2023.
3. Data reported in the UN Ukraine Policy Options paper on Gender Based Violence (undated) available at: https://ukraine.un.org/sites/default/files/2021-11/UN%20Policy%20Paper%20on%20GBV_FINAL%20ENG.pdf accessed 25 September 2023.
4. This Law determines organisational and legal principles for preventing and combating domestic violence, and issues directions in the implementation of state policy on preventing and combating domestic violence, aimed at the protection of rights and interests of those who suffered from such violence. The unofficial translation is available on the Council of Europe website: <https://rm.coe.int/law-of-ukraine-on-preventing-and-combating-domestic-violence-eng/1680a1dc0e>, accessed 25 September 2023.
5. See translated release available on the website of Ukraine Government, posted September 2020 by the Communications Department <https://www.kmu.gov.ua/en/news/premyer-ministr-zapobigannya-domashnomu-nasilstvu-ta-zabezpechennya-postrazhdalih-zahistom-sered-zavdan-uryadu>, accessed 25 September 2023.
6. Data reported in the UNFPA Ukraine January 2022 ‘GBV Programme Newsletter’, available at: https://ukraine.unfpa.org/sites/default/files/pub-pdf/newsletter-jan_2022_eng_1.pdf, accessed 25 September 2023.

7. Data reported on the UNFPA Ukraine web page on gender-based violence in Ukraine, available at: <https://ukraine.unfpa.org/en/topics/gbv-response-and-prevention-programme>, accessed 25 September 2023.
8. Data reported by Jessie Williams, March 2023, Time Magazine, in partnership with The Fuller Project <https://time.com/6261977/ukraine-women-domestic-violence/>, accessed 25 September 2023.
9. Data reported by HIAS and VOICE (2022) Gender-based Violence and Sexual and Reproductive Health Rapid Assessment Report – Ukraine Assessment Report December 2022 <https://hias.org/wp-content/uploads/GBV-and-SRH-Rapid-Assessment-Reportfinal.pdf>, accessed 25 September 2023.
10. According to the UNPF in 2015, the economic costs of violence against women in Ukraine approximated \$208 million USD, lost economic output was estimated at \$3.7m USD and the cost to services was approximately \$14.1m USD (this compares to the annual costs of violence against women for the European Union being almost \$226 billion). It was estimated that around \$103.5 thousand working days were lost annually in Ukraine due to injuries caused by violence, and two-thirds survivors reported reduced working capacity due to emotional and psychological harm. Available at: https://ukraine.unfpa.org/sites/default/files/pub-pdf/Economic%20Costs%20of%20Violence_2017_3.pdf accessed 30 September 2023.
11. See for example, the section on *'Forms of gender-based violence during and after the war'* pp 18-22, in WAVE (2022a).
12. See for example, the Ukraine Assessment Report (2022), published as part of the Gender-based Violence and Sexual and Reproductive Health Rapid Assessment Report, available at: <https://hias.org/wp-content/uploads/GBV-and-SRH-Rapid-Assessment-Reportfinal.pdf>, accessed 25 September 2023.
13. This is consistent with Ukraine research showing 1 in 4 people working in Ukraine companies have experienced domestic violence and three quarters believe this adversely impacts their work, yet only 1 in 5 people sought help from their employer (https://ukraine.unfpa.org/sites/default/files/pub-pdf/maket_e.pdf).
14. Reported on the website of Ukraine Government's Ministry of Education and Science, available at: <https://emergency.mon.gov.ua/educationalsystem/> , accessed 8 September 2023.
15. Data reported on the UNICEF website, available at: <https://reliefweb.int/re->

[port/ukraine/widespread-learning-loss-among-ukraines-children-students-enter-fourth-year-disruption-education-enuk](https://www.greio.org/en/ukraine/widespread-learning-loss-among-ukraines-children-students-enter-fourth-year-disruption-education-enuk), accessed 25 September 2023.

16. In a significant number of GREVIO baseline evaluation reports, GREVIO has strongly encouraged the authorities to incorporate, strengthen or review teaching on the various topics addressed under Article 14 of the Istanbul Convention, and refrain from reinforcing or endorsing stereotypical attitudes or singling out specific communities, in materials and policy documents (Council of Europe 2022c).
17. GREVIO reinforces in several baseline evaluation reports that education on sexuality can provide a means to address some of the topics covered by Article 14 of the convention, in particular the right to personal integrity and the notion that sexual violence is based on the absence of freely given consent (Council of Europe 2022c).
18. In Ukraine, the Law "On Education" defines "safe educational environment" as a set of conditions in an educational institution that make it impossible to cause physical, property and/or moral harm to participants in the educational process, in particular as a result of non-compliance with sanitary, fire and/or building codes, cybersecurity legislation, personal data protection, food safety and quality and/or the provision of poor quality food services, through physical and/or psychological violence, exploitation, discrimination on any grounds, humiliation of honour, dignity, business reputation (in particular through bullying, dissemination of false information, etc.), propaganda and/or agitation, including through the use of cyberspace, and also make it impossible to use alcoholic beverages, tobacco products, narcotic drugs, psychotropic substances on the territory and premises of the educational institution. See the Council of Europe translation on the Law on Education, available at: [https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-REF\(2017\)047-e](https://www.venice.coe.int/webforms/documents/default.aspx?pdffile=CDL-REF(2017)047-e).
19. International Women's Day is celebrated in many countries around the world. It is a day when women are recognized for their achievements without regard to divisions, whether national, ethnic, linguistic, cultural, economic or political. See the United Nations website for further information: <https://www.un.org/en/observances/womens-day>.
20. International Day of the Girl Child aims to recognise girls' rights and the unique challenges girls face around the world, on the need to address the challenges girls face and to promote girls' empowerment and the fulfilment of their human rights. See the United Nations website for further information: <https://www.un.org/en/observances/girl-child-day>.

21. Women's rights activists have observed 25 November as a day against gender-based violence since 1981, a date selected to honour the Mirabal sisters, three political activists from the Dominican Republic who were brutally murdered by the state. The United Nations officially designated this date the International day for the Elimination of Violence Against Women in 2000, and for further information see the UN website at: <https://www.un.org/en/observances/ending-violence-against-women-day>.
22. Human Rights Day marks the Universal Declaration of Human Rights, which enshrines rights that everyone is entitled to as a human being, regardless of race, colour, religion, sex, language, political or other opinion, national or social origin, property, birth or other status. See the United Nations website for further information: <https://www.un.org/en/observances/human-rights-day>
23. Research with professionals in Ukraine on the importance of company policies, training and support for employees was conducted by Ukrainian Marketing Group and commissioned by UN Population Fund in cooperation with CSR Ukraine. This was published in 2019 and is available at: https://ukraine.unfpa.org/sites/default/files/pub-pdf/maket_e.pdf, accessed 25 September 2023.
24. Publication on the website of the National Council of Ukraine on Television and Radio Broadcasting about the presentation of Methodological Guidelines for media covering gender equality. The text of the Guidelines is available at: <https://webportal.nrada.gov.ua/strong-prezentovano-metodychni-rekomendatsiyi-dlya-media-z-vysvitlennya-gendernoyi-rivnosti-strong/>
25. '[One thousand words](#)' is a bank of free stock images that show the reality of domestic violence, for use by journalists and others. Their use only requires a credit for the images with a small copyright notice acknowledging the original work's authorship, as is typical for rights-managed stock photography: © Laura Dodsworth

This roadmap for education providers aims to support the prevention of violence against women and girls and promote gender equality. Aligned with Article 14 of the Istanbul Convention, this Checklist is designed for Ukrainian professionals engaged in both formal and informal education settings.

ENG

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The Council of Europe is the continent's leading human rights organisation. It comprises 46 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

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