Promoting Equality and Safety in Schools in Asia (PEASS)

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WHAT IS IT?
SRGBV can take the form of...

- Bullying
- Corporal punishment
- Sexual or verbal harassment
- Non-consensual touching, rape, and assault

SRGBV is a violation of human rights and it is also a serious barrier to learning, particularly for girls.

IN NUMBERS
SRGBV is under-researched and under-reported. However, we do know that:

- An estimated 246 million girls and boys suffer from school-related violence every year.
- 1 in 4 girls say that they never feel comfortable using school latrines*.

* According to a Plan International survey of 7000 youth conducted across 4 regions, 1 in 4 girls reported that they never feel comfortable using school latrines.
OBJECTIVES

• To assess the magnitude and nature of SRGBV, the institutional and programmatic response to it
• To recommend key actions and program tools to inform an effective programming design and strategy to end SRGBV
• To develop and implement an overall programmatic framework for addressing SRGBV
METHODOLOGY

• Mixed methodology using both qualitative and quantitative methods

• Age groups: 12-17

• Multiple research tools were developed:
  • Survey questionnaire for students
  • Focus Group Discussion (FGD) with students including social mapping to map sites, forms and response to SRGBV,
  • Key Informant Interview (KII) guide for headmasters
  • KII guide for NGO/CBO representatives
  • FGD Guides for key duty bearers, including community groups and families
  • School equality scorecard

• Total Sample
Programme Feedback Tools

• Plan developed two innovative programme feedback tools:

• Tools based on client-feedback approaches - innovation + striking findings.

• The Girls Empowerment Star asks girls (ages 12-16) about their own perceptions of their opportunities and empowerment.

• The School Equality Scorecard asks girls and boys (also ages 12-16) for their views about gender equality and safety in their school.

• The tools were piloted in two countries and subsequently implemented in 15 different countries this past year.
Brief overview of Research Findings

- **Gender attitudes of students** - within the same age groups, girls report more equitable and egalitarian attitudes than boys – although high variations across countries

Proportions for boys and girls are significantly different at $p<0.05$
Experience of violence in school in the last 6 months

- The proportion of students reporting having experienced violence in the last 6 months is high.

Proportions for boys and girls are significantly different at p<0.05
Safety in schools

- **Perception of safety in schools** – Close to half of the students in all the countries have concerns regarding the safety of their schools

![Fig 8.2 - Rating of School on Safety Scale](image-url)
Perpetrators of violence
Teaching and non teaching staff

<table>
<thead>
<tr>
<th>Country</th>
<th>Total</th>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambodia</td>
<td>19</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>Indonesia</td>
<td>23</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>Nepal</td>
<td>30</td>
<td>23</td>
<td>37</td>
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<td>Pakistan</td>
<td>33</td>
<td>23</td>
<td>45</td>
</tr>
<tr>
<td>Vietnam</td>
<td>49</td>
<td>20</td>
<td>29</td>
</tr>
</tbody>
</table>

Violence in last 6 month in school : what proportion mention teaching/non-teaching staff
Reporting of violence perpetrated by teachers/school staff in school to duty bearers, and actions taken on complaint

Fig 8.6 - Reporting of violence perpetrated by teacher/school staff in school to duty bearers, and action taken on complaint

- Cambodia (19%)
  - Reported to teacher/principal: 14
  - Reported to Parent/guardian: 18
  - No Action taken: 7

- Indonesia (34%)
  - Reported to teacher/principal: 20
  - Reported to Parent/guardian: 6
  - No Action taken: 10

- Nepal (42%)
  - Reported to teacher/principal: 27
  - Reported to Parent/guardian: 8
  - No Action taken: 12

- Pakistan (49%)
  - Reported to teacher/principal: 34
  - Reported to Parent/guardian: 19
  - No Action taken: 14

- Vietnam (20%)
  - Reported to teacher/principal: 11
  - Reported to Parent/guardian: 6
  - No Action taken: 8
School Equality Score Cards – Results from Cambodia – Girls and Boys

PU Siem Reap - Boys - School Equality Scorecard

PU Siem Reap - Girls - School Equality Scorecard
Drivers of SRGBV at multiple levels

Policy and Institutional
- (lack of/Inadequate) polices on gender equality and safety in school
- (lack of/Inadequate) integration of gender in curriculum & teacher recruitment, training
- (Weak) operational plan & accountability mechanisms

Community
- Social norms
- Conflict/violence/discriminatory practices
- No recognition of SRGBV among gatekeepers
- No/weak system to respond

School
- Gender attitude of teachers
- Power hierarchy
- Violence & discriminatory practices
- (lack of/Inadequate) Response system

Parents & Family
- Gender attitude
- Power hierarchy
- Violence & discriminatory practices
- Lack of knowledge & skills to respond

Individual
- Gender attitude
- Experience & witnessing of violence
- Lack of power, voices, knowledge & skills
- Predisposition due to family/community factors
- Restricted interaction with opposite sex
Objectives

• Contribute to make education systems in Asia gender responsive with zero-tolerance to SRGBV.
  – to build understanding and skill of girls and boys so that they practice gender equitable behaviour and challenge use of violence
  – to create gender equitable schools and promote safe learning environment through prevention and response mechanism at schools
  – to support families and communities to actively engage and demand schools free from gender-based violence
  – to facilitate an enabling legal and policy environment to promote gender equality and protect children from SRGBV
STRATEGIES

1. Promote gender equality and non-violence in curriculum and teaching practice.

2. Engage youth, communities, and teachers in creating solutions.

3. Advocate for policies that prevent SRGBV and protect girls in schools.

4. Strengthen links between schools, homes, and services.
Theory of change

**Drivers**
- Policy and Institutional
  - Policies on gender equality and safety in school
  - Integration of gender in curriculum, teacher recruitment, training
  - (Weak) operational plan & accountability mechanisms
- Community
  - Social norms
  - Conflict/violence/discriminatory practices
  - No recognition of SRGBV among gatekeepers
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- School
  - Gender attitude of teachers
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  - (lack of/inadequate) Response system
- Parents & Family
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  - Lack of knowledge & skills to respond
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  - Gender attitude
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**Program strategies**
- Advocating & support for legal and policy change
- Create enabling environment to help sustain individual change
- Set-up response mechanism and strengthen referral linkages
- Use gender transformative approach to engage students and teachers

**Intermediate outcome**
- Improved recognition of SRGBV & capacity of authorities
- New/Improved policies, operational plan, curriculum for schools & teachers’ training with budget and monitoring mechanism
- Increased understanding of SRGBV
- Increased reporting of GBV and SRG BV
- Reduction in discriminatory practices
- Increased recognition and capacity to prevent and respond to SRGBV among teachers
- Increased response to SRGBV
- Reduction in discriminatory practices
- Improved gender attitude
- Increased bystander intervention
- Decreased perpetration of violence

**Program Outcome**
- Enabling legal and policy environment
- Transformation of gender norms and reduction in discriminatory practices
- Schools having curricula, teaching practices and response mechanism that promotes equality and negate violence
- Girl & boys having equitable attitude and behavior, and support zero tolerance for violence

**Impact**
- Reduction in prevalence of SRGBV
Emerging lessons from PEASS programme in Vietnam

- Teachers
  - Equipping and building the capacity of master trainers is key. Engaging all teachers in the school.
- The team of Youth Team Leaders
  - Important role in engaging their peers to catalyze change
- Engagement of parents and building bridges between school and families
Thank you!