



# Promoting Equality and Safety in Schools in Asia (PEASS)



Promoting child rights  
to end child poverty

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# WHAT IS IT?

SRGBV CAN TAKE THE FORM OF...



BULLYING



CORPORAL PUNISHMENT



SEXUAL OR VERBAL HARASSMENT



NON-CONSENSUAL TOUCHING, RAP 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.

## COUNTRIES





# 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

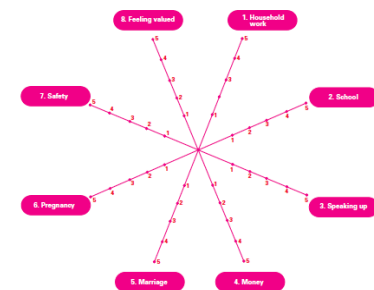
- Mixed methodology using both qualitative and quantitative methods
- Age groups: 12-17
- Multiple research tools were developed:
  - Survey questionnaire for students
  - Focus Group Discussion (FGD) with students including social mapping to map sites, forms and response to SRGBV,
  - Key Informant 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.

Girls Empowerment Star 



Issue	Key Question	Response (circle)				
		Never	Seldom	Sometimes	Often	Always
1. Household work	Do girls and boys share household work equally, including childcare?	1	2	3	4	5
2. School	Do girls complete at least nine years of school?	1	2	3	4	5
3. Speaking up	Do girls say what matters to them in front of an adult male?	1	2	3	4	5
4. Money	Do girls help decide what to spend money on?	1	2	3	4	5
5. Marriage	Do girls decide when they marry?	1	2	3	4	5
6. Pregnancy	Do girls decide if they get pregnant?	1	2	3	4	5
7. Safety	Do girls feel safe in this community?	1	2	3	4	5
8. Feeling valued	Do girls' concerns matter in this community?	1	2	3	4	5

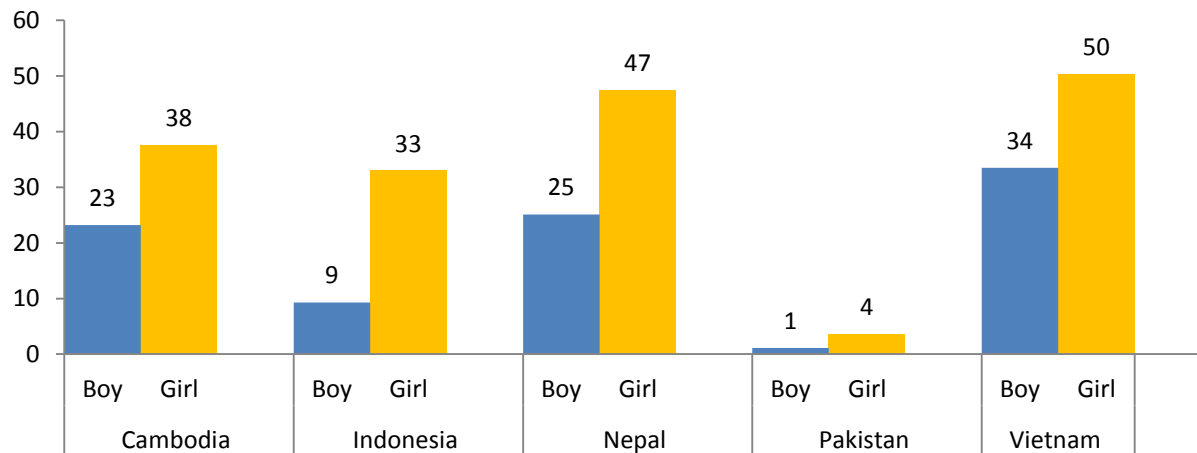
School Equality Scorecard 

SCHOOL EQUALITY SCORECARD		Please circle one response per question.				
Girl_____ Boy_____ Age_____		Never	Seldom	Sometimes	Often	Always
1. Sports participation: Do girls participate in sports activities as much as boys?		1	2	3	4	5
2. Class participation: Do girls participate in class as often as boys?		1	2	3	4	5
3. Chore burden: Do girls spend the same amount of time doing chores (tidying, sweeping, cleaning) at school as boys?		1	2	3	4	5
4. Latrines: Are there toilets at school that girls feel comfortable to use?		1	2	3	4	5
5. Seeking help: Do girls talk to teachers about their concerns as much as boys?		1	2	3	4	5
6. Leadership: Do girls participate as leaders of student groups as much as boys?		1	2	3	4	5
7. Encouragement: Are girls encouraged to succeed in their schoolwork as much as boys?		1	2	3	4	5
8. Safety going to school: Are girls as safe as boys on their way to and from school?		1	2	3	4	5
9. Safety at school: Are girls as safe as boys when they are at school?		1	2	3	4	5
10. Early pregnancy: Do girls continue to attend school after having a baby?		1	2	3	4	5

# 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

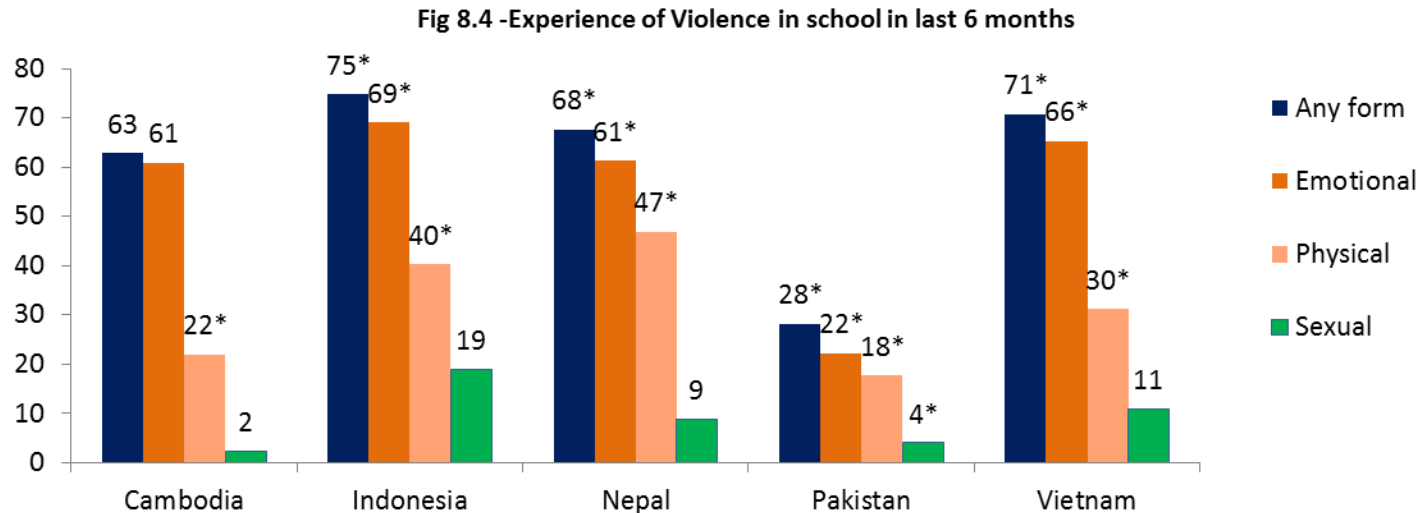
Fig Students with high equitable gender attitude



*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.



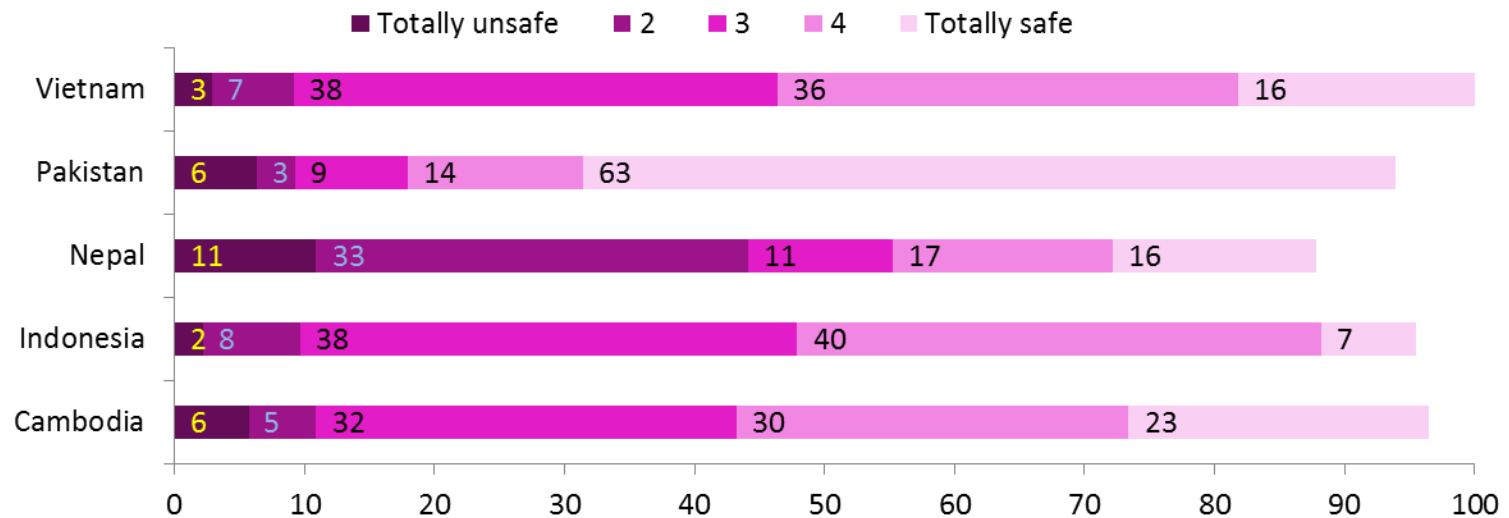
Proportions for boys and girls are significantly different at  $p < 0.05$



# Safety in schools

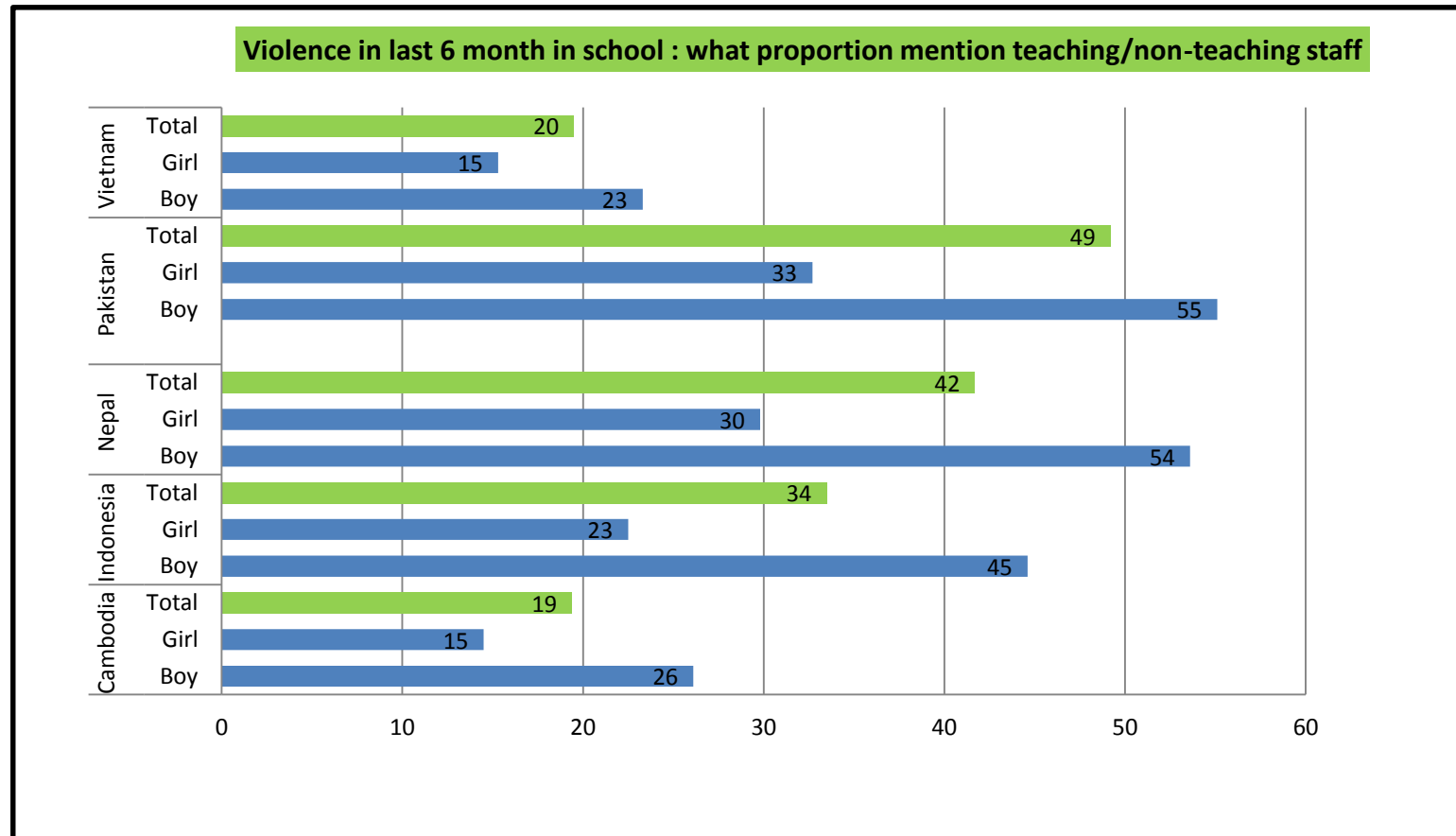
- **Perception of safety in schools** – Close to half of the students in all the countries have concerns regarding the safety of their schools

Fig 8.2 - Rating of School on Safety Scale



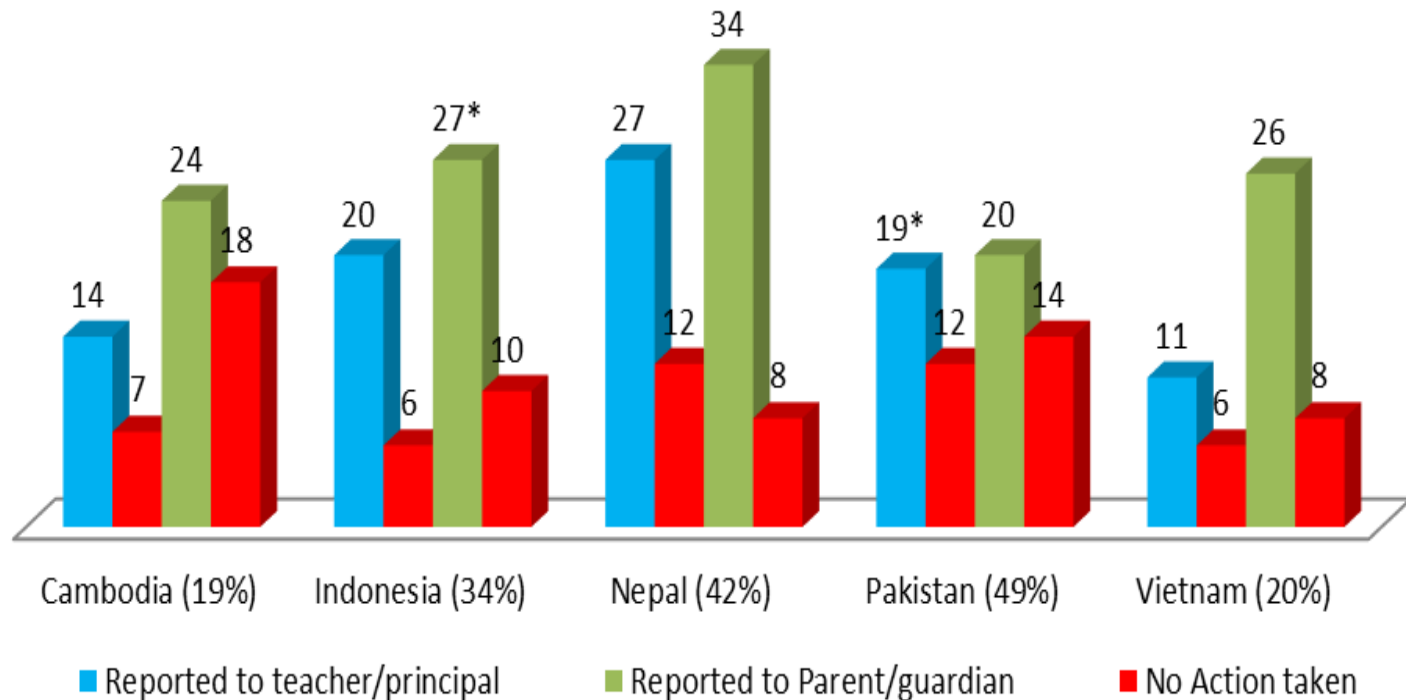
# Perpetrators of violence

## Teaching and non teaching staff



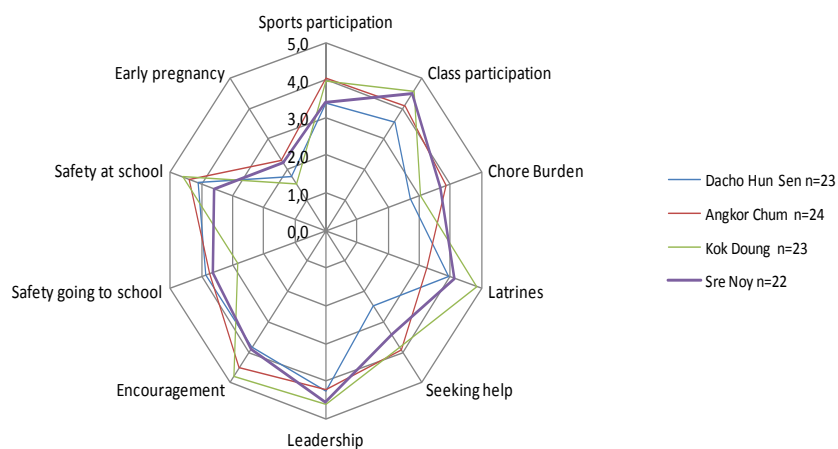
# Reporting of violence perpetrated by teachers/school staff in school to duty bearers, and actions taken on complaint

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

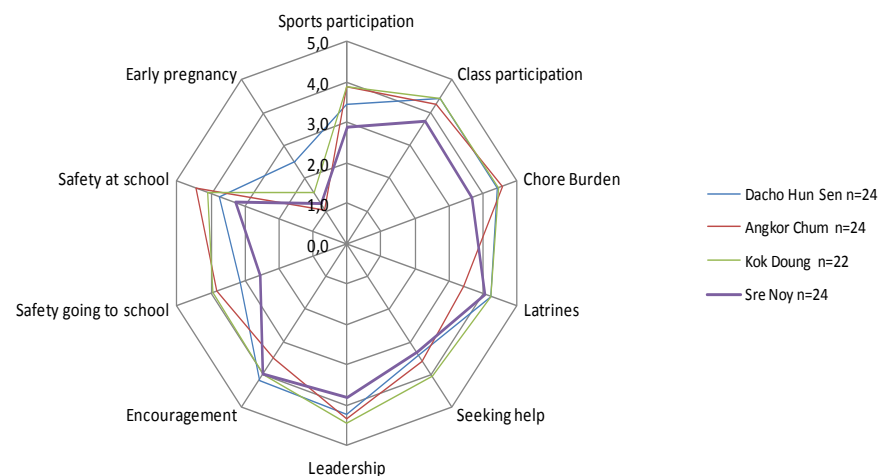


# School Equality Score Cards – Results from Cambodia – Girls and Boys

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) policies 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



PROMOTE GENDER EQUALITY  
AND NON-VIOLENCE IN  
CURRICULUM AND  
TEACHING PRACTICE



ENGAGE YOUTH,  
COMMUNITIES AND TEACHERS  
IN CREATING SOLUTIONS

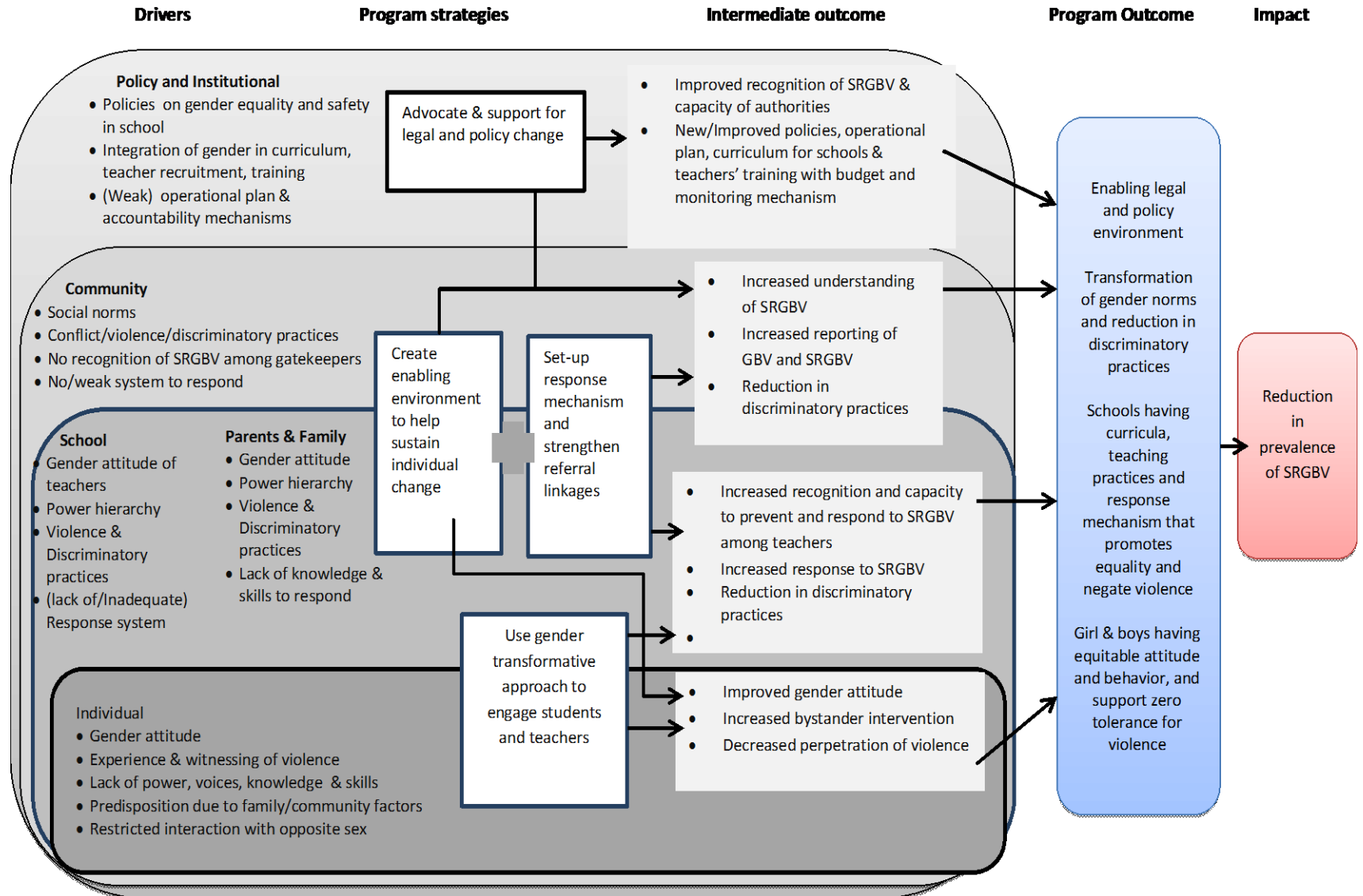


ADVOCATE FOR  
POLICIES THAT  
PREVENT SRGBV AND  
PROTECT GIRLS IN  
SCHOOLS



STRENGTHEN LINKS  
BETWEEN SCHOOLS,  
HOMES AND SERVICES

# Theory of change



# Emerging lessons from 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!



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