Promoting Equality and Safety in Schools (PEASS)

Plan Because I am a Girl

April 2014
As part of the Because I am a Girl campaign, Plan has developed several innovative and results-oriented programmes that focus on ending school-related gender based violence. Through these programmes, Plan is working on a multi-level approach with a variety of stakeholders to eliminate SRGBV.

- One programme that Plan International has developed is called PEASS – Promoting Equality and Safety in Schools. The overarching goal of the PEASS programme is to ensure safe, accountable, and child friendly schools where girls and boys achieve quality education in an environment free from gender based violence.

The programme is being implemented in five countries in Asia, including Vietnam, Cambodia, Indonesia, Nepal and Pakistan, where violence in schools is one of the main barriers to girls’ successful completion of a quality education and the realisation of gender equality.

Through these activities, we want to achieve the following outcomes:
- Cases of SRGBV are increasingly reported and addressed in schools;
- Schools receive a ‘gender-friendly’ school rating;
- Government ministries and schools adopt new accountability
protocols, such as codes of conduct on SRGBV, referral mechanisms, and passing legislation that explicitly prohibits SRGBV, including the banning of corporal punishment;
- An increase in teachers’ capacities’ to discuss gender issues and to respond to incidences of violence in schools;
- Facilitate the media’s promotion of gender equality through awareness raising activities; and
- A decreased rate in the prevalence of gender based violence in and around schools.

• To give you an example of the potential of the PEASS programme, in Vietnam, Plan will pilot a model of ‘Gender Responsive Schools’ in 10 schools in Hanoi, which will be thoroughly monitored, documented and evaluated. After ensuring the model’s effectiveness and efficiency, the Hanoi Department of Education will replicate it in 785 schools in the city, reaching over 500,000 girls and boys.
## School Equality Scorecard

**School Equality Scorecard**

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<td>1. Sports participation: Do girls participate in sports activities as much as boys?</td>
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<td>2. Class participation: Do girls participate in class as often as boys?</td>
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<td>3. Chore burden: Do girls spend the same amount of time doing chores (tidying, sweeping, cleaning) at school as boys?</td>
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<td>4. Latrines: Are there toilets at school that girls feel comfortable to use?</td>
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<td>5. Seeking help: Do girls talk to teachers about their concerns as much as boys?</td>
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<td>6. Leadership: Do girls participate as leaders of student groups as much as boys?</td>
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<td>7. Encouragement: Are girls encouraged to succeed in their schoolwork as much as boys?</td>
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<td>8. Safety going to school: Are girls as safe as boys on their way to and from school?</td>
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<td>9. Safety at school: Are girls as safe as boys when they are at school?</td>
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<td>10. Early pregnancy: Do girls continue to attend school after having a baby?</td>
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Another programme that is addressing gender based violence in and around schools is the Champions of Change Programme in Latin America.

Adolescent males, aged 14 to 18 from diverse ethnic backgrounds, are being trained and supported to become Champions of Change on gender equality and girls’ rights, and to encourage youth to challenge harmful gender norms at their schools and communities.

The one-year capacity building programme consists of 20 workshops in which the participants reflect on their own identities, gender equality analysis, and different concepts of masculinities, gender-based violence, sexuality and parenthood. Participants will identify structural discrimination and challenge power hierarchies, and reflect on what it means to become an agent of change for gender equality.

After the trainings, the male participants engage their peers, families, student council groups, and teachers and communities in order to promote changes in social norms related to gender discrimination and injustice. A peer to peer action training manual and adult community mentors support these young men to engage in programme activities, including motivating other youth to be champions of change,
addressing and analysing gender inequality and discrimination in their schools and communities, identifying gaps and opportunities in the programme, and setting up different activities, such as interviews, role plays, discussion groups, artistic expressions or video spots to encourage their peers.

The Champions of Change programme shifts the agenda away from disconnected local initiatives to a regional youth movement committed to building strong partnerships and alliances in support of gender equality and the elimination of gender based violence.
And lastly, I wanted to highlight a recent report that Plan International published called ‘A girls’ right to learn without fear’.

In this report, Plan International has outlined **8 guiding principles** for government action to **prevent** and **reduce** gender-based violence in and around schools.

The **8 guiding principles** include:

1. Governments adopting a **comprehensive, integrated and multi-sectoral action plan** to prevent and respond to gender-based violence.

2. Ensuring that **laws explicitly protect children** from violence and treat all children equally. These laws should also ensure government accountability.

3. **Safe and clear reporting mechanisms** that are confidential, proportionate, and consistent with the Convention on the Rights of the Child.

4. **Evidence-based policy** interventions supported by sufficient and credible data.

5. **Well-trained and supported teachers** and school administrators to prevent and respond to violence in and around schools.
6. Developing **partnerships** with a variety of stakeholders, including law enforcement, the judiciary, child protection authorities, transportation sector and civil society organisations.

7. **Inclusiveness**, whereby entire communities, including men and boys, are involved in changing harmful attitudes and shifting harmful social norms.

8. And lastly, **girls and boys** should be recognised as **key participants** in developing solutions to address school-related gender based violence.

We are also calling on a **post-2015 agenda** that includes a goal on **quality education**, including the transition to, and completion of, secondary education for all girls and boys, as well as a goal on the elimination of all forms of **violence** against children, including in schools.

Through these guiding principles, along with working directly with children and communities, it is our **goal** that **all** girls and boys around the world can be **free to learn without fear**.