Gallery Walk Posters

Marginalisation and School Related Gender Based Violence

China, Fiji, Indonesia, Micronesia, Philippines, Thailand, Timor Leste

August 28-29, 2014
Bangkok, Thailand
SRGBV in China
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The Institute of Journalism and Communication of Chinese Academy of Social Sciences

**CONTEXT**

Background of SRGBV in China:

- China is still confronted with a difficult situation of SRGBV, with specifically in regards to bullying, psychological and sexual violence.
- Women’s Federations at both national and local levels together with local NGOs together launched activities on the prevention and intervention against SRGBV.
- The Ministry of Education, the Ministry of Public Security and the Ministry of Justice issued a notice on teachers’ rape and the indecent assaults against students.

**PROGRESS**

China’s progress has included:

1. Sharing the concept of SRGBV and key messages by:
   - Giving a lecture at China Women’s College during the UN Anti-Violence Against Women 16-Day Campaign;
   - Adding course modules on SRGBV in sexual violence education;
   - Introducing SRGBV to a seminar on the sexual abuse of rural left-behind girls;
   - Training for all China Women’s Federation personnel.

2. Media advocacy:
   - China Women’s News published an article about the 2013 Regional Roundtable on SRGBV in Thailand;
   - The selection of 2013’s ‘Top 10 Gender News’ pieces;
   - Journalist were trained to increase their understanding with SRGBV content which also included the development of a journalists’ training manual;
   - Planning a media scan of SRGBV in China project.

3. Integrating the issue of SRGBV into the CEDAW review report and CEDAW-related training.

**NEXT STEPS**

Future plans to address SRGBV in China include:

1. The goal of the SRGBV movement is to develop children’s ability to exercise their rights. Therefore, the existing or impending advocacy activities should widely involve children’s participation.
2. Raising gender sensitivity in the school context is a necessary task, actions should be taken to improve adolescence violence prevention education and to attach the same importance to violent behaviour both against girls and boys.
3. Social mobilization strategy should be enhanced to gain the attention of media and government on SRGBV.

**SUPPORT NEEDED**

We require opportunities for the exchange of best practices. Support on guidelines, strategies and curriculum frameworks for SRGBV.
SRGBV in FIJI
Katherine Shaska
Ministry of Education, Fiji Islands

In Fiji there are a total of 911 schools. There are 735 Primary Schools and 176 Secondary Schools.

Ministry of Education
- Child Protection Policy
- Behaviors Management Policy
- Fiji Schools HIV Policy
- Drugs and Substances Abuse Policy
- Gender Policy
- Crimes Decree

- Training of Trainers for Teachers and Community Leaders
- Peer Education for Students
- Basic Counselling Skills Training for Teachers
- Volunteer Scheme Project – for New Unemployed Teachers

PROGRESS

**TARGETED ACTIVITIES**

| In School Peer Education Programme | 123 student peer educators were trained in the Central, Western and Northern Division of Fiji. They were able to reach out to more than 3,000 students. |
| Training of Trainers for Teachers and Community Leaders | 132 teachers (62 Primary and 60 Secondary) and 15 community leaders trained from March to July. |
| In School HIV Policy Awareness | HIV Policy and Decree distributed to 736 Primary and 173 Secondary Schools. |
| International Day Against Drug Abuse & Illicit Trafficking Awareness Campaigns in Schools | There was a HIV & AIDS campaign during the IDADAIIT commemoration across all schools in Fiji. |
| IEC Production & Distribution | During the trainings and public display, NSAAC distributed IEC materials to the participants of trainings conducted by NSAAC (TOT, PED), Communities and Schools during QRP – Quick Response Presentations and the Public during Public Displays. |
| Quick Response Presentation to Communities | NSAAC conducted more than 30 QRP from January – June 2014 to Schools and Communities. |
| Display during Roadshows & Career Expos | Conducted 16 Public Displays to Public/Communities Ministry of Education Road Show in the Central, Western and Northern Division and 3 Careers Expo. |

EXISTING GOOD PRACTICES

- Training of Trainers for Teachers and Community Leaders
- Peer Education for Students
- Basic Counselling Skills Training for Teachers
- Volunteer Scheme Project – for New Unemployed Teachers

NEXT STEPS

- Continue awareness on SRGBV in future trainings
- Volunteer Scheme (New Program to Begin Early September) - Conduct (TOT) training for the volunteers to be based at schools.
- Development Of The Training Of Trainers (SRGBV) Module
- Development Of The Peer Education Training (SRGBV) Module
- Inclusion of the SRGBV into the existing FLE curriculum
- Strengthen Basic Counseling Skills Training for teachers in schools in the Western, Eastern & Northern division by including on how to address SRGBV Issues.
- Increase SRGBV awareness of schools and community through QRP, disseminating of IEC materials and or the use of media awareness
- Strengthening of networking with other stakeholders
- Strengthening of monitoring and evaluation of SRGBV training

SUPPORT NEEDED

- To build capacity of MoE staff to train and develop resources on SRGBV.
- To incorporate SRGBV into existing curriculum and development of training manual
- To train teachers and peer education students on SRGBV
SRGBBV in Indonesia
Grace Monica (UNESCO) and Livia Iskandar (PULIH Foundation)

CONTEXT

• According to Indonesia Police data, 859 children have been victims of sexual violence in 2014.
• MoEC, MoH, UNFPA, UNICEF, WHO and UNESCO are working together to implement CSE for basic education, which includes creating safe learning environment.

PROGRESS

Actions taken following the Regional SRGBV Roundtable in November 2013 include the following:

• Yayasan Hotline, and NGOs based in East Java, in close collaboration with MoEC, organized a workshop to share experience and work plan related to SRGBV. The main objective to develop curriculum for pre-service institutions, specifically for teacher-counselors. The modules and curriculum are currently being developed by Yayasan Hotline, MoEC, and academicians to be implemented in five pre-service institutions in Java. The deadline of this activity is mid 2015.

• UNICEF in close collaboration with district level of government and the University of Melbourne piloted ‘Safe and Strong Schools’ modules to prevent violence in schools, in three cities in Papua. This year, UNICEF involved communities through ‘Creating Connection Modules’ to create a non-violent community, and to support the efforts in schools. The pilot will be conducted in villages where ‘Safe and Strong Schools’ were piloted.

NEXT STEPS

UNESCO, in close collaboration with UN Women, UNICEF, UNFPA and local NGOs, supports Government of Indonesia in conducting a desk review on SRGBV policies and practices which will include a workshop with stakeholders to share findings and make plans.

PULIH Foundation has supported an internet-based education resource social enterprise to talk to parents about sexual violence, the effects on children and how schools and communities can work together to protect children from violence. The Foundation intends to work with schools with sound policies in place to support other schools to implement safe schools policy.

SUPPORT NEEDED

Support is required in developing safe schools policies and developing a referral system of gender-sensitive providers. In addition support to develop a working referral system.

There will also be a need to further the actions that come out of the desk review and the stakeholder workshop.
Context
The Federated States of Micronesia and the Republic of the Marshall Islands are highly vulnerable to climate change impacts. The objective of the CADRE program is to support the national and state governments in the implementation of their national strategies pertaining to climate adaptation and disaster risk reduction in the FSM and RMI, by developing and implementing a climate adaptation and disaster risk reduction education program that builds the resilience of vulnerable schools and communities through enhancing their adaptive capacity.

Progress

<table>
<thead>
<tr>
<th>Targets</th>
<th>Progress</th>
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<tbody>
<tr>
<td>50 MOUs with schools</td>
<td>50 MOUs</td>
</tr>
<tr>
<td>3,500 year 8/9 students trained on DRR &amp; CCA in 50 schools</td>
<td>3,023 year 8/9 students trained on DRR &amp; CCA in 50 schools</td>
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<tr>
<td>% increase in student knowledge on CA &amp; DRR</td>
<td>On average 21% increase between pre and post test</td>
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<tr>
<td>Draft CA and DRR curriculum benchmarks prepared in collaboration with Departments of Education in FSM &amp; RMI</td>
<td>Drafted DRR standards and benchmarks prepared in collaboration and adopted by all 4 state DOE’s in FSM</td>
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<tr>
<td>5,000 students awareness raised through school emergency drills</td>
<td>13,184 students awareness raised through school emergency drills</td>
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<tr>
<td>50 emergency drills</td>
<td>50 emergency drills</td>
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<tr>
<td>50 medical evacuation kits</td>
<td>47 medical evacuation kits</td>
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<tr>
<td>200 education staff trained in Emergency First Response</td>
<td>199 education staff trained in Emergency First Response</td>
</tr>
<tr>
<td>400 educators trained in CADRE module of lessons</td>
<td>336 educators trained in CADRE module of lessons</td>
</tr>
<tr>
<td>50 Hazard, Vulnerability, Capacity Mapping exercises</td>
<td>41 Hazard, Vulnerability, Capacity Mapping exercises</td>
</tr>
<tr>
<td>6 Local NGO partnerships</td>
<td>6 Local NGO partnerships</td>
</tr>
<tr>
<td>15-20 community based adaptation/mitigation interventions</td>
<td>14 community interventions underway in the FSM; 5 interventions endorsed in the RMI, competitive bidding in process</td>
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Next Steps
- End line Knowledge, Attitudes, and Practices (KAP) survey to assess impact
- Most Significant Change interview being conducted with key beneficiaries for evaluation of program outcomes
- Continued teacher satisfaction surveys to determine if support and educational materials are relevant, effective, and useful
- Engagement of Teacher Pre-Service Training Institutions planned
- Completion of intervention projects and roll-out of beneficiary satisfaction surveys
- Efforts to scale up this successful program and move into a new phase

Support Needed
Access to education has largely been attained in the FSM and RMI, however, education quality remains a struggle. Climate change impacts may threaten hard won development goals in the FSM and RMI – we believe investment in the education sector taking a grassroots approach is vital.
Underfunded Emergencies in Conflict Affected Areas of Mindanao, Philippines

International Organization for Migration (IOM)

Department of Social Welfare and Development (DSWD), Autonomous Region in Muslim Mindanao (ARMM) Regional Government, Bangsamoro Development Agency (BDA), Local Government Units, Local NGOs

**CONTEXT**

- Mindanao island has over 20 million people of diverse ethnic backgrounds; 5 million are Muslims; 3.5 million IDPs
- Mindanao affected by over 4 decades of various armed conflicts (for autonomy; violent clan feuds/Rido; terrorist groups e.g. ASG & JII); multiple displacements
- This region is in the bottom 10 for the MDGs; highest mortality rates in the country; lowest literacy rates; child soldiers
- Marginalized groups: Muslim women and men (conflict of laws); indigenous peoples (ancestral domain claims; some are nomads & unregistered births); IDPs
- In place: Mindanao Humanitarian Action Plan (HAP); Signed Comprehensive Agreement on the Bangsamoro (CAB)

**PROGRESS**

1. In Central Mindanao, since 2008 IOM, in partnership with the DSWD, NGOs and local authorities, has assisted **2,328,545 displaced individuals** (**1,187,558** men and **1,140,987** women).
2. For the 2013 and 2014 complex emergencies (armed clashes and flooding in Zamboanga City, Maguindanao and Cotabato), about **150,000 IDPs** have been assisted with camp coordination and camp management (CCCM) services including emergency shelter and migration health.
3. FGDs and community visioning exercises for the IDPs with emphasis on women and youth in Central and Western Mindanao islands
4. Training for local leaders and authorities on conflict and gender sensitive disaster response, safe movement planning; livelihood skills training for IDPs
5. Involvement of young women and men in the message development on peace and counter-trafficking efforts.

**NEXT STEPS**

1. Supporting the local action towards gender and conflict-sensitive durable solutions for the IDPs, prioritizing the most marginalized groups.
2. Strengthening the local stakeholders’ awareness on GBV and other forms of sexual exploitation and abuse in prolonged displacement situations and conflict-affected areas.
3. Involving more young women and men in creating safe spaces for conflict and gender-responsive skills and behavior.
4. Localizing the IASC revised Guidelines on GBV for field application in conflict-affected areas

**RESOURCES NEEDED FOR**

1. IEC materials and translation and distribution costs for use in the alternative education of marginalized young women and men (Bangsamoro, indigenous people)
2. Mainstreaming of GBV and other protection issues in response and development plans for complex emergencies
3. Training of community trainers and leaders on gender and conflict-sensitivity in complex emergencies
Mainstreaming SGBV Prevention and Counter-Trafficking in Haiyan-Affected Areas, Philippines

International Organization for Migration (IOM)
Department of Social Welfare and Development (DSWD), Inter-Agency Council Against Trafficking (IACAT), Local Government Units, Local NGOs

CONTEXT
- Super Typhoon Haiyan made landfall 6x times in the Philippines; L3 response; 4 million families were affected and 1.1 million families displaced (homes were damaged or destroyed)
- Most affected areas in the Visayas are known for its rural poor, child labor, human trafficking hotspots, NPA/armed communist rebels.
- Displacement population: more women and children in evacuation centers, bunkhouses and displacement sites; reported incidents of sexual and gender-based violence (SGBV) including human trafficking involving women and men victims
- In place: Strategic Response Plan (SRP); Reconstruction Assistance on Yolanda (RAY) Plan

PROGRESS
1. Directly oriented 32,000 IDPs and local stakeholders on SGBV including human trafficking issues in Panay Islands, Eastern Visayas and Western Visayas.
2. Reached 34,000 individuals with information and referral pathways on SGBV including human trafficking.
3. Provided protection support including psychosocial support to 1,600 individuals in disaster-affected areas.
4. Trained 1,000 IDP leaders, host community leaders and local authorities on victim identification and protection support.
5. Partnership with the local private sector in mainstreaming protection needs of marginalized IDPs especially young women and men.

NEXT STEPS
1. Strengthening local messages on involving marginalized groups in crafting local durable solutions.
2. Refining local learning modules on SGBV for continued mainstreaming in the local Shelter and CCCM cluster work.
3. Engaging more local duty bearers including the private sector in addressing marginalization (e.g. provision of protection kits and support services) in disaster-affected areas.
4. Localizing the IASC revised Guidelines on GBV for field application in disaster-affected areas

RESOURCES NEEDED FOR
1. IEC materials and translation and distribution costs for use in the alternative education of the displaced young women and men including SGBV victims/survivors
2. Dedicated temporary shelter, life-skills improvement and psychosocial support services for SGBV victims/survivors in disaster-affected areas
3. Training of community leaders on gender and rights-based approach in humanitarian response and private sector partnership building
Addressing violence against children in and around schools

Timor-Leste

**CONTEXT**

- **NER**
  - Cycle 1&2: 93.60% where girls 94.34% and boys 92.90%
  - Cycle 3: 30.32% where girls 33.86% and boys 27.04%
  - Secondary: 19.15% where girls 21.59% and boys 17.43%

- **DR**
  - Cycle 1&2: 4.40% where girls 4.00% and boys 4.75%
  - Cycle 3: 3.28% where girls 2.08% and boys 2.56%
  - Secondary: 1.72% where girls 2.73% and boys 3.96%

- **RR**
  - Cycle 1&2: 17.72% where girls 15.84% and boys 19.42%
  - Cycle 3: 3.35% where girls 2.73% and boys 3.96%
  - Secondary: 1.17% where girls 1.00% and boys 1.32%

- Many over-aged students
- Common practice that school directors/teachers do not allow pregnant teen-age girl students stay in school and/or come back to school after delivery
- 67% of interviewed children reported being beaten with a stick by teachers (Speak Nicely to Me, 2006)
- 39% of interviewed children reported being slapped on the face by teachers (Speak Nicely to Me, 2006)

**PROGRESS**

**(after Nov. 2013)**

- NQSSF is finalized; awaiting MoE Minister’s clearance for submission to the CoM’s approval; CFS (Eskola Foun) initiative (esp. teacher training) on scale by MOE
- Scoping Study on Attitudes toward GBV in Schools by UN-Women
- Mainstreaming of gender issues in the revision of the curricula
- CFS Evaluation is under planning stage, the draft ToR shared with Regional office for their input and support.

**NEXT STEPS**

- **CFS and NQSSF**
  - Official approval and implementation of NQSSF (2014)
  - CFS evaluation for further improvement of MoE’s CFS (Eskola Foun) initiative institutionalization (2014)
- **CFS and VAC**
  - Set up a reference group under the MoE to coordinate interventions re VAC in and around educational settings (Oct 2014)
  - Study on Violence against Children in and Around Educational Settings (Nov 2014)
  - Pilot / model interventions to address VAC in Schools (2015), e.g. capacity-building to teachers and PTAs; C4D at school on findings and recommendations of study
  - **SUPPORT NEEDED**

**CFS Evaluation**

- Finalization of the TOR, selection of the institutions, quality assurance of the evaluation

**VAC Study**

- Once Consultancy Group selected for the VAC in Schools Study, support the development of the methodology to ensure adequate focus on gender and gender-related violence against children. Once draft study is finalized, support review.
Thailand

UNESCO

Bangkok

(English, Thai)