

Preventing SRGBV: Participant Guide

Module 1: Introduction to SRGBV



UNGEI



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Activity: What is SRGBV?

Read through the scenarios in groups of 4-5 each and identify all instances of SRGBV that you can find. Also, label why each scenario qualifies as SRGBV or does not qualify as SRGBV.

Scenario 1: Mussa is an 8-year-old boy from Maputo. He came home crying last week because he accidentally spilled some water on an 11-year-old boy, who gathered his friends together and beat up Mussa.

Scenario 2: Some of Sakina's classmates left nasty comments on her Facebook page when she uploaded a new profile picture. They made fun of her hair and clothes.

Scenario 3: Sadia refused to go to school this morning. She said that one of the teachers keeps touching her buttocks multiple times in a day. Her teacher threatened her to stay quiet or else she would receive failing marks.

Scenario 4: Xiluva's classmates no longer want to spend time with her after school. When she tried to walk with them today, they said that her mother is a witch who is causing crops to wither and sent her away.

Scenario 5: 10-year-old Adil was punished for flying a paper plane in his math class. His teacher asked him to stand outside the class for one hour with his hands in the air.

Scenario 6: Shamila is a janitor/cleaner at a village school. She says one of the students, Denny, touched her inappropriately. When she told him she would complain, he slapped her.

Scenario 7: Mr. Tembe beat his son Abilio with a stick because he did not feed the goats before going to school in the morning. Abilio apologized and said he was getting late, so he forgot, but Mr. Tembe beat him up again for making excuses.

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In our respective groups, let's think about the risk factors contributing to SRGBV within each of the groupings shown in the chart and the consequences of the same. For example, what could be the risk factors prevalent on the way to school?

Think about the potential consequences in terms of SRGBV based on the diagram.



Make a list of the consequences of SRGBV under each category

Body

A vertical dotted line separates the 'Body' label from a list of 20 horizontal lines for taking notes.

Mind

A vertical dotted line separates the 'Mind' label from a list of 20 horizontal lines for taking notes.

Heart

Lined writing area for the 'Heart' section, consisting of 25 horizontal lines.

Soul

Lined writing area for the 'Soul' section, consisting of 25 horizontal lines.

Knowledge check

Q1. Rahul was entering his classroom while a staff member was sweeping the area outside. Angry at the rising clouds of dust, Rahul called her some vulgar names. Upset, she ran to the principal's room and raised a complaint. Will this be considered SRGBV? Select the appropriate response:

- A. There was no violence, so this is not SRGBV.
- B. SRGBV only takes place if the victim is a student.
- C. The staff member's conduct is wrong, and she is unnecessarily looking to get Rahul in trouble. She should be punished instead.
- D. This is SRGBV and needs to be addressed.

Q2. Income inequality reduces SRGBV. State True or False, and why.

Q3. Schools need to make efforts to eradicate SRGBV and should approach a strict approach against incidents. State True or False, and why.

Knowledge check

Mark the following statements as TRUE or FALSE.

Q1. SRGBV can only be physical or sexual in nature.

Q2. A student at a school who hits a teacher is not engaging in SRGBV.

Q3. Addressing SRGBV will help us get to our gender equality goals faster.

Q4. Mental well-being can be severely compromised due to being a victim of SRGBV.

Understanding the Stakeholders affected by SRGBV

Read through the case study and discuss in groups about what needs to be better and how communities can support a victim of SRGBV.

Raoul is a 15-year-old boy who was using a knife to carve shapes on his desk in school. The teacher who caught him forced him to strip to his underpants and run around the school ground three times as a punishment.

All his classmates laughed at him and one of them, Nora, even made a video of Raoul, which was uploaded to Facebook. An angry Raoul went to her house a few days later and ripped off her shirt. Humiliated, Nora told her mother in the evening, who asked her to be quiet because she brought this upon herself. "After all Nora, what do you expect when you humiliate a boy?" her mother said.

Nora was not satisfied and spoke to Ms. Mubanga, one of her favorite teachers at school about what to do. Ms. Mubanga was disturbed by what she heard but had no idea about how to help. She told Nora that not much could be done in this scenario and the best thing to do would be to move on.

However, Nora spoke to both her parents again and her convinced them to speak to the police. They were reluctant, but her father agreed to talk to one of his friends, who was a police officer. The police officer listened sympathetically but suggested that it would be useless to file a formal complaint. Raoul would go unpunished, and he and his friends would target Nora more often.

Still unsatisfied, Nora decided to do her own research and find out more about violence against girls and women. However, she failed to find detailed statistics about situations like hers.

Q1. Identify any instances of SRGBV in this scenario.

Q2. During each interaction, what are the SRGBV-related challenges that you can identify?

Understanding the challenges applicable to your community

Out of the list of challenges below, please select the top 3 that are applicable to your own community.

After that, discuss with your group and select the top 3-4 challenges that you believe are common to the entire group.

1. Social and cultural norms
2. Gender inequalities
3. Capacity constraints
4. Weak coordination and monitoring mechanisms
5. Weak legislation
6. Lack of data/research
7. Limited data/evidence

Knowledge check

Q1. Which of these is not an SRGBV-related challenge that we face as changemakers?

- A. Social and cultural norms discourage reporting of SRGBV and even support it**
 - B. Gender inequalities create notions of superiority of men over women**
 - C. Capacity constraints – education systems not geared up to support victims**
 - D. The police act quickly to arrest perpetrators and bring them to justice**
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Q2. Laws created recently to address SRGBV have made a huge difference in reducing incidents of SRGBV. State True or False, and why.

Understanding the support from various legal provisions

Read through the examples of legislation provided to you as handouts from different countries and discuss with your group:

Q1. Out of physical, psychological, and sexual SRGBV, which one would be most easily addressed by each set of laws?

Q2. Which of the major challenges from your community do you think can be addressed through each of these pieces of legislation?

Norway

In 2002, Norway launched a Manifesto Against Bullying. The manifesto has been reviewed several times after the initial two-year launch, and commits school owners (including governments, teaching unions and parents' committees) to preventing and combating bullying. The manifesto has had the most impact on bullying when the campaign has involved follow-up and links to Norway's nationally recognized anti-bullying programmes: 'Zero' and 'Olweus'.

Belize

The 2010 Education and Training Act prohibits corporal punishment, sexual harassment and pornography in education settings, but does not cover bullying or sexual violence against boys. The act is complemented by new legislation requiring teachers to have adequate training on the issue.

Costa Rica

In 2011, the Government of Costa Rica introduced a National Program on Coexistence in Education Centers (Conwivir), which aims to strengthen and improve gender-sensitive and gender-equitable relationships at school. Every school forms a working group to lead the strategy, consisting of a director, teacher, counsellor and two students. The Conwivir programme forms part of the broader National Plan for the Prevention of Violence and Promotion of Social Peace 2011-2014.

Peru

Since 2013, Peru's Ministry of Education has been promoting a National Strategy to prevent School Violence called Paz Escolar (www.pazescolar.pe), with a vision for 'students to live and learn happily'. As part of this strategy, victims or witnesses of SRGBV can anonymously report incidents on the virtual

Poland

In 2006, the Ministry of Education launched a 'zero tolerance' school reform plan in response to the suicide of a girl after she was sexually molested at school. In 2008, the new government moved to a new policy of 'Safe and Friendly Schools', which focused on building a positive social climate and addressing problem behaviours including aggression, drug addiction and alcohol abuse.

Palestine

The Ministry of Education developed a Plan of Action to Counter Violence in Schools in Palestine. The plan focused on prevention and established special units - a disciplinary school council - to counter violence. It also clearly specified the reporting mechanisms to be adopted within schools. The National Strategy to Combat Violence against Women 2011-2019 also provides a policy framework for SRGBV with interventions: to strengthen the role of student councils and parent councils in schools; to provide SRGBV counselling services; and to update the school curricula to include a mandatory syllabus on violence against women.

Kenya

In 2010, corporal punishment became unlawful in all settings, including schools (Article 29 of Constitution). Kenya's Sexual Offences Act (2006) also criminalizes both physical and verbal sexual harassment. Sexual offences by people in positions of authority/trust within education settings are also against the law, liable upon conviction to imprisonment for a term of not less than 10 years.

Mongolia

In 2006, the Government of Mongolia passed major amendments to the education law, prohibiting all forms of violence in education settings, including corporal punishment and emotional harassment. The new law also introduced a Code of Conduct and mechanisms to monitor and regulate breaches of the Code.

Republic of Korea

The Act on Prevention of School Violence stipulates that the government shall take necessary measures to prevent school violence, including drawing up a plan on school violence prevention every five years and creating a committee to monitor the implementation of the plan. All primary and secondary schools are obliged to make and carry out their own action plan to prevent school violence and to hold regular sessions on the prevention of school violence.

Theory of Change

Goal	Objectives	Strategies	Outputs	Outcomes	Impacts
School administrators & teachers have the necessary conditions and mechanisms to prevent and respond effectively to school-related gender-based violence	Lead Ministry develops policy, guidelines & support	Develop, distribute & enforce policies on SRGBV & bullying Develop guidelines on safety in & around school Use reporting mechanisms to increase accountability Include creation of a safe, SRGBV free learning environment in staff responsibilities Allocate budget for creation of safe learning environments	Policies & guidelines available to the whole school community Professional codes of conduct promoted and enforced Security plans & safe school timetables established & implemented Data on SRGBV collected and analysed	Clear understanding of the prevalence and drivers of SRGBV All staff are supported by the policies and school leadership to prevent or respond to violence Preventing & addressing SRGBV are priority areas School leadership & institutional response strengthened	School community empowered and supported to address SRGBV
	Teach Schools have access to curriculum, teaching resources & training	Develop & disseminate curriculum & teaching materials Pre- and in- service training includes SRGBV psychosocial support, positive discipline & conflict management Use teacher support groups to strengthen change	Student centered participatory activities taught in school Guidelines on how to prevent SRGBV & options for corrective measures Peer training and support groups established, including male involvement & bystander interventions Student groups created	School community develops the knowledge / attitude / skills to promote gender equality & a safe learning environment Positive discipline practices established Teachers demonstrate gender equality in their teaching practices Adherence to rules & regulations	School community trained and have the tools to prevent & respond to SRGBV
	Partner Engage parents and community to build positive norms & practices	Enhance involvement of parents in school Facilitate parent/teacher meetings to address social and cultural drivers of SRGBV Establish linkages with health, social services, law enforcement, civil society etc Involve parents in case management plans Work with men & boys to create gender safe school communities	Increased stakeholder participation Information campaigns for parents, learners & the community Interventions to address SRGBV on the way to school established (e.g. safe routes to school) Multisectoral referral mechanism in place Reporting & redress mechanisms in place	Increased communication between school management & families Enhanced parental involvement in schools Increased awareness of SRGBV within the community Teachers & staff feel empowered and supported by parents Increased opportunity to report incidents of SRGBV to external / independent persons Coordinated action to address and negative social norms and environmental drivers	Co-ordinated multisectoral response, parental & community support

Knowledge check

Q1. Until policymaking and legislation supports addressing SRGBV, there is no point in community mobilization. State True or False, and why.

Understanding community support

Country examples - How to work with communities on SRGBV	
Raising awareness at community level	Nigeria: ActionAid's Transforming Education for Girls in Nigeria (TEGIN) used weekly 'Community Circles' to conduct awareness-raising activities, including planning marches and high-profile events around violence against women and girls and to mark international days of celebration. Some of these circles involved traditional leaders and elders, leading to 'considerable (and unexpected) change in the community's attitude and behaviour' (Leach et al, 2013).
Community advocacy teams and 'referral points'	Ghana: In 2007, ActionAid and Songtaba (a community based partner) established a community networking initiative with the aim of stopping violence against girls in schools in Nanumba District - an area far from the capital, where child protection services did not have the financial or human resources to follow up reported cases of SRGBV. By linking community structures to decentralized agencies, the networking initiative resulted in an increased number of reported cases of abuse as mechanisms to report SRGBV became more visible, active and able to facilitate redress for abuse. It should be noted that the initiative was conducted as part of a multicomponent initiative, involving girls' clubs, awareness-raising activities and Peer Parent Educators (Antonowicz, 2010).
Community members as classroom assistants	Ghana: In 2002, the International Rescue Committee (IRC) started the Classroom Assistant Program in schools for Liberian refugees in Guinea, following research findings that male teachers were sexually exploiting female students, in particular offering good grades and other school privileges in return for sex. It was not possible for IRC to find refugee or local women with the necessary education and time to become teachers. Instead female classroom assistants were recruited from the community and trained as a preventative mechanism against sexual exploitation and abuse. The classroom assistants have an explicit mandate to address the abuse and exploitation of students. An assessment of the programme found that both girls and boys reported they felt the classrooms were more welcoming and supportive of learning. Not only did their physical presence in the classroom act as a deterrent, but classroom assistants also played a critical role in reducing sexual exploitation by collecting exam grades from the teachers and distributing them to students, thereby being the key point of communication around grades and helping prevent the manipulation of girls into sexual relationships in exchange for good grades. However, it should be noted that a key lesson learned in the early stages of the programme was the need to train teachers about the role of classroom assistants to avoid reinforcing gender power imbalances (e.g. in the way they spoke to classroom assistants in front of the students) (Winthrop and Kirk, 2006).
Parents/ community members as protective 'escorts' to and from school	Iraq: 'Walking buses' are used in Iraq to ensure girls are safe on their way to and from school. Children are supervised and escorted on an approved route to school, with at least two trained adults acting as "driver" and conductor. The adults are parents, family members or community volunteers who are trusted by parents. There is some evidence that these walking buses have had a positive correlation with girls' attendance rates (UNICEF, 2010).
Community alert systems	Palestine: In 2011, UNESCO introduced an SMS community alert system for 29 schools in the Gaza strip, as part of a pilot crisis-Disaster Risk Reduction (c-DDR) programme. The system built upon an informal initiative of parents who called teachers in the morning to ensure that routes to school were safe. The new alert system uses text messages via mobile phones to warn students, teachers and parents where incidents are occurring. The system can also be used for monitoring and reporting to collect data, for example, on experiences of violence (Sbardella, 2009; Soukkel, 2012).
Community security groups	Afghanistan: There have been several reports of communities forming defence groups or 'security shures' to physically protect students. For example, in Khost Province, Arbikai Shuras (traditional community defence structures) have provided security to schools. The Arbikai Shuras are made up of young men from different tribes in the area and are paid for by the community; although not established by the Ministry of Education, they are known by the government. By demonstrating the community's support for girls' education, these community security groups can be a more effective defence mechanism than outside security forces (Glad, 2009). Nigeria/Pakistan: The Safe Schools Initiative was launched in Nigeria following the abduction of schoolgirls in Chibok in 2014, and has subsequently been extended to Pakistan after the Peshawar school massacre by Taliban gunmen in December 2014. The initiative focuses on school and community interventions, with special measures for the most at-risk and vulnerable children. It aims to create community security groups promoting safe zones for education consisting of teachers, parents, police, community leaders and young people themselves, as well as building better school fortifications and linking schools to police stations by mobile telecommunications.
Working with religious and traditional leaders	Mauritania: UNICEF, together with the Imams and Ulema Coalition for the Rights of Women and Children in Mauritania (RIODEF) and other Imam networks, undertook an initiative to raise awareness about corporal punishment of children in schools-not only in Madrassas (Qur'anic schools) and non-religiously affiliated schools - but also in the home. A national study on corporal punishment against children in the Islamic Law (Sharia) was conducted to clarify the position of Islam vis-à-vis corporal punishment, which concluded that Islamic law (Sharia) protects the physical integrity of children and provided the basis for a fatwa (a religious opinion on how questions related to Islamic law should be understood, interpreted or applied) that forbids verbal and physical violence in the educational system. Various awareness-raising sessions were held to publicize the fatwa, with workshops across Mauritania and the fatwa was distributed to more than 2,000 schools and religious centres (Antonowicz, 2010).

Knowledge check

Q1. Which of the following ideas could be used as part of community mobilization against SRGBV?

- A. Create students' clubs to help them support each other through any such instances and help in stopping perpetrators and educating them on alternative, non-violent solutions .
 - B. Enable the presence of additional 'classroom assistants' who can help prevent sexual abuse or emotional abuse, especially that of girl students in classes, by serving as SRGBV monitors.
 - C. Similar to a 'carpool', get parents to volunteer to walk students to school so that no incidents of SRGBV take place on the way.
 - D. All of the above
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Q2. Encouraging men to be more vulnerable and talk about their feelings could lead them to become more violent. State True or False, and why.
