Preventing SRGBV: Participant Guide
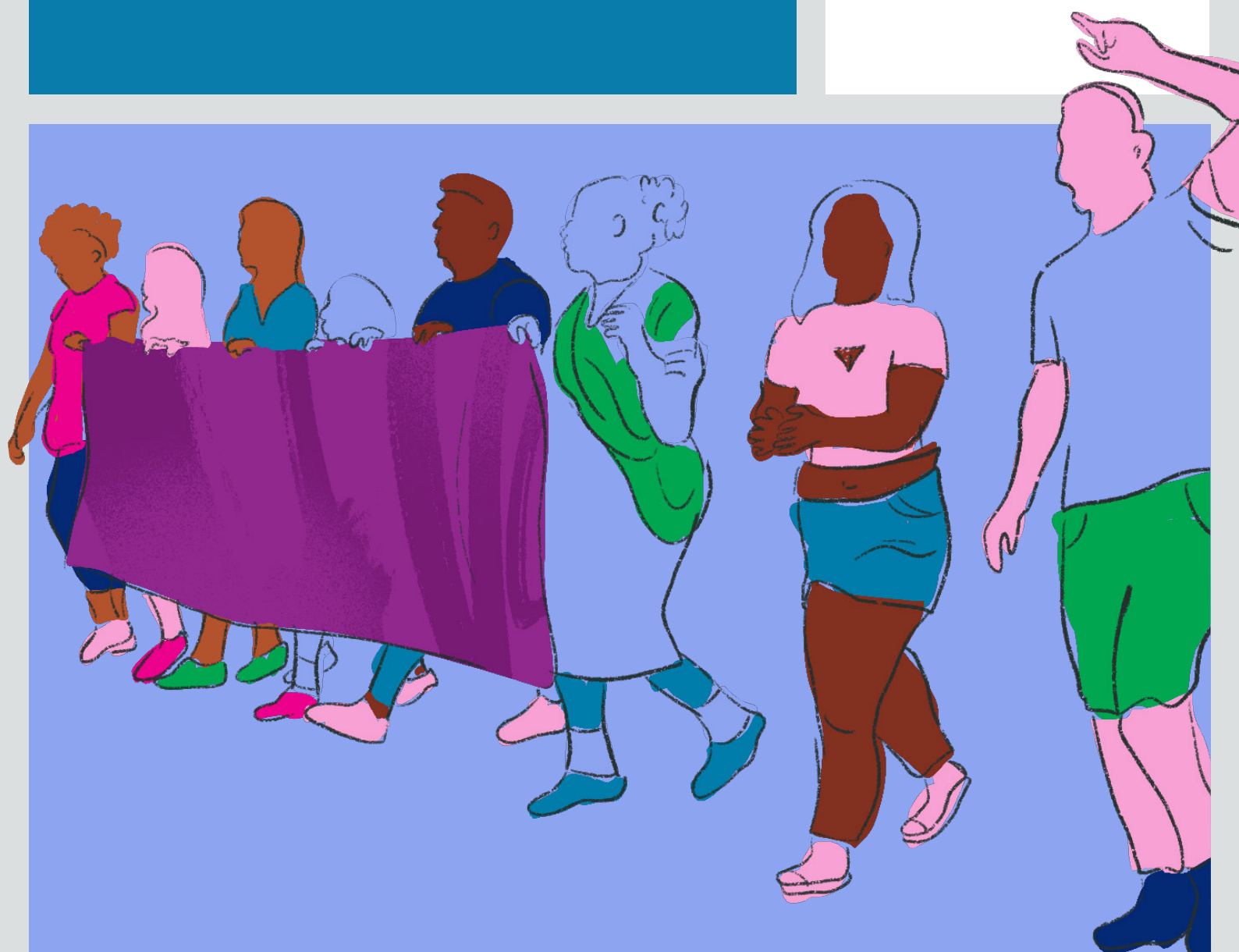
Module 2: Whole-School Actions to Address SRGBV

GLOBAL WORKING GROUP
TO END SCHOOL-RELATED GENDER-BASED VIOLENCE
SRGBV

UNGEI

UNESCO

United Nations
Educational, Scientific and
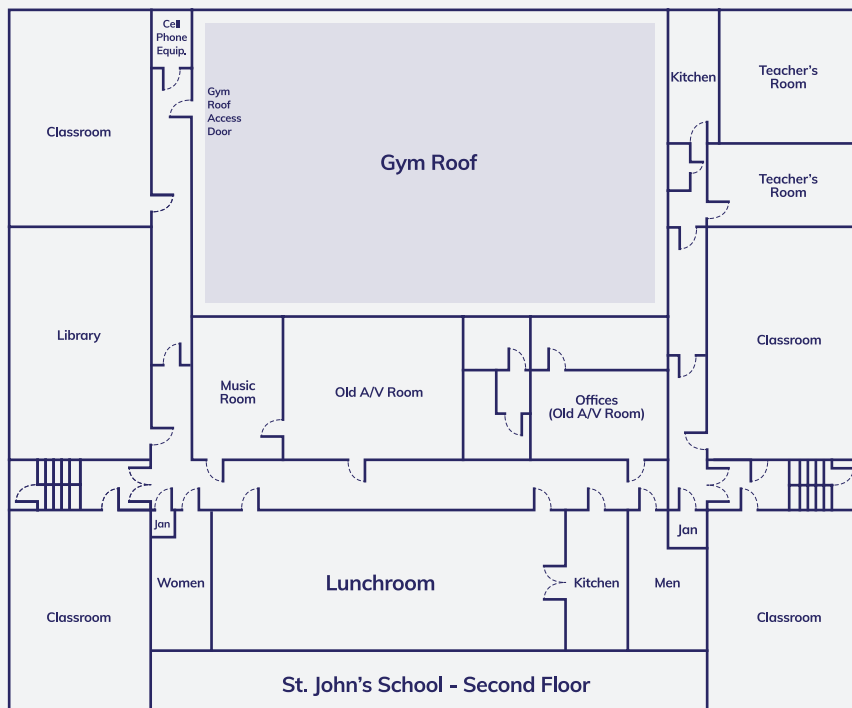Cultural Organization

Activity: Elements of a whole-school approach

Look at the layout of the school and discuss:

1.   **Potentially unsafe actions that could happen at various places in the school**

2.   **Potential perpetrators of the unsafe actions**

3.   **What could be done to address the risks to safety**

St. John's School - Second Floor

Notes

Slide #: 14

Kito has just taken over as the principal of a high school about an hour's drive from the city of Tete. The school seems to have a poor track record in addressing SRGBV. Based on interviews and observations over the last one month, he has prepared a draft about his thoughts on SRGBV. You have been given access to some excerpts of his draft. Discuss with your group and use the whole-school framework to decide on what are the key aspects that need to be addressed at the school.

Report Excerpt:

Out of the nearly 500 students in the school, 350+ are boys. And   among the 20 teachers, only 3 are women. There is no concrete data that exists for SRGBV incidences, and no reports have been filed or maintained about any such incidences. Most of the class and school representatives are boys and girls play little or no part in any non-curricular activities. In addition, boys and girls don't seem to interact much with each other, largely spending time with people from their own gender.

There were a couple of times when I saw teachers trying to break up fights, but they refused to discuss details, just mumbling, "routine arguments" when I asked them.

On inviting the teachers to a conversation to learn about their approach to handling SRGBV, most of them were not even aware of the definition or examples of SRGBV. One of the female teachers had a 1-to-1 discussion with me later where she mentioned a disturbing incident of a male student groping her. However, she refused to provide more details or to comment on why a report was not filed. Overall, teachers are not aware of how to weave in gender-responsive teaching methodology into the curriculum.
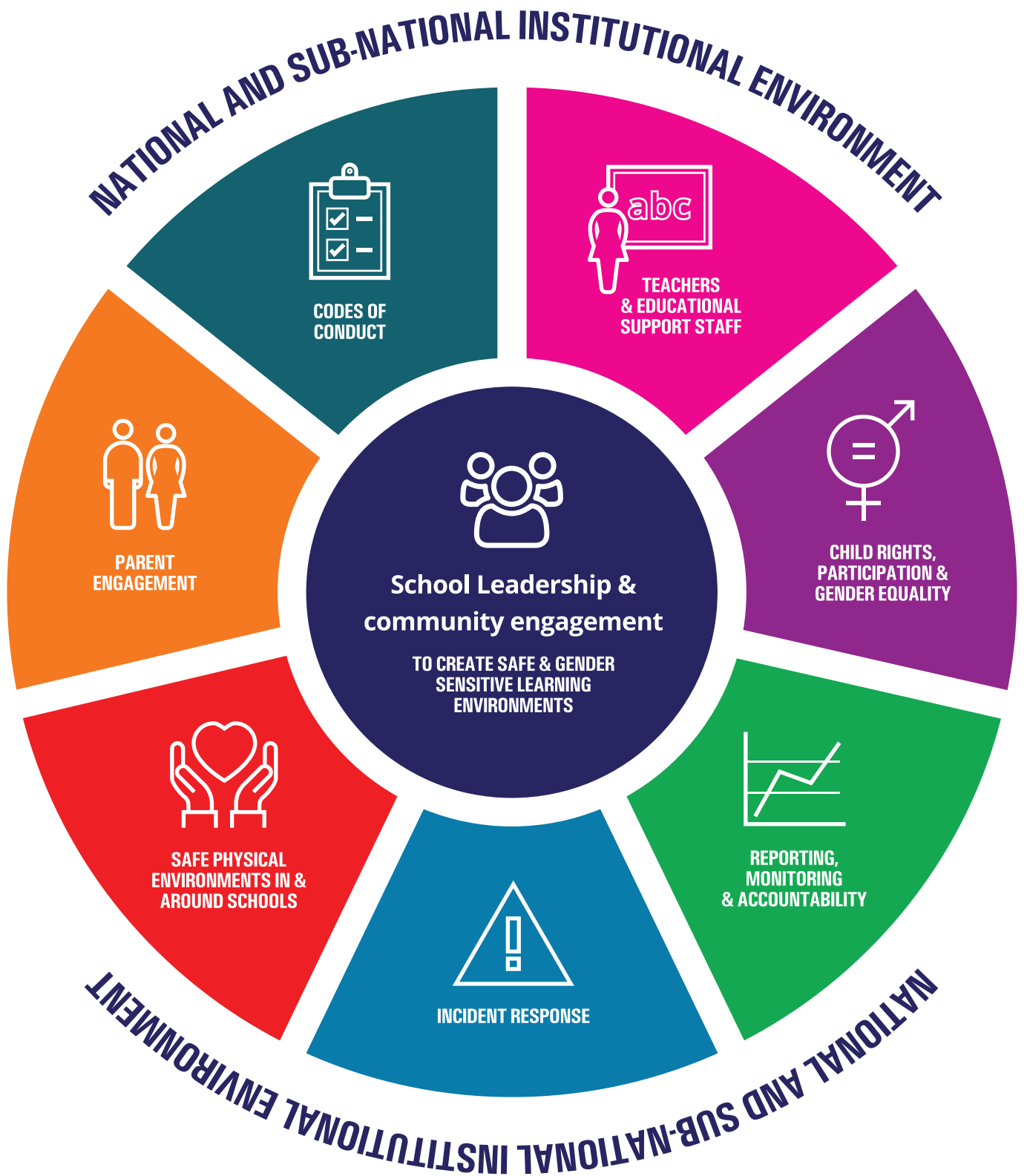
The lights in some of the corridors don't work and even during the daytime, they seem a bit dark. Probably because of the fear of being attacked, I noticed most of the girl students going to the restroom facilities in groups and not alone. While walking around, I decided to peek into a few classrooms but because they didn't have the large glass windows that I'm used to, I didn't make much progress.

Back at my office, I passed by the teachers' rooms. The closed doors and their location in a rather remote part of the building did not really give me a lot of confidence. I doubt if students, especially of the opposite gender would be comfortable using them.

I decided to search for some local agencies and organizations that could provide a little more context to SRGBV and what has been done so far to address it. However, the police had never heard of the term, and the person at the only women's organization sighed hopelessly when I tried asking her a few questions.

There's so much to do and I don't even know where to begin!

Note: Use the whole-school framework to put together their thoughts and ideas.

NATIONAL AND SUB-NATIONAL INSTITUTIONAL ENVIRONMENT

CODES OF CONDUCT

TEACHERS & EDUCATIONAL SUPPORT STAFF

CHILD RIGHTS, PARTICIPATION & GENDER EQUALITY

REPORTING, MONITORING & ACCOUNTABILITY

INCIDENT RESPONSE

SAFE PHYSICAL ENVIRONMENTS IN & AROUND SCHOOLS

PARENT ENGAGEMENT

School Leadership & community engagement

TO CREATE SAFE & GENDER SENSITIVE LEARNING ENVIRONMENTS

Notes

Knowledge check

Q1. Which of these guidelines accurately prescribe what to do to address SRGBV?
(Select all that apply)

A.   **Clear guidance on the ethical norms and standards of acceptable conduct and behavior for teachers, school staff, learners**

B.   **Key definitions of the different forms of SRGBV to be provided to teachers, staff, and learners**

C.   **Investigation process and stakeholders involved**

D.   **Public humiliation and punishment of perpetrators**

....

Q2. State True or False. Secure physical environments include school exits and even the route students take to travel to school and back home.

Understanding the standards within each domain of the whole-school framework

List of minimum standards:

School principals, teachers, student councils, and parents work together to develop a whole school approach to prevent and respond to SRGBV

Parents are involved with school in keeping learners safe

Sanitary facilities are safe and secure

Classroom architecture and design is gender-responsive

Students move safely to and from school

Parents use positive parenting and disciplinary techniques

Child rights approaches are integrated into curricula

Student leadership is centralized and girls and boys equally represented

Healthy peer relationships are promoted and student awareness and attitudes about gender norms and SRGBV improve

Teachers have the capacity to identify, respond to, and prevent SRGBV

School structures promote women's leadership and support teachers who experience violence

Teachers have the skills to use positive and gender-responsive teaching and learning methods

Key definitions of the different forms of SRGBV are outlined in the code

The code provides an unambiguous, zero-tolerance stance on SRGBV

The code emphasizes conduct promoting a positive and safe school environment

Child-centered procedures are in place for responding to the different needs of girls and boys who experience SRGBV

Establish referral links with local child protection systems

Students have safe and confidential spaces to report experiences of SRGBV

Reporting mechanisms are linked to support systems MS 3: School protection or review organizations are in place to improve monitoring and accountability

School protection or review organizations are in place to improve monitoring and accountability

Local entities such as women's organizations, the police, the judiciary, and child welfare agencies partner with schools to prevent and respond to SRGBV

Notes

Issues that arise when a whole-school approach is not followed

Revisit the scenario from Module 1 featuring Raoul and Nora to identify how a whole-school approach could help in reducing SRGBV.

Apply the whole-school approach to this scenario and recommend how each of the 8 domains of a whole-school approach could be used to support Raoul and Nora and to prevent such occurrences in future.

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.

Notes

Knowledge Check

Q1.   **State True or False. One of the prescribed minimum standards is to create 'no-go' zones in schools, where boys can be segregated from girls to prevent SRGBV.**

Q2.   **State True or False. Anonymous reporting mechanisms should be discouraged because they might result in false or frivolous complaints**