

Preventing SRGBV: Facilitator's Guide

Module 5: Partnership



UNGEI



United Nations
Educational, Scientific and
Cultural Organization



Activity: Identifying Potential Partnerships

In your groups, match each stakeholder with the action that they could take to address SRGBV.

S.No.	Stakeholder name	Action No.	Action
1	Teachers' unions	A	Working with other sectors like health services, social services, law enforcement etc.
2	Community	B	Setting standards for codes of conduct, practices, and employment terms
3	Family	C	Participation in issues that affect them and address design, structures, policy, and practices of interventions
4	Youth	D	Create synergies with SRGBV mitigation efforts by addressing the environments at homes that put children at risk
5	Ministry of Education	E	Awareness, mobilizing, and advocacy to challenge and shift social norms
6	Civil Society organizations	F	Sensitization and awareness among people
7	The media	G	Provision of legal support, access to justice funds, empowerment, referrals

Activity: Identifying range of partners in SRGBV response

Read through the case study below and identify the sectors who could partner with the education sector. Add any of the sectors that may be missing based on discussions with your group.

Salma is a 14-year-old schoolgirl from Lagos, Nigeria. She walks to school every day and has to cross a rough neighborhood where she is routinely harassed by a bunch of young men.

They make lewd comments and sometimes try to inappropriately touch her as well. Last week, one of them even tried to drag her into his car. Salma managed to punch him and run away, but she has been traumatized ever since. She also had significant bruising and a broken ankle from the attempted assault.

Initially, she was terrified but some of her friends encouraged her to talk about this. She reported the incident to her school counselor, who promptly sprang into action and made some calls to various authorities.

As a result, Salma was sent to the hospital for a physical examination and psychological counselling. While she was there, her statement about the incident was recorded by a police official who filed a complaint. However, her father arrived at the hospital and tried to beat her up for bringing disrepute upon the family by talking about the incident.

Child protection services were promptly called by the hospital to take charge of Salma until her family could be counselled and guided about the appropriate action to be taken. A social worker was assigned to talk to her father.

In addition, a group of students at school who run a support group for abused children is planning to talk to Salma and reassure her of their support. They have also spoken to the school authorities to arrange for a conversation with Salma's father and to guide him about how she is a victim and needs to be supported, instead of being attacked.

The municipal authority has promised to look into the attempted assault by the youth and revamp local transport to make it safer for children. They have assigned a representative to work with various schools to map out locations that children travel from and providing safe and accessible transport from those areas.

In addition, the police have agreed to step up patrolling, especially at school times in some of the neighborhoods that are more prone to this kind of violent activity.



Finally, some of the men who attacked Salma have been taken into police custody.

Activity: Identifying what teachers' unions can do to help address SRGBV

Think about some of the activities that teachers' unions can engage in as part of the effort to eliminate SRGBV. Some of these activities could be:

- Public commitments and symbolic activities
- Recognition for teachers who support efforts against SRGBV
- School-level support and 'buddy' programs

In your groups, discuss some of the meaningful actions that could be undertaken by unions for each of these activities, using the images shown.

S.No.	Stakeholder name	Hint
1		<p>Create flags, symbols, stickers, or flyers that mention about the school being SRGBV-free</p>
2		<p>Take a public pledge or oath along with other staff members to highlight the commitment to being SRGBV-free. Even families and community members can be invited to participate.</p>
3		<p>Develop toolkits and handbooks to guide teachers on processes, procedures, and policies</p>
4		<p>Public recognition, campaigns and contests that recognize teachers, schools, and communities</p>

Knowledge Check

Q1. The Education sector has no control over city transport or legal departments. Hence, they cannot participate in any meaningful partnerships with these functions. State True or False, and why.



Q2. Which of these is something that a teachers' union will be able to address regarding SRGBV?

- a. Training and empowering teachers to address SRGBV inside and outside the classroom
- b. Encourage teachers to publicly pledge to ending SRGBV
- c. Create 'buddy' programs where at least two teachers per school are identified to support each other
- d. All of the above

Country-specific examples of community mobilization

Read through the country examples provided and discuss the following elements in groups:

1. What is the core issue pertaining to SRGBV identified in the country?
2. What action did the community take?
3. How impactful do you think the action was?
4. To strengthen it further, what other the community mobilization activities you would add?
(Remember to keep your answers focused on the community and not other partnerships.)

Take about 10 minutes to read through the examples and take notes. Then, spend 15 minutes in discussing within your group, and in the final 15 minutes, let's bring it all together in a discussion with the larger group.

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	Guinea: 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; Souktel, 2012).
Community security groups	<p>Afghanistan: There have been several reports of communities forming defence groups or 'security shuras' 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).</p> <p>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.</p>
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).

Examples of family interventions

In groups, spend 5-10 minutes reading through the examples provided and list down the key aspects of guiding families through SRGBV.

Discuss the potential effectiveness of implementing the two approaches in your own country and evaluate their pros and cons.

In case you have a different approach to suggest, think about how you can implement that as well. In addition, compare your new approach with the two approaches we are talking about.

Country Example - Fast Track Parenting Programme, United States

The Fast Track Prevention Project is a comprehensive, 10-year long intervention programme for children, teenagers and their parents in four demographically diverse sites in the US - Durham, North Carolina; Seattle, Washington; rural central Pennsylvania; and Nashville, Tennessee. Fast Track has several programme components, including teacher training, a classroom curricula, as well as interventions focusing on high-risk children and their families.

As part of Fast Track, parent training groups were established to promote the development of positive family-school relationships and to teach behaviour management skills to parents, particularly in the use of praise, time-out and self-restraint. Parents participated in family group meetings (5-22 sessions per year), 30-minute parent-child sharing sessions and bi-weekly home visits focusing on improving parenting skills.

Fast Track has been rigorously evaluated by several randomized control trials with cohort groups of intervention and control children, finding that:

Fast Track parents used harsh discipline less frequently than their control group counterparts

Fast Track children exhibited lower levels of aggressive behaviour at home and school compared to the control group - a trend that continued into adolescence

Fast Track children were arrested at lower levels in adolescence, compared to their control group peers

Fast Track children were less hyperactive and had fewer self-reported delinquent behaviours.

However, some evaluations found that:

Fast Track children were more likely to be involved with 'deviant' peers than the control group

There was no impact on social skills, conduct or anti-social behaviour for the intervention group, although various evaluations found an impact when they looked at a 'subgroup' of the highest 3 per cent 'at risk' children of a population already considered 'at risk'.

For more information see: Conduct Problems Prevention Research Group (2007); Greenberg (1998); Lochman et al (2010)

Country Example - The Incredible Years, Multicountry

The Incredible Years programme has been used in schools and mental health centres in over 20 countries over the past 30 years. The long-term goal of the programme is to prevent violence, drug abuse and children's aggressive behaviour problems. It consists of three complementary programmes targeting parents, teachers and children (Menting et al, 2013).

The parenting component has a range of programmes for different age groups: babies, toddlers, pre-schoolers and school-age children (6-12 years). It focuses on strengthening parent-child interactions, reducing harsh discipline and helping parents to develop strategies and skills to manage their children's behaviour.

Several randomized control group trials have been conducted, with outcomes including:

reduced parental depression and stress

more positive family communication and less harsh discipline

increased parent-school involvement and more collaborative teacher-parent relationships

reductions in aggressive behaviour problems, particularly as a result of the parenting programmes with high-risk populations.

Case Study from Bangladesh

Read through the case study and note down all the youth-based interventions in the school.

In your groups, discuss some of the other partnerships or mitigation measures that are built into the program.

Country Example – MEJNIN (Meyeder Jonno Nirapad Nagorikotta - Safe Citizenship for Girls), Bangladesh

MEJNIN is an innovative school-based programme that aims to raise young people's awareness of sexual harassment of girl students in public places. The project motivates young people to act as leaders and change-makers, both as individuals and collectively, to protect, protest and resist sexual harassment and other cases of gender-based violence. Young people form 'student watch groups' that identify issues, such as cases of sexual harassment or child marriage, and seek to resolve them with the support of their teachers and/or the MEJNIN programme. The programme also has complaint boxes in schools where children can share their feelings. At the end of every month, the boxes are opened and the group tries to resolve the problems that have been raised. In addition, the programme works with parents through community watch groups that are involved in awareness-raising activities, such as wall writing, rallies and a human chain to promote safe citizenship. MEJNIN is working with students, teachers and parents in 400 schools in the capital Dhaka and rural parts of Bangladesh.

For more information see BRAC website: <http://www.brac.net>

Role of men and boys

Take 15-20 minutes to answer the questions individually, and then discuss with your group members. As you go through the questions, you may find some aspects emotionally draining or traumatic.

Note: Please feel free to take a break or to decline to participate in the activity altogether, if you feel traumatized.

Q1. What is your age?

Q2. Who brought you up as a child and what was the family structure?

Q3. How many other children were part of the family?

Q4. Who were the elders involved in making family decisions and what was their approach towards 'disciplining' children?

Q5. How would you describe yourself as a child (personality traits)?

Q6. What did you learn from your father about being a parent? (This could include things to do as well as things not to do)

Q7. Who were the other men and boys in the family (such as grandfathers, uncles, cousins, etc.)? What was their behavior like?

Q8. How does your behavior towards children change based on your feelings in the question above?

Q9. What would be your guidance given to other parents to ensure they bring up healthy and happy children?

Q10. What do you think fathers, uncles, grandfathers, or brothers need to do to address gender equality and prevent SRGBV?

Q11. In your family, how would you encourage boy children to speak up about SRGBV?

Knowledge Check

Q1. Which of these is something that community mobilization will NOT help address?

- a. Ensuring safety in transit to and from schools
- b. Engaging with out-of-school children and young people
- c. Engaging with men and boys in all their roles (fathers, teachers, community leaders, etc.)
- d. Spreading awareness about traditional gender norms and roles and why they exist

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Q2. A teacher at your school has started with a campaign called #NotAllMen. His contention is that if one male teacher at a school commits SRGBV, the rest of the male teachers should not be thought by others to behave in the same manner. Therefore, it is vital to only highlight the male teachers who create problems. How would you react to this campaign?
