



Asia-Pacific Learning Symposium of the Global Working Group

to End School-Related Gender-Based Violence

A gallery walk of innovative approaches

A compilation of posters



25–27 April 2023, Bangkok, Thailand



Asia-Pacific Learning Symposium of the Global Working Group to End School-Related Gender-Based Violence

The Global Working Group to End School-Related Gender-Based Violence (hereafter SRGBV Working Group), established in 2014 by 35 organizations, provides a platform for over 50 civil society organizations, bilateral and multilateral donors, the UN, academia, and education unions working on gender, health, education, child protection, and violence against women and girls. Co-chaired by the UN Girls' Education Initiative (UNGEI) and UNESCO, the SRGBV Working Group has raised awareness about the reality of SRGBV; advanced evidence-based global normative standards; facilitated knowledge exchange; and brought attention to promising practices in addressing SRGBV. Following the last three successful symposia held in Latin America in 2021 (virtually), East and Southern Africa in 2019 (in person) and West and Central Africa in 2017 (in person), the Working Group hosted the Learning Symposium in Asia-Pacific region.

The Global Working Group to End School-Related Gender-Based Violence (SRGBV WG) Asia-Pacific Learning Symposium, held in Bangkok, Thailand, from 25–27 April 2023, convened a diverse group of seventy participants from twenty countries. The symposium included various partners representing government – focusing on education sector personnel and civil society, bilateral partners, UN and other multilateral agencies, young activists and programme implementers, and research institutions.

This compilation of posters features innovative solutions to support SRGBV prevention that are showcased as a part of the programme during the learning symposium. From fifteen different examples, this collection of innovations on preventing and responding to SRGBV targets global audiences and aims to share experiences from various organizations from the Asia-Pacific region and beyond.

Acknowledgment

This compilation of posters comprises of innovative solutions to support SRGBV prevention showcased during the Asia-Pacific Learning Symposium of the Global Working Group to End School-Related Gender-Based Violence. It was produced by the UNESCO Multisectoral Regional Office in Bangkok under the overall leadership of Ms Margarete Sachs Israel, Chief of the Section for Inclusive Quality Education, the coordination and guidance of Ms Jenelle Babb, Regional Advisor, Education for Health and Well-being team, and proof-reading, layout and design by Ms YuJeong Hwang, Project Consultant, Education for Health and Well-being team.

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Youth Guide to End Online Gender-Based Violence (OGBV)

Accessible resource to learn, raise awareness, and prevent OGBV.

TOOLKIT: YOUTH GUIDE TO END ONLINE GENDER-BASED VIOLENCE



ENABLERS

Other UN agencies, such as UNICEF and the Government of New Zealand have requested assets from the toolkit to disseminate amongst their networks to use as a resource for OGBV. The UN Women Center of Excellence for Gender Equality in Seoul is supporting the second edition of the toolkit and a Symposium for the launch.

TRANSFERRABLE LESSONS

- Co-design with, and meaningfully young leaders throughout the development process in creating resources targeting youth.
- Knowledge products related to innovation and technology should be reviewed and updated regularly to match the rapid changes in the tech industry and its impact on women and girls.

RESULTS ACHIEVED

Since the toolkit was launched there have been 854 downloads in less than 5 months. Youth members, including the 30 for 2030 Network have been using the toolkit as a resource in their own teachings, for example, when teaching men, boys, girls and women about OGBV.

URL/Webpage

Please find the toolkit using QR



OVERVIEW

COUNTRY

Asia and Pacific

ORGANISATION

30 for 2030 Youth Network and UN Women Regional Office for Asia and the Pacific

TARGET

Anyone interested in learning and taking action against online gender-based violence

GOAL

The Youth Guide to End Online Gender-Based Violence toolkit aims to be an actionable learning and knowledge product to respond and prevent OGBV.

NEEDS AND ISSUES

Online Gender-Based Violence (OGBV) is deeply rooted in discriminatory social norms, gender inequality and often connected to offline violence. Data show that almost 9 in 10 Asia-Pacific women have experienced or knew someone that has experienced online violence. With more internet use and unreported cases, this number is likely higher. Unlike 'offline' GBV, abusers online can assemble in the thousands or millions and can harm someone with just one click. Adolescent girls, and those from vulnerable backgrounds are the most affected.

INNOVATIVE SOLUTIONS

The Youth Guide to End Online Gender-Based Violence toolkit aims to be an actionable learning and knowledge product developed by the 30 for 2030 Network, a youth cohort in the Asia-Pacific region. The toolkit has been created to be social media friendly and designed specifically for, but not limited to: youth, survivors of OGBV, anyone interested in learning and taking action against OGBV, individuals or organisations interested in inclusive and gender-transformative digital spaces and technologies. The toolkit is designed to be a downloadable PDF, easily accessible for anyone to read and understand, to raise awareness and empower all.

Connect with Respect (CWR) in Timor-Leste

Classroom Program for Students in Cycle 3 of Basic Education (ages 12-14)



© Alola Foundation

OVERVIEW

COUNTRY

TIMOR-LESTE

ORGANISATION

Fundasaun Alola and Alola Media (Facebook)

TARGET

Students, parents of students, teachers, and local community

GOAL

Schools uphold and promote respectful and healthy relationships that have a positive influence on student and teacher wellbeing, as well as on learning outcomes.

NEEDS AND ISSUES

Physical violence (including sexual violence) between students (boy to girl), teachers and students, parents/community, and teachers.

INNOVATIVE SOLUTIONS

Implementing a primary prevention program and social-ecological model to identify and decrease violence risk factors and maximise protective factors at all levels: individual, family, community, school and society/government.

RESULTS ACHIEVED

- Parents are starting to promote respectful relationships at home and become more collaborative with teachers in the teaching–learning process.
- Teachers uphold healthy relationships in their teaching - learning process.

ENABLERS

- Alola has an MoU with the Ministry of Education, Youth and Sport for the programme in schools.
- Alola has staff in all municipalities that support programme implementation and who establish solid coordination with municipal and local authorities. Alola is trusted by the government as an organization responsible for the pillar prevention of NAP-GBV 2022-2032.

TRANSFERRABLE LESSONS

- Facilitate prevention training for parents using a positive parenting curriculum prior to rolling out CWR to students so that parents can support students at home.
- Work with the school in designing an internal code of conduct – School Gender Friendly Policy.
- Holistic approach using a social-ecological model is an effective way to prevent violence at school.

URL/Webpage

<https://www.alolafoundation.org/>

A Systems-Change Approach to Making Schools Gender-Transformative Spaces in India

Making the education system more inclusive and evolving schools to become violence- and discrimination- free ecosystems

URL/Webpage



1. Legion of Stars (change story)
2. Baaton ke Booth (PSA on corporal punishment at home)
3. Rashmi Banegi Matric pass (PSA on early marriage)

ENABLERS

- Strategic partnerships with other CSOs
- Government liaison and partnerships for scaling up current interventions
- Proven evidence and data on what works to create inclusive education systems and address gender-biased norms
- Integrating gender transformation chapters in the existing curriculum rather than creating separate content

RESULTS ACHIEVED

- State buy-in to the gender transformation programme, despite changes in government.
- Investment of budget and human resources by state governments.
- Integration of curriculum in academic courses and marks allocation.
- Access to integrated gender equity modules through physical books and online media, including AV components for teachers and students.
- State government demand to review all school and teacher training curricula through a gender lens – moving beyond the binary.
- Gender made a compulsory component of all pre -and in-service teacher training.
- Government officials monitoring the rollout of the gender transformative programme
- Child safeguarding lens added to a government mandate to implement institutional tie-ups and provide services in all districts.

TRANSFERRABLE LESSONS

- Codify scale-up processes and tools.
- Provide technical expertise to other state governments/ CSO partners on how to scale.
- Apply evidence from working on different models on the intersection of gender and education
- Learnings and reports on how to work on sustainable gender norms-change both at school and community levels.

OVERVIEW

COUNTRY
INDIA

ORGANISATION
Breakthrough

TARGET

Adolescents, stakeholders in school and community, government stakeholders

GOAL

To create schools which are free from gender-based violence and discrimination

NEEDS AND ISSUES

Gender-based discrimination perpetuated by teachers, principals and school authorities, stereotyping of roles, drop-out of girls and early marriage, lack of aspirations and ambition amongst adolescents – all of these issues are influenced by the hegemonic patriarchal norms within which the larger society operates.

INNOVATIVE SOLUTIONS

- Designing and implementing a curriculum based on principles of gender transformation integrated into the school curriculum.
- Cascade training of teachers and their self-awareness on gender and engagement with their students.
- Campaigns/interventions to activate Parent-Teacher Meetings and School Management Committees to influence parental engagement and reduce drop-out of girls
- Advocacy with the government for policy-level responses and structural changes

1. Film on aspirations of girls
2. Film on Intergenerational dialogue



Using Technology to Address SRGBV: The experience of education union leaders in Africa

Online learning circles among African education union leaders to take action to end SRGBV



ENABLERS

- Meaningful collaboration with education unions and the partnership between Education International and Gender at Work.
- Logistically, technological tools such as Zoom and WhatsApp and multilingual facilitation (simultaneous interpretation in different languages or colleagues that spoke different languages).
- Financial contribution from the National Education Association (USA).

TRANSFERRABLE LESSONS

- Build on previous skills and experiences gained.
- Create safe and open spaces for participants.
- Follow principles of active listening, respect, ownership and mutual trust.
- Use technology in your favour: Zoom, where connectivity is possible, and WhatsApp, where it is low.
- Engage with network coordinators to make the work possible and facilitate follow-up.

OVERVIEW

COUNTRY

27 AFRICAN COUNTRIES:
MOZAMBIQUE, UGANDA, KENYA,
ANGOLA, AMONG OTHERS

ORGANISATION

Education International
Gender at Work

TARGET

Education Union Leaders

GOAL

To strengthen the work of education union leaders to take action and end SRGBV in times of COVID.

NEEDS AND ISSUES

In-person meetings or workshops were suspended during COVID-19, which severely affected learners, teachers, and their organisations. Very few spaces existed to freely talk about how SRGBV was affecting education union members and learners. They needed to understand the problem, build skills and identify strategies to address these challenges.

INNOVATIVE SOLUTIONS

Over nine months, several online learning circles were organised in three languages (English, Portuguese and French). The learning circles were safe and open virtual spaces where union members and facilitators could express their vulnerabilities and feel held, comforted and heard. They followed the feminist principles of active listening, respect, ownership, and mutual trust. Technology and online platforms were key to ensuring the active participation of the different groups. Zoom was used to facilitate the learning circles, and WhatsApp helped to promote participants' engagement in case of a lack of connectivity or other technological challenges.

RESULTS ACHIEVED

The online learning circles effectively engaged union leaders in meaningful conversations around SRGBV during the pandemic. They also enabled participants to enhance their knowledge of the impact of SRGBV on their members and students and develop the skills union leaders needed to identify strategies for addressing these challenges. Approximately 1,230 union leaders and members representing 27 unions in 21 African countries participated.

URL/Webpage

<https://www.ei-ie.org/en>

<https://genderatwork.org/>



Girls Congress SRGBV Action Research Series in the Philippines

Action research identifying experiences of SRGBV in schools



© Girls Congress



© Girls Congress

ENABLERS

We partnered with the Local Youth Development Office and the Local Youth Council, who are working with us to highlight the issue for discussion in the debates and student governments of the schools (headed by the alums of our Girls Congress program) with the event itself.



© Girls Congress

TRANSFERRABLE LESSONS

Focusing on organising younger adolescents (ages 15 – 17) helps build both capacity and trust within the communities we want to serve. The project on SRGBV is a baby of the Girls Congress cohort, which made young girls become heads of their student governments, who are now enabling us to enter schools easily.

URL/Webpage

<http://girlscongress.org/>

OVERVIEW

COUNTRY
PHILIPPINES

ORGANISATION
Girls Congress

TARGET
Senior High School Students
(Grades 11-12)

GOAL
To gather data and strengthen advocacy demands on addressing School-Related Gender Based Violence in the City

NEEDS AND ISSUES

There is virtually no data on SRGBV in our city. This study was created in response to stories of SRGBV experiences that girls in the first Girls Congress cohort faced but didn't know how to address. The research then sets a foundation for recommendations to school authorities and the city council.

INNOVATIVE SOLUTIONS

The project is a combination of feminist leadership building, community organising and mobilising, research, and collaborative partnerships that address a global issue from a grassroots level.

RESULTS ACHIEVED

At this point, we gathered 168 young girls and analysed their responses concerning school climate, gendered beliefs and attitudes and experiences of sexual violence. We encouraged 20 girls to volunteer with us on the advocacy and lobbying aspect of the work.

Transforming Gender: An example of a school-based programme in South Asia

How 'power' that drives gender inequities must be understood early



ENABLERS

Our programme emphasises the role of the school as an institution to transform gender norms, moving beyond 'teaching-learning' objectives. Drawing from the eco-system framework, the programme recognizes the teacher/mentor/coach as an important ally in bringing sustained changes through inclusive pedagogy and supportive institutional practices.

TRANSFERRABLE LESSONS

Programmes must:

- build a comprehensive, conceptual guiding framework;
- include localized and contextually-relevant gender content and both quantitative and qualitative measurement tools to assess changes; and
- invest in building transformative training skills among change agents/teachers.

RESULTS ACHIEVED

There was a significant positive shift in the gender attitudes and behaviours among the participants in the programme compared to those who did not participate. Participants were more likely to condemn sexual harassment and gender-based violence and demonstrate their commitment through action if they witnessed such acts.

URL/Webpage

www.icrw.org



OVERVIEW

COUNTRY

INDIA, BANGLADESH & VIET NAM

ORGANISATION

ICRW

TARGET

Adolescent students aged 12-14 years (grades 6-8)

GOAL

To promote gender equality, redefine masculinity and negate all forms of violence

NEEDS AND ISSUES

Norms and existing power dynamics that promote gender binaries and reinforce harmful notions of masculinities are widely prevalent and deeply entrenched. The need for transformative interventions and relevant evidence can hardly be overemphasised. We attempt to address them directly, working with schools, children and their eco-system.

INNOVATIVE SOLUTIONS

The programme helps boys and girls aged 12-14 years to: challenge adverse gender relations; encourage collective reflection, thus creating positive, supportive peer networks; and promote gender-equitable educational institutions. GEMS uses a combination of cognitive-affective approaches and tools like "My GEMS Diary" to bring transformative changes towards equity and violence prevention. Teachers and facilitators transform their pedagogical skills, and Group Education Activities (GEAs) create cognitive dissonance and reinforce individual changes. Children-led campaigns lend faces and build accountability.

Gender Equity Movement in Schools (GEMS) intervention of Bangladesh

School based intervention for adolescent girls and boys

URL/Webpage

Please find the final
documentary with subtitle



© Plan International

ENABLERS

- Having technical expertise to develop GEMS manual and diary through write-up shop, pedagogy development, drafting and validation of module working with DSHE and NCTB of MOE and development partners.
- Proven partner of choice to pilot the GEMS intervention of relevant wing of government, development partners and local organizations.

TRANSFERRABLE LESSONS

- GEMS is an outstanding school-based initiative to educate young boys and girls about gender equality, developmental changes during adolescence, and abuse prevention, among other important concepts.
- Maintaining excellent relations with different departments of MOE is critical.
- Signing a formal MOU with the government supports quality implementation.

OVERVIEW

COUNTRY
BANGLADESH

ORGANISATION
Plan International

NEEDS AND ISSUES

Adolescents face abuse in Bangladesh as a result of ingrained gender inequality, systemic discrimination, exposure to misinformation and misconceptions regarding their body and developmental life stage.

RESULTS ACHIEVED

From 2018 until now, PIB conducted Training of Trainers for 87 teachers and 18 government education officers, trained 4016 teachers to roll out GEMS at 1004 educational institutions for 140,560 students and established 1004 adolescent corners.

INNOVATIVE SOLUTIONS

Gender Equity Movement in Schools (GEMS) is a 2-year gender equity and violence prevention curriculum for grade VI-VIII adolescents ages 12-14 years old. The curriculum was adopted, contextualized and piloted in 250 secondary educational institutions by Plan International Bangladesh (PIB) under a project called Generation Breakthrough (GB) in partnership with the Ministry of Education, Ministry of Women and Children Affairs, UNFPA, BBC Media Action and CWFD funded by the Embassy of the Kingdom of the Netherlands since 2013. Through lessons, drama, discussions and journal activities, GEMS enables adolescents to build healthy relationships by developing gender-equitable attitudes.



© Plan International

Creating a Safe Space: Ending Gender-Based Violence in Our School in Bangladesh



ENABLERS

- Safe and inclusive school environments are essential for empowering girls and boys to understand and challenge gender norms, assert their rights, and seek support when faced with violence or discrimination.
- A broad scope of capacity-building is crucial, covering gender-responsive pedagogy, classroom management and addressing SRGBV.
- Community, parent and other stakeholder engagement in monitoring, reporting and accountability mechanisms.

RESULTS ACHIEVED

- Increased stakeholder awareness and initiative-taking to address the root causes of SRGBV.
- Teachers practice inclusive pedagogy.
- More positive attitudes and supportive actions among parents.
- Students identify the barrier, analyse the problem, take the initiative for solutions and raise their voices to realise their rights.
- Collaboration and partnership among various stakeholders for increased support.

TRANSFERRABLE LESSONS

- Creating ownership and developing skills for schoolteachers ensures their active participation and a joyful learning environment.
- Flexibility in activity design and implementation in response to situation demands helps to meet project objectives.
- If students are introduced to a whole new horizon of co-curricular activities that give them better insights and choices, they wish to learn and enjoy more.

OVERVIEW

COUNTRY

BANGLADESH

ORGANISATION

Plan International

GOAL

To create an enabling environment for reducing school drop-out

NEEDS AND ISSUES

Ensure safe and inclusive school environments by fostering a culture of respect and inclusivity where all students feel valued and supported. Providing training to school-related stakeholders. Enhance gender-sensitive policies and practices by engaging boys and men. Collaboration and coordination within a systematic monitoring and accountability mechanism.

INNOVATIVE SOLUTIONS

- Providing age-appropriate, inclusive, and evidence-based Gender equity movement in school (GEMS) training and Comprehensive sexuality education (CSE) training.
- Engaging communities through participatory approaches (community scorecard process, opinion box, citizen charter), community-based prevention programs (parenting sessions, Big Brother, Big Sister support), social norms change campaigns (Day observance, Aim in life and Model school fair), and involvement of influential community leaders (project's learning and survey findings sharing workshop), to challenge harmful gender norms, attitudes, and behaviours.
- Establishing partnerships among various stakeholders, government agencies, youth groups, health and education sectors, and community-based organizations to ensure enabling environment at school, which strengthens protection measures against SRGBV



Addressing Gender Norms through Sexual and Reproductive Health and Rights / Comprehensive Sexuality Education among Hmong Students in Laos



ENABLERS

- Lao Government recognizes the importance of providing CSE and includes it in the Education and Sports Sector Development Plan 2021-2025. MoES has taken significant steps in recent times to introduce CSE through the secondary school curriculum.
- Strong partnership with UNFPA, UNICEF, INGOS and CSOs on CSE.

TRANSFERRABLE LESSONS

- Gender norms are learned very young, the primary source being the family.
- It's not possible to develop a whole curriculum in a different language. The best is to work with the educators and provide them with skills and means to deliver the content to students.
- More needs to be done to specifically target hegemonic masculinities and work with boys on this.

RESULTS ACHIEVED

Plan Laos worked in collaboration with UNFPA to support the General Education Department, Ministry of Education and Sports (MoES) with CSE curriculum design and piloting, including the development of Training of Trainers (ToT) training materials and IEC materials. It is rolling out to other locations in Bokeo and Oudomxay provinces.

URL/Webpage

Please find Plan International Lao's webpage (<https://plan-international.org/laos/>)

OVERVIEW

COUNTRY

LAOS

ORGANISATION

Plan International Laos

TARGET

15,121 girls and young women in 32 secondary schools in rural remote areas in Oudomxay and Bokeo provinces

GOAL

To support MoES to implement its 9th Education and Sports Sector Development Plan in scaling CSE and increasing school retention among secondary school girls by reducing child marriage and adolescent pregnancy.

NEEDS AND ISSUES

Child marriage and adolescent pregnancy rates in Laos continue to be highest in Southeast Asia, especially in the Hmong group, significantly impacting girls' ability to enrol in and continue secondary school. Lack of access to CSE and awareness among parents/guardians contribute to this situation. 46% of young Hmong women reported that they had been threatened or touched in a way that made them uncomfortable at school.

INNOVATIVE SOLUTIONS

We have worked in schools where most students are from the Hmong group. However, existing education materials on CSE, delivered both through the classroom and student clubs, are written in Lao. We train two mentor teachers in these schools who can deliver the topics in Hmong or explain more in Hmong for the benefit of the students, especially at the lower secondary level. The approach is to discuss with the school administration and intentionally choose mentor teachers who can speak Hmong. Assessing the language needs of project staff, hiring or assigning persons who speak Hmong and training them on CSE has proven effective.

Preventing Sexual Harassment in Educational Institutions in Thailand

Growing a student-led movement to combat sexual violence.



OVERVIEW

COUNTRY

THAILAND

ORGANISATION

Planned Parenthood Association of Thailand (PPAT)

TARGET

'30' Stop Sexual Harassment' activists and 2,300 vocational school students

GOAL

To stop sexual harassments in educational institutions; form a group of activists with a focus on sexual harassment prevention; provide a safe and productive environment for activists to work together to discuss issues and express thoughts and ideas on stopping sexual harassment; reduce the percentage of sexual harassment incidents in educational institutions; and raise awareness on women's rights and gender-based violence through workshops, online and onsite campaigns.

NEEDS AND ISSUES

Sexual harassment is often treated as trivial, and incidents may go unreported. Society overlooks this issue, and perpetrators are rarely punished. Survivors of sexual assault are viewed as implicit accomplices, willing participants or even blamed or accused of ruining the reputation of their families, schools and organizations.

INNOVATIVE SOLUTIONS

- Identify and build the capacity of new and existing activists.
- Analyse the target population first to understand the root causes of sexual harassment in each school and a better understanding of and partnership with activists.
- Develop and test critical messages for effective communication.
- Produce media for online and onsite campaigns on sexual harassment: how not to do it, not tolerate it or ignore it.
- Disseminate key messages online and onsite to education institutions • Collaborate with educational institutions, the Ministry of Social Development and Human Security, the UN, the Thai Health Promotion Foundation and NGOs working on sexual harassment issues.

RESULTS ACHIEVED

- Students gained understanding and awareness about sexual harassment and assault
- Target institutions have an online platform which serves as a safe space for anyone affected by sexual harassment and/or physical assault to access support and assistance;
- Activists and students know how to protect themselves from sexual harassment.

<https://ppat.or.th/>

ENABLERS

Conducting audience analysis helps understand the root cause of the situation, leading to a better understanding of students' lived experiences, creating appropriate messaging for target audiences and shifting narratives.

TRANSFERRABLE LESSONS

Testing of key messages and graphics revealed that a poster showing an abused woman sitting covered in blood didn't resonate with students' lived experiences. While sexual harassment is often physical, students reported it manifested more widely as cat-calling, name-calling, and emotional and mental abuse.



Lessons learned to Reduce Teacher-Perpetrated School-Related Gender-based Violence in Uganda

Pilot of a social-norms intervention to reduce violence and documented learnings.

RESULTS ACHIEVED

1606 teachers were reached through the Facebook page and nearly 250 on WhatsApp. Teachers engaged in discussions around their personal attitudes and school norms regarding student-teacher behaviours, including corporal punishment, sexual harassment, and gender inequities and shared experiences and resources on positive teacher-student relationships. Most teachers reported that the discussions were helpful.

ENABLERS

Engaging trained teachers as peer influencers in discussions and focusing on positive norm-shifting prompts helped shift teacher discussions and norms positively.

TRANSFERRABLE LESSONS

1. Train and engage peer teachers in future norm-shifting interventions
2. Focus online discussions on how teachers can make a positive difference
3. Include relevant educational resources alongside online discussions

URL/Webpage

<https://www.mdpi.com/2673-7051/3/2/15>

DESCRIPTION

The research has shown the promise of social media to shift norms underlying abusive behaviours. However, to date, no studies have reported on social media norms-shifting interventions to prevent SRGBV by teachers. This study describes lessons learned from a pilot social-media intervention to shift social norms among Ugandan teachers to promote gender equity and reduce SRGBV. We found that many teachers voiced social norms and attitudes upholding SRGBV in online groups, highlighting the need for intervention. Social media groups were largely acceptable to teachers, reached many teachers throughout Uganda, and often promoted active discussion. The program team carefully monitored online engagement, identified needed shifts, and performed mid-course adjustments in response to emerging challenges. Lessons learned included focusing on positive norms instead of harmful norms, engaging peer influencers to shift norms, and including educational resources to inform behaviour change.

OVERVIEW

COUNTRY
UGANDA

ORGANISATION

Save the Children, Center on Gender Equity and Health at the University of California San Diego

TARGET

Teachers of primary aged students in Northern Uganda

GOAL

To collect learnings on a social media intervention to shift teacher norms and behaviors to reduce school-related gender-based violence among Ugandan primary students.

NEEDS AND ISSUES

Many children experience violence at school, globally and in Uganda. Yet, little evidence exists on what works to shift norms and, ultimately, behaviour among teachers, particularly through scalable online approaches.

INNOVATIVE SOLUTIONS

Save the Children piloted an online social media intervention called Everyday Heroes to engage teachers in norm-shifting discussions through Facebook and WhatsApp groups. Initially, the intervention involved an in-school component, but this was discontinued due to COVID-19 school closures. Online groups engaged teachers daily with prompts to start conversations around corporal punishment, sexual harassment, and gender inequities. Prompts also focused on positive reinforcement in building positive teacher-student relationships.

UNESCO HerAtlas: Monitoring the right to education for girls and women

Exploring the educational rights of girls and women worldwide



ENABLERS

UNESCO's Member States have been contacted to review and validate the information regarding the legal framework of their country. A partnership was also formed with the World Economic Forum to include the tool on their Strategic Intelligence platform. Other partnerships were developed to help with the research process.

TRANSFERRABLE LESSONS

13% of countries provide wide protection (corporal punishment and physical, psychological and sexual violence), while 31% do not provide any protection. APA is the region with the lowest percentage of countries providing a wide protection (7%) but it also has 54% of its countries that do provide a partial protection

OVERVIEW

COUNTRY

196 countries

ORGANISATION

UNESCO

TARGET

Policy makers, researchers, general public

GOAL

To produce data and make it available for knowledge-sharing, enable better follow-up of changes in the national legal frameworks that regulate girls' and women's right to education, and encourage countries to improve their legal frameworks.

NEEDS AND ISSUES

Poverty, school-related gender-based violence, discrimination and early marriage are some of the barriers girls face in getting into the classroom. Without strong legal protections, these barriers will continue to exclude girls from enjoying their right to education.

INNOVATIVE SOLUTIONS

HerAtlas is a UNESCO interactive world map that uses a colour-coded scoring system to monitor 12 indicators of legal progress towards gender equality in the right to education, including legal protection against SRGBV (indicator 11). It uses visuals and easy-to-read language to increase public awareness that every person has the unalienable right to an education. A much-needed advocacy tool, that simplifies legal language, which is often hard to understand and translate across contexts. HerAtlas also identifies specific gaps in legal frameworks so that states can address them through legal reform.

RESULTS ACHIEVED

The legal frameworks of 196 states were analyzed to track which laws were enabling or inhibiting girls' and women's right to education, including the legal protection against SRGBV. The analysis is regularly updated to show the evolution of legal frameworks. This tool also allowed for the production of quantitative data on girls' right to education worldwide.

URL/Webpage

Please visit Her Atlas Website using QR code



PEER country profiles: A tool to foster peer learning and policy dialogue on CSE through improved data

A comparative perspective of the progress countries are making in relation to CSE



©UNICEF/UN0594655/Dejongh

RESULTS ACHIEVED

The country profiles tell us different things about CSE in a range of contexts which are mapped in 47 different measures of progress across 50 countries. Key findings of the mapping include how many countries have laws and policies on CSE and which countries provide specialized training for teachers.

TRANSFERRABLE LESSONS

Comparative analysis of the profiles allows us to assess progress and identify key trends, which suggest many countries recognize the importance of sexuality education in their education plans or visions, but that gaps remain in their legislative and policy frameworks.

OVERVIEW

COUNTRY

INDONESIA, THE LAO PEOPLE'S DEMOCRATIC REPUBLIC, THE PHILIPPINES, THAILAND AND VIETNAM

ORGANISATION

the UNESCO Global Education Monitoring (GEM) Report

TARGET

SDG 4.7.2

GOAL

Percentage of schools that provide life skills-based HIV and sexuality education

NEEDS AND ISSUES

The country profiles respond to the need for better data to monitor CSE progress and are prepared by the UNESCO's Global Education Monitoring (GEM) Report and the UNESCO Section of Health and Education. These profiles are available on the Profiles Enhancing Education Reviews website (PEER) of the GEM Report, which also hosts country profiles on other themes that are central to SDG 4.

While the profiles provide a synthesis of national regulations, including laws, policies and decrees, as well as sectoral or development plans and strategies, the profiles are not intended to examine or discuss implementation.

Each country profile covers five main areas: 1. Contexts; 2. Terminology; 3. Laws and Policies; 4. Governance; 5. Monitoring and evaluation.

INNOVATIVE SOLUTIONS

The legal frameworks of 196 states were analyzed to track which laws were enabling or inhibiting girls' and women's right to education, including the legal protection against SRGBV. The analysis is regularly updated to show the evolution of legal frameworks. This tool also allowed for the production of quantitative data on girls' right to education worldwide.

URL/Webpage

Please visit PEER Website using QR code



Addressing SRGBV through the Gender in Education Network in Asia-Pacific (GENIA)

Capacity-development for GENIA gender focal points nominated
by Ministries of Education



ENABLERS

The GENIA Network encourages collaboration, advocacy and partnership among member countries, serving as a platform for sharing information, knowledge and resources. The Network also facilitates collective advocacy for gender equality in and through education.

TRANSFERRABLE LESSONS

The GENIA Tool 20, which focuses on addressing SRGBV, can be used by trainers to facilitate training sessions or by individuals for self-study purposes. This tool introduces SRGBV, including its various forms, causes, and impacts. Additionally, it provides guidance on the steps required to address SRGBV and conduct situation analyses in specific contexts.

RESULTS ACHIEVED

The 28 GFPs and MoE officials who underwent the training courses have enhanced their capacity to recognize the various forms of violence that occur in and around schools. They are now better equipped to address SRGBV effectively, which requires a comprehensive response involving multiple stakeholders.



URL/Webpage

GENIA Website



GENIA Toolkit



Tool 20 on Addressing SRGBV



OVERVIEW

COUNTRY

33 GENIA member countries in the Asia-Pacific region

ORGANISATION

UNESCO Bangkok

TARGET

Gender focal points, education planners and implementers

GOAL

To address gender equality challenges in education, including SRGBV, by strengthening national capacity in gender mainstreaming and advancing gender-responsiveness in education planning, policymaking and teacher development

NEEDS AND ISSUES

In the Asia-Pacific region, there is a prevalence of harassment and abuse of students in and around school, much of which is motivated by gender. This form of violence poses a significant obstacle to learning and overall well-being. The root causes of SRGBV are often deeply embedded cultural beliefs and practices, as well as power imbalances and gender norms.

INNOVATIVE SOLUTIONS

To enhance the capacity of the GENIA gender focal points (GFPs) and MoE officials in the Asia-Pacific region to promote gender mainstreaming in education planning and programming, as well as effectively coordinate country-level gender activities, two intensive online training sessions were conducted in 2020 and 2021. The primary training material utilized in these sessions was selected tools from the GENIA Toolkit, which was developed by UNESCO Bangkok. One of the critical tools used in training was Tool 20, which focused on addressing SRGBV.

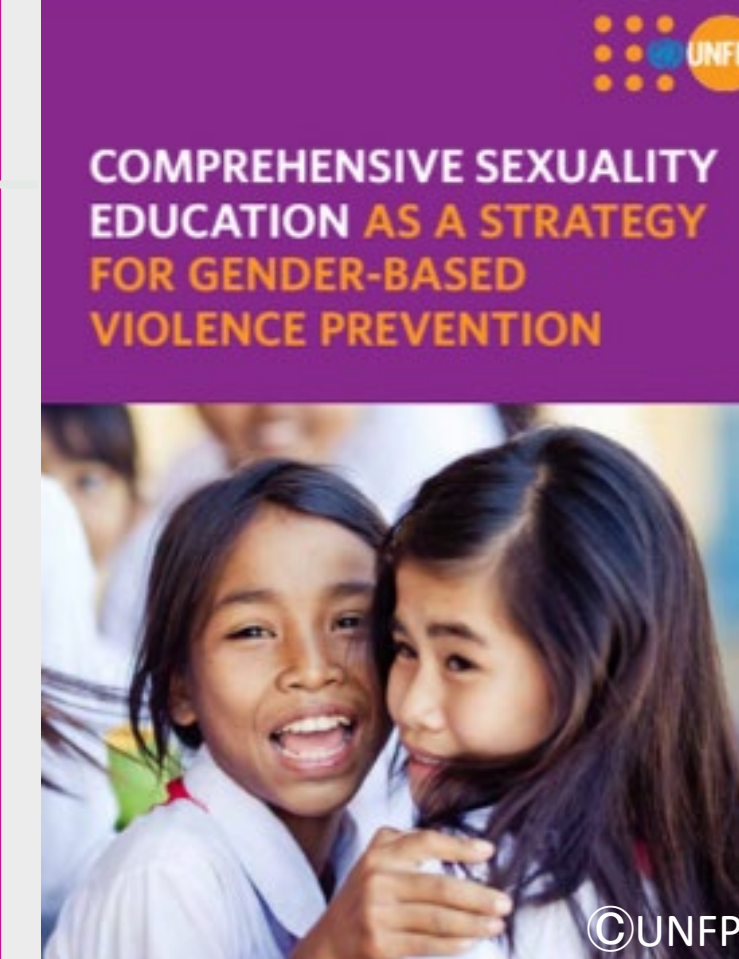
Evidence Review of Comprehensive Sexuality Education as a Strategy for Gender-based Violence Prevention

Linkages between Comprehensive Sexuality Education and the prevention of Gender-based Violence

URL/Webpage



Please find the publication via QR



OVERVIEW

COUNTRY

Global And Regional

ORGANISATION

UNFPA Asia Pacific Regional Office

GOAL

To better understand how Comprehensive Sexuality Education can contribute to the prevention of gender-based violence

NEEDS AND ISSUES

Gender education and GBV prevention interventions must start early because children begin to have gender stereotypes and biases early, and their attitudes and values about gender and violence become concretized during adolescence.

INNOVATIVE SOLUTIONS

This evidence review considered the contribution that CSE could make to the prevention of GBV, including SRGBV, particularly from how those working to address GBV can be involved. The review included 23 articles on CSE and GBV prevention and the effects of CSE on gender and rights.

KEY CONCLUSIONS

1. CSE has the potential to be a powerful component for the primary prevention of GBV.
2. CSE is only one component of a comprehensive approach to the prevention of GBV. It needs to be linked to whole-school, community and societal violence prevention and response programmes. Addressing school-related GBV is essential to avoid contradictory messages about violence for learners.
3. CSE for children and adolescents in and out of school reaches them at the appropriate age for gender transformation and GBV prevention to be most effective.
4. To effectively contribute to the prevention of violence, CSE in schools must be gender-transformative, but this requires attitudes and beliefs that many teachers may not share or hold. Preparing teachers effectively is a major challenge.
5. GBV experts should join efforts to implement CSE with a focus on improving how it addresses gender and violence.

KEY FINDINGS

The review did not find evidence on the effectiveness of CSE on the perpetration or experience of violence and only very limited, often weak, evidence on its effectiveness on risk and protective factors for GBV. Overall, there is a lack of longitudinal studies on the impact of CSE on violence or other outcomes, as well as on the essential characteristics of effective gender-transformative and rights-based CSE programmes in general and on GBV-related components. Several articles found that instead of challenging unequal gender norms as intended, teachers reinforce stereotypical gender norms.

KEY RECOMMENDATIONS

- Strengthen evidence based on how CSE can prevent GBV
- Test feasibility and effects of adapting and delivering proven community education curricula in schools by teachers
- Test and evaluate sustainable capacity-building approaches

Creative Youth for Tolerance (CREATE) “Ketemu di Tengah” in Indonesia

Video content promoting tolerance, gender equality, inclusivity and building peace in schools.

“

This young man really became the seed for Indonesia in the future and in my opinion, there really should be no more intolerance. That is, having accepted tolerance is indeed a real thing in Indonesia. It's not something that's not the same and we have to equate it. But really we have to be able to walk in harmony even though there are differences.

Student in Bandung Meet
Local Belief
Penghayat Budi Daya

@YIFoS

ENABLERS

We adopt an innovative art and culture-based approach and partnership with Senior High Schools in Bandung and Bogor, Indonesia, and resource persons from groups with gender and sexual diversity, persons with disabilities, local beliefs, Indigenous peoples and diverse religions.

TRANSFERRABLE LESSONS

We hope this activity could inspire schools and partners in the region to increase collaborative activities with students, teachers and parents through art and culture-based approaches, then be published on social media to attract the attention of young people in promoting tolerance, gender equality, inclusivity and building peace in schools.

RESULTS ACHIEVED

- Students can express the benefits of, and learn new things about pluralism and tolerance through the “Ketemu di Tengah” process.
- Videos contain messages around tolerance and pluralism and integrate messages of gender equality and social inclusion. 10 videos and photo stories were uploaded on YIFoS Indonesia's social media.

URL/Webpage

Please find the video using the QR code



OVERVIEW

COUNTRY

INDONESIA

ORGANISATION

Youth Interfaith Forum on Sexuality (YIFoS)

TARGET

High School students

NEEDS AND ISSUES

This video aims to expose students to the diversity of individuals they need to know to fight discrimination, encourage inclusiveness, build mutual trust, and celebrate diversity and pluralism.

INNOVATIVE SOLUTIONS

CREATE is an initiative designed to increase tolerance and respect for diversity in schools through art and culture-based approaches. It aims to increase the values of tolerance, gender equality, inclusivity and building peace in schools. "Ketemu di Tengah" videos show a narrative that students become more open and accepting of different people. We believe that video through social media is an effective means of raising awareness and spreading narratives regarding tolerance and diversity among young people. The Internet and social media use are very important because all generations intensively use them.

@YIFoS

@YIFoS

UNESCO – a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners. UNESCO also leads efforts to respond to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.



The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.




Stay in touch

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**Sustainable
Development
Goals**