SCHOOL-RELATED GENDER-BASED VIOLENCE

Presentation of new Global Guidance

15 February 2017
FRESH School Health and Nutrition Webinar
New Global Guidance

• Comprehensive, one-stop resource

• *How to* achieve a holistic response to SRGBV

• Tools and examples based on evidence, emerging practice, experience and expert recommendations

Audience:

• National education sector: ministries, policy-makers, educators

• Civil society, multi- & bi-lateral partners, teachers unions

• Stakeholders in other sectors
School-Related Gender-Based Violence (SRGBV) is any act or threat of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics.

Girls are more likely to experience psychological bullying, cyber-bullying, sexual violence and harassment.

Boys are more likely to experience physical violence and corporal punishment.

SRGBV violates children's fundamental rights and is a form of gender discrimination.
Why does it matter?

- Violation of a child’s right to be protected from violence
- Physical and psychological impacts on victims & risk of future cycles of violence
- Correlated with lower academic achievement
- Major barrier to achievement of SDGs on education & gender
- Financial cost of inaction: loss of one primary grade of schooling (yearly cost of $17 billion dollars to LMIC)
- School is a site of violence, and also a place for prevention and changing social norms

- 246 million children experience SRGBV every year
- Over one-half of all children live in countries where they have no legal protection from corporal punishment
- Up to 10% of adolescent girls in 40 low and middle-income countries reported forced sexual acts in the previous year

The need for Global Guidance

Landscape scan in 2014 showed increasing global recognition of SRGBV as issue & some research and programmatic responses

*but*...

Efforts were fragmented or small-scale, using a variety of entry points and definitions;

Limited evidence on impact and effective implementation, not collected in one place;

Many efforts on school violence or violence against children were gender-blind

- Scale, scope and sustainability of responses can be enhanced by clear, operational guidance
- Tool to engage ministries of education and other key stakeholders
4: Ensure inclusive and quality education for all and promote lifelong learning
4.a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
4.5. Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training
4.7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including gender equality

3: Ensure healthy lives and promote well-being for all at all ages
3.4. Reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being

5: Achieve gender equality and empower all women and girls
5.1. End all forms of discrimination against all women and girls everywhere
5.2. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
5.3. Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

16: Promote just, peaceful and inclusive societies
16.2. End abuse, exploitation, trafficking and all forms of violence against, and torture of, children

17: Revitalize the partnership for sustainable development
Partnerships for effective action

- UNESCO mandate on education
- UN Women mandate on gender equality, empowerment of women and girls and elimination of violence against women and girls

Global Partner Working Group to End SRGBV (since 2014)
- Platform for collaboration, research and developing guidance based on good practice and experience
What is in the Global Guidance?
SECTION 1: UNDERSTANDING SRGBV

Rationale for addressing SRGBV

• Purpose of Education – role in challenging gender norms
• First common definition of SRGBV
• Description of the scale, the root causes and the risk factors
• Look at consequences and costs

Challenges in addressing SRGBV

• Socio-cultural norms; gender-inequality; education capacity constraints; weak coordination and referrals; lacking accountability; insufficient evidence and data
Key Programming Principles

Holistic ‘whole-school’ approaches
Context specific
Child-centred and ‘do no harm’
Developmentally appropriate
Participation
Inclusive
Gender responsive and transformative
SECTION 2: PRACTICAL GUIDANCE FOR HOLISTIC SRGBV RESPONSES

NEW! A holistic approach to addressing SRGBV through six major programming areas

Based on evidence and emerging good practice

Case studies, checklists, practical actions illustrate the thematic descriptions
Global Guidance on Addressing School-related Gender-based Violence

PRACTICAL ACTION FOR HOLISTIC RESPONSES TO SCHOOL-RELATED GENDER-BASED VIOLENCE

Preventing and responding to SRGBV requires a comprehensive response from the education sector and its partners at a number of different levels.

LEADERSHIP
Laws, Policies and Education Reform

ENVIRONMENT
Ensuring Schools Are Safe and Supportive

PREVENTION
Curriculum, Teaching and Learning

RESPONSES
In and Around Schools

PARTNERSHIPS
Collaborating With & Engaging Key Stakeholders

EVIDENCE
Monitoring & Evaluation of SRGBV
Accessing the Guidance

Guidance and infographic booklet available online:

http://unesdoc.unesco.org/images/0024/002466/246651E.pdf

www.unesco.org
www.ungei.org

Print copies available on request from UNESCO

Online Virtual Knowledge Centre:
- www.endvawnow.org
- Regularly updated & easy to use
Making use of the guidance

Recognize SRGBV as a critical issue with your stakeholder group

Dialogue and advocacy for increased resources and coordinated action

Collaborate with partners to identify areas for action and complementarity

UNESCO & partners have begun the process of engaging Ministries of Education and their partners to apply the Guidance to national contexts, through 2017 and beyond
Thank you

Learn more at:

www.unesco.org/education

www.unwomen.org

www.ungei.org

Jenelle Babb, Programme Officer
Section of Health and Education, UNESCO Education Sector, Paris
j.babb@unesco.org
SRGBV Measurement Framework

Julie Hanson Swanson
Education Division
Bureau for Africa

February 15, 2017
Objectives of This Presentation

• Present major findings of a literature review on how school-related gender-based violence is defined and studied.

• Present a framework to measure school-related gender-based violence.
Literature Review: Objectives

1. Identify overarching SRGBV types to align more closely around a common set of definitions.

2. Review common methodologies used in research and evaluation of SRGBV.

3. Identify which methodologies used to study SRGBV appear promising.

Literature Review: Key Findings

Common definitions of forms of SRGBV

- Greatest conceptual commonalities were found for bullying and corporal punishment.

- Greatest variance was found for sexual harassment and its relationship to sexual violence. Despite variance, there was sufficient literature that conceptualized sexual harassment as a form of sexual violence.

- There is sufficient overlap and commonality among researchers to support the adoption of three broad categories of SRGBV with clear and succinct definitions: bullying, corporal punishment, and sexual violence.
Review common methodologies used in research and evaluation of SRGBV

• Lack of consensus regarding which data collection methodology is best used for investigating sensitive subject matters among young people.

• Most predominate method used to study SRGBV is qualitative, and studies often used mixed-method design to collect a broad base of information.
Literature Review: Key Findings

Identify which methodologies used to study SRGBV appear promising

• Face-to-face questionnaires administered by researchers who are of the same sex, and who are not authority figures such as a teacher or school official, improves student informants’ feelings of safety and increases the likelihood of full disclosure.

• Virtually all of the qualitative studies worked to deepen the understanding of the various types of SRGBV by providing information on what students, teachers, school officials, and community members know and believe; have experienced; and how these individuals, the schools, and the communities have been impacted by SRGBV.
Measuring School-Related Gender-Based Violence

- Name calling
- Public humiliation
- Peer exclusion
- Verbal intimidation
- Physical violence
- Sexual abuse
- Transactional sex
- Sexual name calling
- Rape and attempts of rape
- Sexual harassment
- Exploitative Labor
- Physical violence as a form of discipline
- Public humiliation as a form of discipline

CONCEPTUAL FRAMEWORK FOR MEASURING SCHOOL-RELATED GENDER-BASED VIOLENCE

EdD: Data for Education Research and Programming (DERP) in Africa

October 2014

This publication was produced for review by the United States Agency for International Development. It was prepared by RTI International.
SRGBV Measurement Framework

The SRGBV measurement framework consists of the following:

- Survey instruments
- Implementation Guidance
  - Planning
  - Implementation
  - Data analysis
SRGBV Measurement Framework

Surveys for students, teachers, and parents:

Survey Set 1: Students

- Module S1. SRGBV Scenarios
- Module S2. *Survey of Experiences of SRGBV: Students*
- Module S3. *Survey of Perceptions of School Climate: Students*
- Module S4. *Survey of Attitudes and Beliefs: Students*
- Module S5. *Survey of Student Demographics and Socio-economic Wealth*
SRGBV Measurement Framework

Surveys for students, teachers, and parents:

Survey Set 2: Teachers and Other School Personnel

Module T1. Survey of Experiences of SRGBV: Teachers and Other School Personnel

Module T2. Survey of Teacher Disciplinary Practices

Module T3. Survey Perceptions of School Climate: Teachers and Other School Personnel

Module T4. Survey of Attitudes and Beliefs: Teachers and Other School Personnel
SRGBV Measurement Framework

Surveys for students, teachers, and parents:

Survey Set 3: Parents and Other Caregivers

Module P1. *Survey of Perceptions of School Climate: Parents and Other Caregivers*

Module P2. *Survey of Attitudes and Beliefs: Parents and Other Caregivers.*
## SRGBV Measurement Framework

### Items in Survey of Experiences of SRGBV: Students

<table>
<thead>
<tr>
<th>Experience</th>
<th>Victim or Perpetrator</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying</td>
<td>Victim</td>
<td>25</td>
</tr>
<tr>
<td>Bullying</td>
<td>Perpetrator</td>
<td>14</td>
</tr>
<tr>
<td>Corporal Punishment</td>
<td>Victim</td>
<td>17</td>
</tr>
<tr>
<td>Sexual Violence</td>
<td>Victim</td>
<td>36</td>
</tr>
<tr>
<td>Sexual Violence</td>
<td>Perpetrator</td>
<td>20</td>
</tr>
</tbody>
</table>
### SRGBV Measurement Framework

#### Examples of SRGBV Scenarios for Student Interviews

<table>
<thead>
<tr>
<th>Category</th>
<th>Act</th>
</tr>
</thead>
</table>
| Bullying               | • Name calling  
                        | • Physical violence  
                        | • Ostracizing         |
| Corporal Punishment    | • Caning  
                        | • Public humiliation  
                        | • Exploitative labor  |
| Sexual Harassment      | • Transactional exploitation by taxi driver  
                        | • Physical intimidation by a boyfriend |
SRGBV Measurement Framework

Next Steps

• Identify another African country for a second pilot

• Design a user-friendly toolkit and disseminate
Thank you!
For more information and to pilot the SRGBV instruments, contact: Julie Hanson Swanson
juswanson@usaid.gov
The ‘Good School’ Approach, Uganda—experience of implementing a successful, holistic approach to reducing gender-based violence in school

Hassan Muluusi, Program Officer

15th February, 2017
Presentation Overview

- Snapshot of Ugandan context
- Why address gender & relationships
- How Good Schools model addresses gender and relationships
- Impact created by Good Schools model
- Implications of addressing relationships and gender
Ugandan Context: A Snapshot

- High rates of violence contributing to high dropout rates & poor performance
- Girls’ education is undermined by gender bias & discrimination in schools
- Hierarchal gendered relationships; males-females, etc. (UNICEF Country Report, 2015)
- Shifting trends to address violence (culture) that emphasize Corporal Punishment (incident) only
Why address gender and relationships in school?

• To prevent mistreatment that can begin a cycle of violence.

• To make learning more engaging and accessible for all.

• To Promote help seeking for girls who suffer gender discrimination.

• To promote girls’ achievement through addressing gender inequities and social norms that undermine girls.

• Capitalize on developmental stage where attitudes and behaviors are malleable.
What is the Good School Approach?

- A 6-step process that creates opportunities for all to shape the learning environment at school.
- Developed by Raising Voices in consultation with teachers & students in Ugandan Schools.
- Adopted by Ministry of Education & Sports, being used in over 600 schools.
Aims of the Good School Approach

- Reduce violence against children (from peers and teachers)
- Increase use of positive discipline
- Increase children’s participation in shaping school culture
- Create new standards for behavior (fairness, equality) and policies to maintain them
Specific efforts in Good School to address gender & relationships

• Teacher training: stories & dilemmas about girls’ gendered experiences.

“Many times we underestimate girls’ potential but this training has changed my attitude. As sports teacher, I am going to start a girls’ football team at school.” (Male Sports teacher, Nampunge S.S)

• Supporting teachers & students to create gender equitable policies.

• Teachers conduct Good School Morning: 10-20 min session dedicated to reflecting on gender and power dynamics.

• Coordinating a VaC Learning Center- gender courses.

• School to community outreach-dialogues, discussions, etc.
Explaining Gender to Children...

Simple communication materials (booklets, posters, etc)

- It means girls are not made to do an unequal share of work,
- They are never exploited or abused.

- And their personal needs are cared for.
- Madame, I don’t have any sanitary pads.
- Here, you can use these!
- And there is water to wash just there.
Impact of Good Schools

- 42% reduction in risk of physical violence experienced by children from teachers in the past week
  
  “Teachers used to cane a lot but now there is more peace.” (Student, Luwero District)

- Students in intervention schools reported improved feelings of well-being and safety at school.

- 40% reduction in risk of violence from peers in intervention schools (Devries et al 2015)
Implications of addressing gender & relationships in schools

- Schools begin to appreciate and realize that benefits are for all, including boys, teachers and parents.
- Teachers and parents begin to get more involved in girls education and talk to them more often.
- Teachers role model gender equitable behavior.
- Boys and girls see that girls and women are important and equally worthy.
- Relationships between adults (teachers, administrators, parents) and between adults and children begin to improve.