

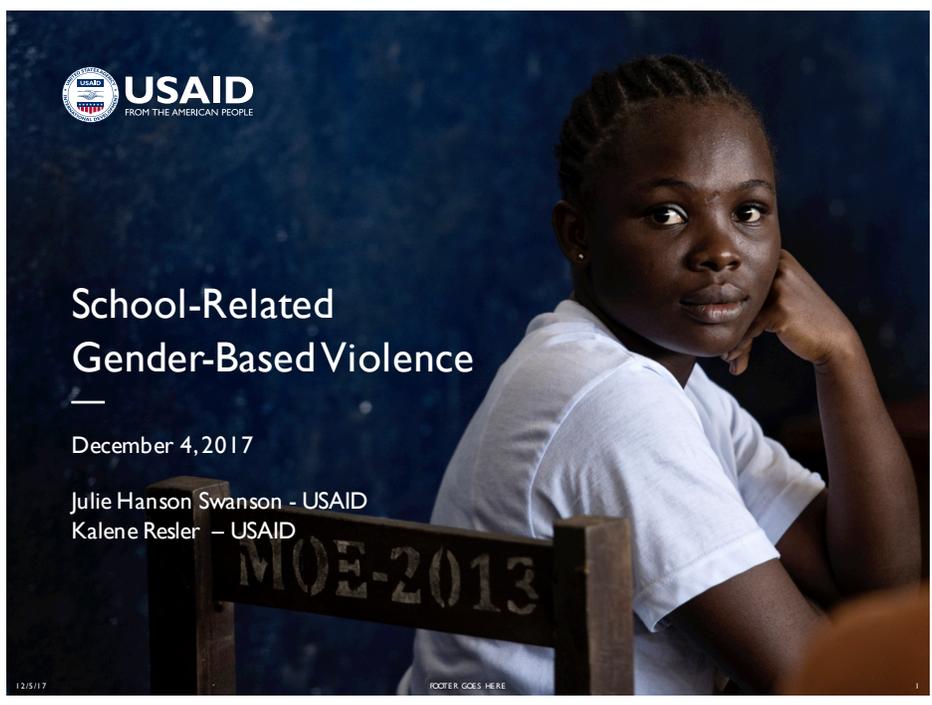


USAID
FROM THE AMERICAN PEOPLE

School-Related Gender-Based Violence

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OBJECTIVES

Participants will...

- Understand the concept of School-related Gender-based Violence (SRGBV) including the drivers and consequences of violence.
- Consider unique characteristics of SRGBV in crisis and conflict environments.
- Be familiar with the global evidence base on SRGBV prevalence and programming.
- Understand programming principles, M&E considerations and resources for SRGBV programming.



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— What is School-Related Gender-Based Violence?



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WHAT IS SCHOOL-RELATED GENDER-BASED VIOLENCE?

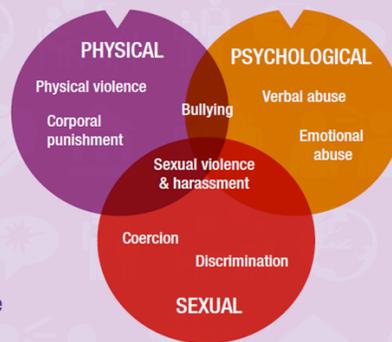
School-Related Gender-Based Violence (SRGBV) is any act or threat of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics.



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



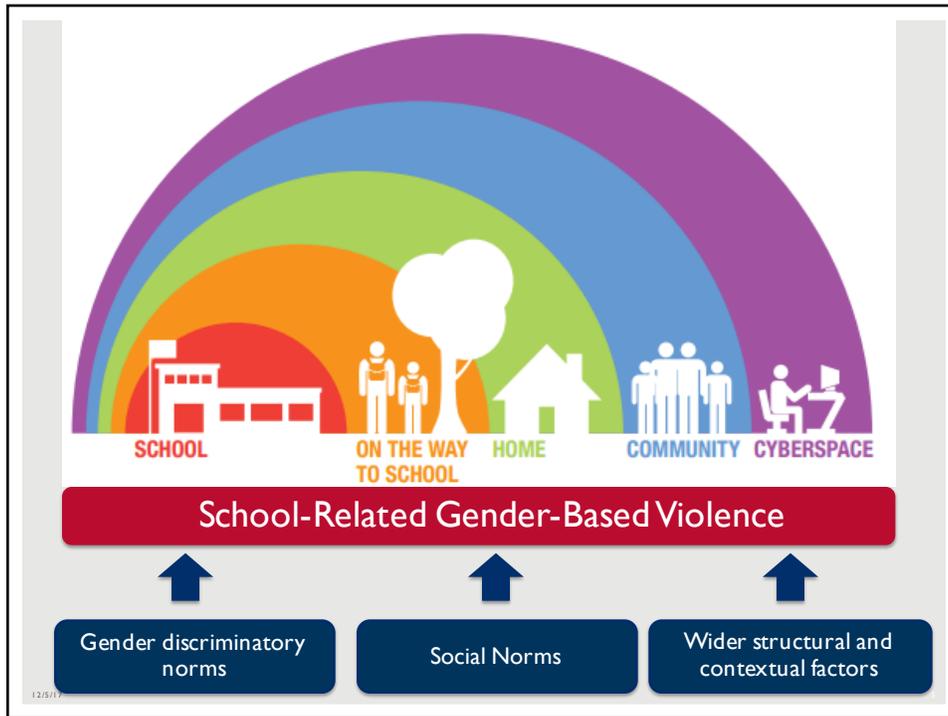
Boys are more likely to experience physical violence and corporal punishment.



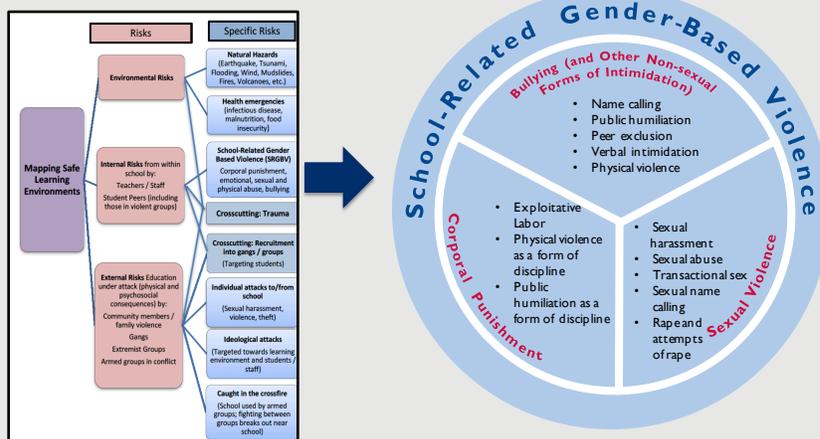
SRGBV violates children's fundamental rights and is a form of gender discrimination.

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SRGBV Conceptual Framework



Aligns with SDG 4 Targets and Indicators

Indicator 4.a.2: Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse

Activity (20mins): SRGBV Scenarios

- Read your group's scenario and discuss the following questions:
 1. What type(s) of violence is the young person in your scenario experiencing?
 2. What are the gendered aspects of this violence? How might these incidents of violence look different if the victim or perpetrator was a different sex or from another marginalized group (students with disabilities, LGBTI children, etc.)?
 3. What are the effects of this type of violence on the student? What are possible consequences if the violence goes unchecked?
 4. Is this type of violence something you've encountered in your career or research? Feel free to share other incidents of SRGBV in your work.

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What are the unique characteristics of
SRGBV in crisis and conflict Settings?

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SRGBV in Crisis and Conflict Settings

- Breakdown of family and community support systems and high levels of stress and trauma magnify pre-existing levels of violence and conflict within schools.
- Refugees and displaced students are often targets of violence and discrimination.
- Adolescent girls are 2.5 times more likely to be out of school in conflict and crisis contexts.
- Boys who have experienced or witnessed violence may become more aggressive and violent.

Students are at increased risk of SRGBV in fragile environments



Source: *Addressing SRGBV is Critical for Safe Learning Environments in Refugee Contexts* UNICEF November 2016

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— Prevalence of School-Related Gender-Based Violence



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WHAT WE KNOW

- An estimated **246 million children** experience SRGBV every year¹
- More than **80% of students** in some countries suffer corporal punishment at school.²
- Slightly more than **1 in 3 students** between the ages of 13 and 15 worldwide experience bullying on a regular basis.³
- Up to **10% of adolescent girls** in 40 low and middle-income countries reported forced sexual acts in the previous year. **2 out of 5 school** principals in Southern/Eastern Africa acknowledged sexual harassment occurred in their primary schools.⁴
- Marginalized groups are at **increased risk** for SRGBV.⁵

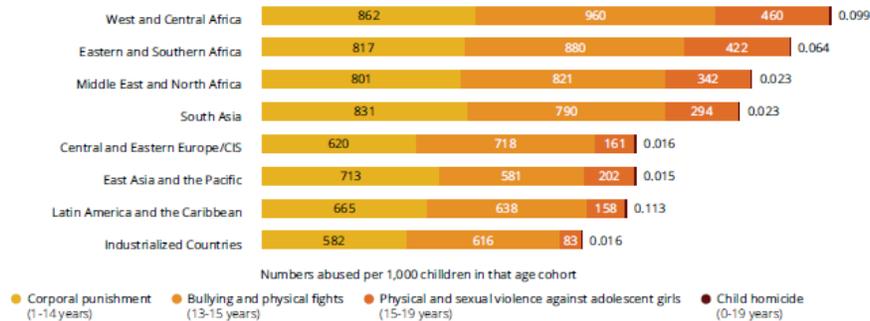
1. Plan International, 2013 4. UNESCO/UNGEI, 2015
 2. Greene et al, 2013 5. Devries et al, 2014
 3. UNICEF, 2014

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Violence against children occurs in every region and country.

FIGURE 2: Regional burden of violence against children, 2015.

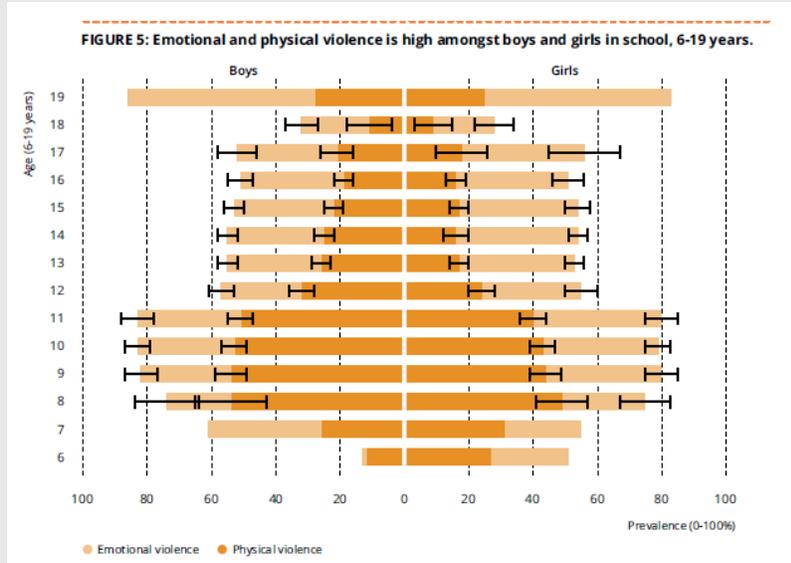


Source: KNOW Violence in Childhood 2017 Report

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Type and level of violence varies across sex and age group



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Data remains limited in both coverage and scope

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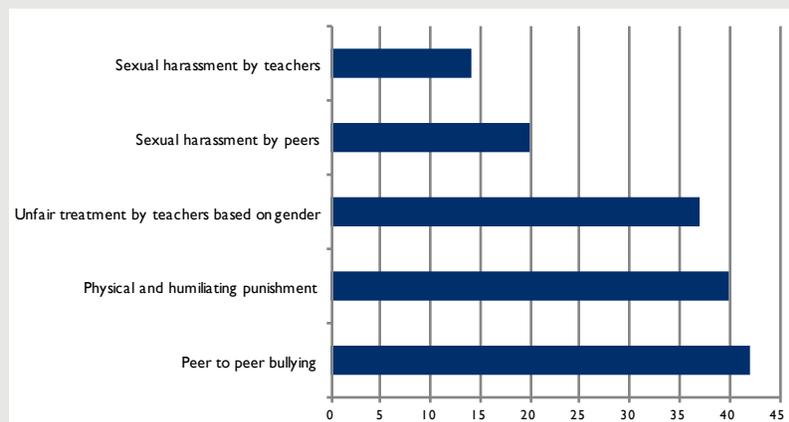
Global Data Sources:

- UNICEF's Hidden in Plain Sight
- CDC's Violence Against Children (VAC) Surveys
- KNOW Violence in Childhood Global Learning Initiative
- Global Initiative to End All Corporal Punishment of Children
- CDC's Global school-based student health survey (GSHS)

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UNGEI & INEE Survey of SRGBV among Refugee Students



Forms of violence reported to occur "Very Frequently" (daily or weekly)

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— Consequences of SRGBV



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SRGBV has been linked to:

Physical and Health Risks

- Injuries (bruises, burns, fractures, etc.) & Disability
- Unwanted pregnancy
- STIs/HIV
- Substance abuse

Mental Health Problems

- Anxiety
- Depression
- Low self-esteem
- Self-harm/suicide
- PTSD

Violence Outcomes (Committed Against Others)

- Perpetuating a cycle of SRGBV against others (bullying, sexual harassment, etc.)
- IPV
- Conflict with the law
- Intergenerational reproduction of violence

Educational Outcomes

- Absenteeism
- Lack of concentration/inability to study
- Lower academic performance
- Dropping out of school

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The Costs of SRGBV is high...

- SRGBV can be associated with the loss of one primary grade of schooling, which translates to an annual cost of around \$17 billion to low- and middle-income countries.

But the returns from prevention can be equally high...

...with estimated social returns of over €87 for every €1 spent on prevention in the European Union.



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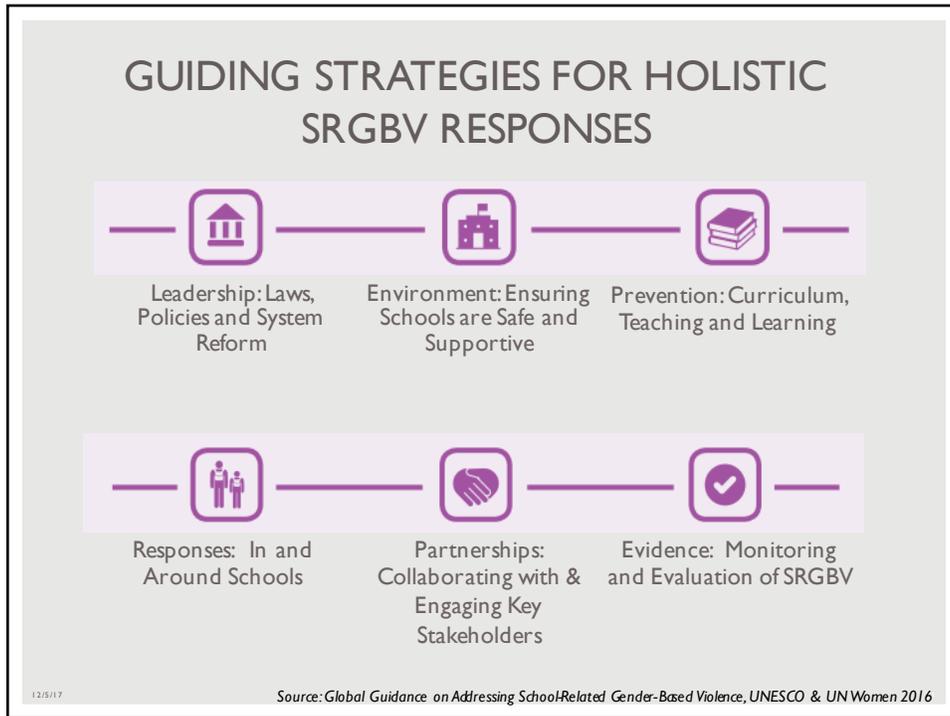
— Programming for SRGBV



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COUNTRY EXAMPLES

- **Palestine:** Plan of Action to Counter Violence in Schools in Palestine
- **Uganda:** The Good Schools Toolkit (Raising Voices)
- **Ghana/Malawi/Yemen/Tajikistan/DR:** Doorways Training Program (USAID)
- **Rwanda:** Family Promotion Policy (UNICEF/DFID)
- **Asia/Pacific Region:** Connect With Respect (UNICEF)

- **Kenya:** National Child Helpline & Teacher Sexual Offenders database (UNICEF)
- **Sierra Leone:** Coordinated Action for Protection & Empowerment (Concern)
- **DRC:** Communication for Change (USAID)

12/5/17 Source: *Global Guidance on Addressing School-Related Gender-Based Violence*, UNESCO & UN Women 2016

UNGEI/INEE Survey of SRGBV Approaches

Three broad categories of SRGBV interventions in crisis and conflict settings were reported:

- 1. Working with girls and teachers to prevent GBV:** life skills, girls empowerment, financial literacy and income-generating activities; teacher training toolkits
- 2. Community-based prevention and response approaches:** awareness raising campaigns, reporting and referral mechanisms to social services; community dialogues and “prevention committees”
- 3. Policy advocacy and system reform:** Only two organizations noted work with MoE on policy and curriculum reform.

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What are some programming challenges in addressing SRGBV in crisis and conflict settings?

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- Social and cultural norms discourage the reporting of SRGBV
- Capacity constraints in education systems
- Weak coordination and monitoring mechanisms
- Weak service support and referrals for victims
- Lack of governance and accountability mechanisms
- Mixed classrooms = vulnerability to bullying
- Over-crowded classrooms, double shifts = teacher capacity stretched
- Lack of curricula or capacity to meet psychosocial needs of learners and teachers
- Emerging, but limited evidence base on what works
- Missing or underreported data for certain forms of violence or marginalized groups.

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Monitoring & Evaluation Considerations

- Essential to conduct formative research, including literature review, policy analysis, and socialization of stakeholders.
- Identify suitable M&E methods and instruments and adapt to the local context.
- Design SRGBV indicators, ensuring a good balance between quantitative and qualitative indicators
- Take into account ethical, safety and methodological considerations:
 - Follow all local child protection policies and legislation and identify formal and informal structures for addressing child protection.
 - Consider consent and assent procedures.
 - Ensure adequate referral and reporting protocol for any disclosures of violence. (VAC Survey- good example of response protocol at end of survey)

Additional Resource:

USAID's Conceptual Framework for Measuring School-Related Gender-Based Violence

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Back to the Scenarios

After learning some guiding strategies and country examples, we are going to return your scenarios and consider the following questions:

1. What type of interventions would you include in a program designed to address the SRGBV in your scenario and why?
2. How would you approach programming differently if this scenario took place in a crisis and conflict setting? What alternative actors, organizations, and systems should you coordinate with when designing programs?
3. What specific M&E considerations would you take into account in your program design and implementation?

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Key Recommendations

- ✓ Recognize and address the **gendered impact** of crisis and conflict on education
- ✓ Integrate violence prevention and response actions **within learning environments**
- ✓ Improve **capacity** of education in emergencies response and ministry personnel to address SRGBV
- ✓ **Harmonize** humanitarian, child protection, and development strategies addressing gender and education
- ✓ Generate more **evidence** on what it takes to create safe learning spaces in fragile environments



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Resources

Briefing Paper
Addressing School-Related Gender-Based Violence is Critical for Safe Learning Environments in Refugee Contexts

SCHOOL-RELATED GENDER-BASED VIOLENCE
GLOBAL GUIDANCE

UN Women
UNICEF
Education 2030

EVALUATION OF THE Transformative Potential of Positive Gender Socialization in Education for Peacebuilding

UNICEF

END GENDER VIOLENCE IN SCHOOLS

A RIGOROUS REVIEW OF GLOBAL RESEARCH EVIDENCE ON POLICY AND PRACTICE ON SCHOOL-RELATED GENDER-BASED VIOLENCE

Jenny Parkes, Jo Heslop, Freya Johnson Ross, Rosie Westerveld, Elaine Unterhalter
University College London, Institute of Education

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ITC
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LEARNING FOR PEACE

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— Highlights from SRGBV Learning Symposium:
Dakar November 28-30



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— THANK YOU!

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