




"Securing State Investment for Prevention of Gender-Based Violence in Schools" project

REPORT SUMMARY




ULAANBAATAR
2017


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**“Securing State Investment for Prevention of Gender-Based
Violence in Schools” project**

REPORT SUMMARY

ULAANBAATAR
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ACRONYMS

CEDAW	The Convention on the Elimination of all Forms of Discrimination against Women
CPC	Crime Prevention Councils
GBV	Gender based violence
NGO	Non-Governmental Organization
MONES	Mongolian women's fund
RRF	Results and Resources Framework
WNGOs	Women non-governmental organizations

CONTENTS

Introduction

Project Context

Project Goals and Objectives

Project Strategy

Project Partners and Stakeholders

Project Objectives and Results

Objective 1: Intervention to reach high school students

1.1. Developing Training Program for Trainers

1.2. Training of Trainers

1.3. Development of educational program and materials for schools

1.4. Teaching classes in the selected schools

Outputs

Outcomes

Objective 2: Intervention to reach decision-makers

2.1. Advocacy meetings with Education Department and School Administrations

2.2. Monitoring of Crime Prevention Council policy and budget documents

2.3. Advocacy work targeting CPCs

Outputs

Outcomes

OVERALL RESULTS

External and Internal factors

Sustainability

Lessons and Challenges

Conclusion

INTRODUCTION

Mongolian Women's Fund (MONES) implemented a 2-year project "Securing State Investment for Prevention of Gender-Based Violence in Schools" during the period from 1 January 2015 to 31 December 2016.

The overall goal of the project was to break the cycle of gender-based violence in rural Mongolia through establishing a practice of prevention of violence and teaching awareness raising classes in secondary schools. A school-based intervention was identified as the most effective strategy for bringing a change to the situation with GBV when girls and boys from early age develop an understanding on gender equality, unacceptability of violence, laws that prohibit violence. And, changing the perspectives of local policy-makers and setting a mechanism for local budgeting for violence prevention was planned to provide sustainability to this project.

The project was implemented in 4 pilot schools in 2 target areas including 2 pilot schools in Baganuur district and 2 pilot schools in Dornod province (Kherlen soum). Students from grades 8-11 in 4 pilot schools (2 in each target area) were selected for the project. The project aimed to reach 1,000 girls and 1,000 boys, students of the high-schools in all 4 pilot schools in two target areas. In addition, the project intended to engage school personnel, education officials, and local decision-makers at CPC level.

The project targeted local Crime Prevention Councils that identify crimes prevalent in each local area and allocate funds from local budget for prevention of these crimes as well as Education Departments that approve local education initiatives.

PROJECT CONTEXT

Gender based violence (GBV) is a global health and human rights problem with immediate and long-term health and social impacts. Gender based violence (GBV) is a serious and life-threatening human rights violation prevalent in Mongolia today. The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) expressed concern “(At) the high prevalence of violence against women, in particular domestic and sexual violence, (and) at the lack of statistical information on violence against women.”

Young women and girls in Mongolia face various challenges today in terms of sexual and reproductive rights and health. Specifically, they often fall victim to sexual violence, including date rape and rape committed by close relatives, sexual harassment at schools and in workplaces, as well as sexual abuse in public spaces¹. Because of the lack of a protective institutional framework, girls and young women are more at risk of sexual exploitation and abuse.

Current evidence suggests that most GBV cases occur at home or community places such as schools, which are considered not safe places for girls. A study conducted on violence against children revealed sexual violence exists in schools: 40% of the students experienced unwanted physical touching, 38.6% of the students were shown unpleasant pictures and videos of sexual nature, 33.6% of the students experienced various degrees of sexual abuse, and 10% of students were forced to touch genitals in school environment. Nonetheless, the reporting of GBV cases in school environment remains low and no hard data is accessible. The primary reason for not getting help was that most students did not realize what occurred was sexual violence.²In most cases, it is not taken seriously neither by family members nor by law enforcement agencies when rapes are committed. Mongolian NGOs allege that many rapes were not reported and stated due to cultural norms as well as stressful police and judicial procedures which tend to discourage reporting³.

1 Monfemnet, 2013

2 Violence against children, MMCG, 2014

3 Mongolia 2015 Human Rights Report, US Department of State

PROJECT GOALS AND OBJECTIVES



The overall goal of the project was to break the cycle of gender-based violence in rural Mongolia through establishing a practice of prevention of violence, teaching awareness raising classes in secondary schools where girls and boys develop an understanding of gender equality at an early age, unacceptability of violence, and laws that prohibit violence. The project aimed to achieve the goal by running GBV prevention classes, which address the in schools and high schools.

The project design included running GBV prevention classes, which address the violence in the community and, specifically, violence in schools, in high schools in 2 target areas, Dornod province and Baganuur district, with support from local budget.

Education Complex School, Baganuur District:

12-year secondary school located in the center of Baganuur district with total of 2,656 students. It has 196 employees with 104 teachers who teach in grades 8-12.

Gun Galuutai Complex School, Baganuur District:

12-year secondary school located in the center of Baganuur district with total of 1,787 students including 903 students in grades 8-12. It employs 101 teachers with 72 teachers who teach in grades 8-12.

Khan Uul Complex School, Kherlen soum, Dornod Province:

12-year school located in an off-center area of Kherlen town, geographically center of Dornod province. It has a dormitory for students from remote rural areas where 210 students live. The school has total of 1,500 students and 140 employees including 53 teachers who teach in grades 8-12.

School #5, Kherlen soum, Dornod Province:

12-year school located in the center of Kherlen town, geographically center of Dornod province. The school has a total of 1,603 students and 102 employees with 76 teachers. 50 of these teachers give lessons in grades 8-12.

PROJECT STRATEGY

Key strategies employed in the project included:

1. **Advocacy** for changing the attitude and practices of public officials (Public officials (Education Department, Crime Prevention Councils, Secondary Schools) of Baganuur and Dornod to increase their support for education on prevention of violence against girls;
1. **Training** for increased knowledge of school girls (and boys) in Dornod province and Baganuur district on their rights and their ability to claim and exercise their rights.

These two key strategies in turn contribute to the following Outcomes and Outputs. (See Annex1), RRF for detailed Outcome and Output indicators to be evaluated in the Final External Evaluation.



PROJECT PARTNERS AND STAKEHOLDERS

Two Networks were the lead implementing organizations and directly implemented the following activities:

PROJECT PARTNERS:

The key partnership in this project was between MONES and two Networks of Women's NGOs:



NETWORK OF WOMEN'S NGOS IN BAGANUUR DISTRICT

Network of Women's NGOs in Baganuur district was formed in 2009 and has 11 local women's NGOs as members.



NETWORK OF WOMEN'S NGOS IN DORNOD PROVINCE

Network of Women's NGOs in Dornod province was established in 2010 and it has 14 member organizations.

STRATEGY 1 | ADVOCACY

- Monitoring of CPC policy and budget: after improving their monitoring skills they will conduct monitoring of Local CPC policies and budget for 2015.
- Advocacy work: The Networks will develop and implement the advocacy action plans to conduct advocacy activities targeting CPCs.

STRATEGY 2 | TRAINING

- Teaching classes in the selected schools: Trainings in local schools will be organized and conducted by local Networks with selected young activists trained by MONES as trainers.
- The local Networks will be consulted and involved in most of the decision-making related to implementation of this project to ensure the inclusion of local initiatives and strengthening local ownership.

PROJECT STAKEHOLDERS:



CRIME PREVENTION COUNCILS.

Members of 2 CPCs (Dornod province and Baganuur district) have been identified as the main decision-makers on allocation of funding for financing GBV prevention classes during and beyond the project.



EDUCATION DEPARTMENTS.

Education officials from Education Departments in 2 target areas have been identified as the key decision-makers on approval and dissemination of GBV prevention classes in high schools



SCHOOLS.

School principals, curriculum managers, teachers, social workers have been identified as the main service providers for provision of GBV prevention classes and establishing violence-free environment in schools.

PROJECT OBJECTIVES AND RESULTS

The overall goal of the project was to break the cycle of gender-based violence in rural Mongolia through establishing a practice of protection from and prevention of violence to ensure that high-school girls in Baganuur and Dornod feel greater respect for their rights, safety and dignity in schools with the full support of public officials.





OBJECTIVE 1: INTERVENTION TO REACH HIGH SCHOOL STUDENTS

One of the primary objectives of the Project was to help girls and boys in 4 high schools of Baganuur and Dornod build greater awareness of their rights to live free from violence and feel empowered to seek help. As part of this objective, the Project supported building knowledge and changing attitude. To achieve this objective the project developed a curriculum intervention.

1.1. DEVELOPING TRAINING PROGRAM FOR TRAINERS

Gender specialists from Princess Centre and a professor from National Medical University developed training program in October 2015. It has 1 module for trainers and 3 sets of 8 modules for students) and incorporated the concepts of gender and sex; human rights, GBV, its prevention techniques and protection measures, consequences of GBV and stopping it. Methods included group work, case study analysis, discussion and introduction to the issue.

1.2. TRAINING OF TRAINERS

3-day long training of trainers was conducted in November, 2015 in Ulaanbaatar city with participation of 20 people (social workers, teachers, school managers from the target schools, women from local NGOs) from Baganuur district and Dornod province. Their training went beyond the scope of prevention of and protection from GBV, and included skills for building effective collaboration and teamwork. 20 trainers have built knowledge of gender equality and GBV, and acquired innovative skills to teach GBV classes in secondary schools.

1.3. DEVELOPMENT OF EDUCATIONAL PROGRAM AND MATERIALS FOR SCHOOLS

24 training module materials (3 sets of 8 modules for each grade) were developed for students of 9th, 10th and 11th grades. 1st module

(9th grade) gives basic understanding of GBV and its forms (8 hours). 2nd module is for 10th grade and gives understanding of prevention of and protection from GBV (8 hours). 3d module is for 11th grade and gives understanding on how to organize GBV prevention activities in school environment. The content of the modules is a combination of information, role-play activities, group works, case studies, short questionnaires, group discussions, and homework.

1.4. TEACHING CLASSES IN THE SELECTED SCHOOLS

During the project period 3621 girls and boys of Grades 9, 10, 11 in 4 target schools in Baganuur district and Dornod province attended GBV classes taught by the trainers. As a result of the GBV prevention classes, both boys and girls in the target grades in 4 target schools increased their understanding of GBV and its forms. Pre- and post-questionnaire showed 30%-60% increase in their knowledge. Moreover, girls and boys recognized violence as wrong action and many students expressed they will not tolerate violence anymore, whether it is committed against them or in their presence.

OUTPUTS:

- 20 trainers were adequately trained and conducted GBV prevention classes at 4 target schools. They have acquired knowledge and capacity to provide children with systematic and comprehensive understanding of gender equality, human rights, sexual health and rights. Through innovative and interactive methodology.
- A training module for trainers and 3 modules for students with interactive training materials were designed for teaching GBV for high-school students that address the issue of GBV in school environment and that is relevant to adolescents' mentality and behavior.
- In total, 1833 girls and 1788 boys in 4 high schools attended GBV classes and are able to recognize violence.
- Girls and boys in the 4 pilot schools acquired knowledge on GBV and their rights to violence-free environment at their schools. Also, asking for help has become a shared knowledge and students are willing to seek help from social workers and teachers if they experience or witness GBV.
- Teachers who work with children, and women-activists who combat GBV have joined their forces.



OUTCOME:

The project has raised awareness among all students in the high-schools of 4 pilot schools (girls and boys) on gender equality, gender-based discrimination, and violence through well-designed training programs that built their awareness step-by-step. Although the project was not able to completely change their perception and attitude on traditional cultural values, it succeeded in empowering the participants with knowledge and capacity to recognize GBV, express their objection, and seek help when experiencing GBV. (Annex 2)

OBJECTIVE 2: INTERVENTION TO REACH DECISION-MAKERS

Another big objective of the Project was to increase the support of public officials for education on prevention of violence against girls in school environment. As part of this objective, the Project collaborated with Crime Prevention Councils, Education Departments and 4 target schools and worked together to integrate the GBV training program in school curriculum, with funding from local budget.

2.1. ADVOCACY MEETINGS WITH EDUCATION DEPARTMENT AND SCHOOL ADMINISTRATIONS

Advocacy meetings and GBV trainings were conducted in both target areas and reached out to the total of 467 education officials and professionals. The schools showed strong support and obliged all high-school teachers to attend GBV training for these teachers. As a result, the majority of the high-school teachers established awareness on GBV and recognized the existence of GBV in high schools.

All 4 target schools in two target areas have included GBV training modules for grades 9, 10 and 11 in their school core programs, with full support of Education Departments.

Also, TV programs and a documentary on the issue of GBV and the Project were produced and aired on local TV channels. It is estimated that over 20 thousand people were able to increase their awareness on the issue.

2.2. MONITORING OF CRIME PREVENTION COUNCIL POLICY AND BUDGET DOCUMENTS

Monitoring of policy and budget documents in 2 Crime Prevention Councils was conducted by teams of local WNGOs in summer of 2015 and revealed lack of funding for activities aimed specifically at prevention of GBV. Local WNGOs developed and submitted recommendations such as development of the working procedure for CPC branches; provision of financing for activities on prevention of GBV in schools; inclusion of civil society organizations in every activity of CPC. Also, the monitoring reports became a concrete and practical tool for advocacy work during the project period.

2.3. ADVOCACY WORK TARGETING CPCS

52 women-activists from national and local WNGOs organized advocacy meetings, events, training in 2 project sites. During the project period, Local Networks of Women's NGOs were able to bring some changes in the perspectives and approaches of 78 local policy-makers. As the result of the advocacy activities, a shared understanding of GBV was built among CPC members and they expressed a need to pay more attention. In 2016, local Crime Prevention Councils approved annual budget breakdown, allocated to them by Local Councils, and included line items for fees to trainers to teach GBV prevention classes in their areas. Baganuur district allocated and approved.



OUTPUTS:

- During the project period, all 4 target schools showed strong commitment to enhancing the knowledge of students and delivered the GBV prevention training to all high-school students.
- Education Department officials in Dornod and Baganuur, school principals, high-school teachers and school social workers in 4 target schools have built an understanding of what is GBV and actively participated in the Project, which contributed to the success of the project in providing safe environment to girls.
- All 4 target schools have incorporated GBV prevention in their school policies, with active participation of teachers.
- Schools have the policies, training program and trained trainers in place to continue the training program and build safe environment for girls.
- Local women-activists' capacity to conduct monitoring of policy and budget documents and write analysis and recommendations was strengthened.
- Local women-activists were successful in pressuring the CPCs to allocate funding for GBV prevention classes in target schools. In both target areas, for the first time, Crime Prevention Councils allocated funding for GBV prevention.
- WNGOs have been included in the decision-making processes and have got possibility to influence province-level decisions in regards to prevention of GBV. In Baganuur, representatives of WNGOs have become members of a CPC Sub-Committee on Prevention of Domestic Violence and Violence against Children. In Dornod, WNGOs have been included as a member of the Council aimag's Governor.



OUTCOME:

The project introduced a comprehensive response to addressing gender-based violence in school environment. It established collaboration among schools, WNGOs, CPCs and Education Departments on GBV prevention in schools. The project succeeded in offering a multi-stakeholder approach with focus on simultaneous integration of GBV prevention in school curriculum, school policy, education approach, and crime prevention approach. (Annex3)



OVERALL RESULTS

The “school-based”, rather than “educating girls” approach that targeted all relevant beneficiaries in the school setting proved to be a successful strategy as it contributed to creating safer environment for girls and boys with a long-term impact on culture and norms in these schools.

- Girls demonstrated strong knowledge of GBV and change in attitude to demand their rights for safe environment.
- Girls reported feeling safer in schools.
- Schools indicated commitment to protect girls from GBV and prevent GBV in school environment.
- CPCs demonstrated awareness of GBV and willingness to include GBV prevention in their policies and budget allocation.

INTERNAL AND EXTERNAL FACTORS

INTERNAL	
Positive	Negative
<p>School managers (curriculum managers): School managers have been involved in the project from the very beginning and, in 3 out of 4 pilot schools, school managers were trained as trainers. They acquired in-depth knowledge of GBV and, thus, were able to influence the schools beyond the immediate project outcomes and outputs.</p>	<p>Social workers: 2 out of 4 social workers have changed their work and it took time to prepare them for the project work.</p>
<p>Teacher-trainers: Teachers, who selected from the schools to be trained as GBV prevention class trainers, were experienced teachers with commitment to learning. They were able to improve the methodology based on their expertise and initiate extra-curricular activities on GBV.</p>	<p>High-school teachers: majority of the high-school teachers had strong traditional values in terms of gender roles and gender-based discrimination and violence. However, the project established the understanding on GBV and accepted that school environment should be safe for girls, high-school teachers and school social workers in 4 target schools have built an understanding of what is GBV and actively participated in the Project, which contributed to the success of the project in providing safe environment to girls</p>
<p>School social workers: the project did not have a part on provision of any kind of services to girls, who experienced GBV. However, social workers in all 4 schools were trained as trainers and acquired adequate knowledge and skills to address GBV cases.</p>	

EXTERNAL	
Positive	Negative
<p>Law on Child Protection: Law on Child Protection was adopted in February 2016 and it served as a strong push for advocacy work of the project at school, Education Department and CPC levels.</p>	<p>Local Council Election: Local Council Election was held in November 2016 and members of CPCs, who are heads of local state organizations and agencies, were replaced. Thus, the project success on advocacy of CPCs was diminished because of the new appointees, who had not been involved in the project.</p>

SUSTAINABILITY

TRAINING METHODOLOGY:

After the project phases out, training methodology will still be available in the target areas to transfer knowledge to other students. Schools are ready to apply this methodology and continue GBV prevention classes in schools.

TRAINERS:

Teachers and social workers from 4 target schools have been trained in conducting GBV classes and they will be able to continue teaching students and train other teachers. This is further validated by the fact that they do not require monetary support, and school structures are present to support these trainings.

SCHOOL POLICIES:

Certain rules and procedures have been put in place during the project implementation, and these rules and procedures will be sustained to guide the schools in their protection from and prevention of GBV in schools.

SUPPORT TO VICTIMS:

Social workers have received adequate knowledge on GBV and they shifted their attitude in providing counseling to victims of GBV. Although not properly trained on how to assist victims of GBV, social workers recognized their role as primary source of help to victims.

COLLABORATION:

Schools and local WNGOs have established collaboration during the project and they know of each other and can work together on GBV related issues.

CPCS AND WNGOS:

CPCs included WNGOs in their sub-committees and WNGOs are able to continue their advocacy work for GBV prevention.

LESSONS AND CHALLENGES

Service to girls:

During the project, several girls have reached out to the school social workers and reported about sexual abuse they experienced before. But, the project did not have resources or plans to build the capacity of social workers and ensure that girls receive adequate service from social workers. Thus, it was a lesson for any GBV prevention project to include a part on provision of services.

Local Election:

After the Local Election many public officials were replaced, therefore, it is important to include local elections as potential risk in the project planning and pay stronger focus on target institutions as well.

Parents:

The project was successful in creating safer school environment through reaching out to all high-school students, their teachers and school administration. However, changed knowledge and behavior of children was not supported and/or accepted by all parents. Some reports revealed that children were physically punished for talking about their right to live free from violence.

Methodology:

Although, the methodology was praised by teachers and students alike, the reality of Mongolian schools, when 35-40 students study in one group, had to be taken into consideration. It is important to ensure that every child has a possibility to participate in exercises, role plays and exercises during GBV prevention classes.

Trainers:

The project conducted a ToT for trainers only once, at the beginning of the project. However, it was evident that additional training or workshop for the trainers would've refined the methodology, strengthened the capacity of trainers and enabled exchange of best practices.



CONCLUSION

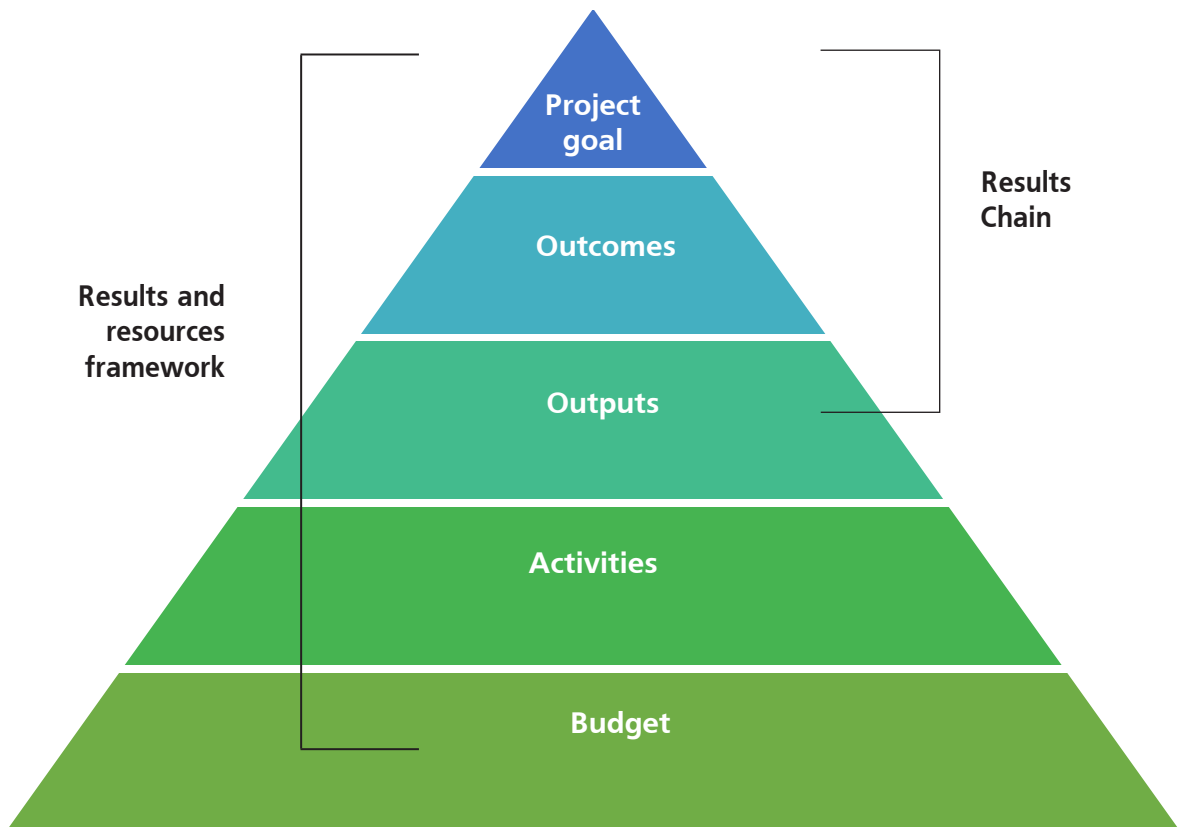
The project, for the first time in two target areas, introduced integration of GBV prevention approach in school environment. The project not only targeted school curriculum and delivered training services to students, but, also, built the knowledge and capacity of schools to teach GBV prevention classes and provide safer environment to girls, and developed knowledge and support of local public officials.

The project succeeded in changing boys and girls' knowledge and perception on GBV in school environment and helped them to acquire certain degree of confidence in their right to enjoy safe environment in school. The project has raised a concern about the culture of GBV and violence in schools and established a foundation. It will take time for the knowledge and perception to translate into culture of intolerance and action.

The "school-based", rather than "educating girls" approach that targeted all relevant beneficiaries in the school setting proved to be a successful strategy as it contributed to creating safer environment for girls and boys with a long-term impact on culture and norms in these schools.

ANNEX 1

RESULTS AND RESOURCES FRAMEWORK



ANNEX 2

CHART 1. Changes in girls' perception on gender-based violence against girls in school environment (comparison of the baseline survey and endline survey)

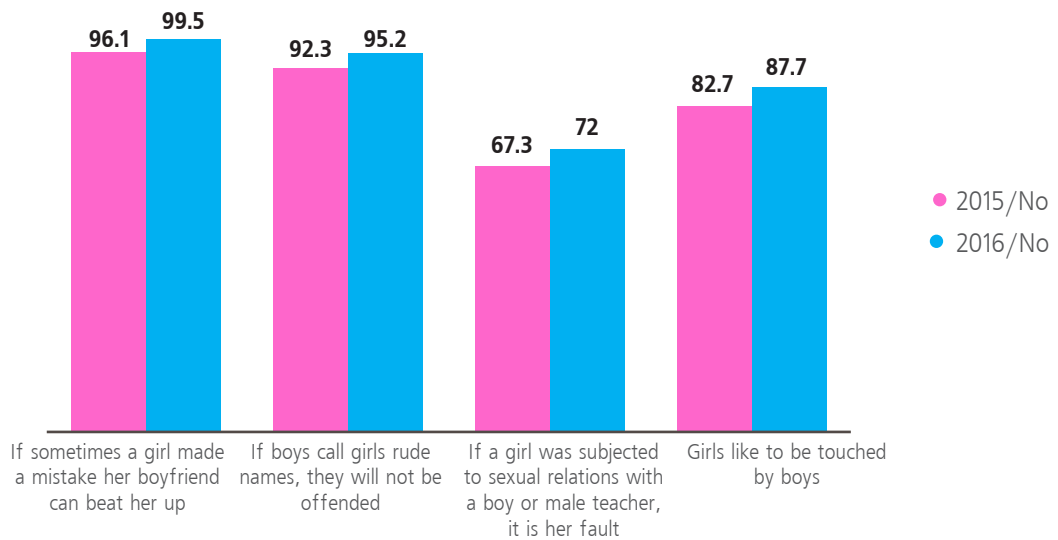


CHART 2. Changes in boys' perception on gender-based violence against girls in school environment (comparison of the baseline survey and endline survey)

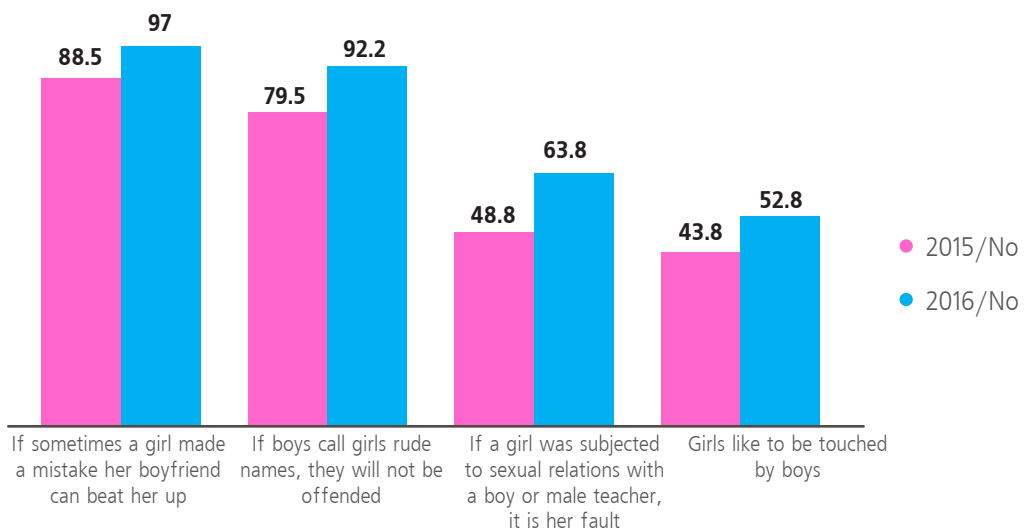


TABLE 1. Changes in the perception of girls and boys of gender stereotypes (comparison of the results of the baseline survey in 2015 and endline survey in 2016)

Statements	Girls /"Yes" /2015	Girls /"Yes" /2016	Boys /"Yes" /2015	Boys /"Yes" /2016	Girls Changes	Boys Changes
Boys can have many girlfriends, but girls are not allowed to have many boy friends	11.5	8.8	15.8	5.7	2.7	10.1
Even if both employed full-time, it is the woman's responsibility to take care of household chores	35.6	17.5	28.9	13.5	18.1	15.4
Husband must provide	25	12.7	36.1	22.0	12,3	14.1
Real men don't cry	21.2	8.0	21.3	12.1	13.2	9.2
Even if the woman doesn't agree, she has to follow her husband's opinion	8.7	4.0	25.4	10.6	4.7	14.8

TABLE 2. Changes in the attitude of girls and boys about seeking help and about sources of help (comparison of the results of the baseline survey in 2015 and endline survey in 2016)

Nº	Source of help	Girls /"Yes" /2015	Girls /"Yes" /2016	Boys /"Yes" /2015	Boys /"Yes" /2016
1	Parents and siblings	90,40	94.4	70,90	78,6
2	Police	51,00	58.4	59,80	60.7
3	Family doctor, other doctors	33,70	36.0	24,80	35.0
4	Department of Family and Children	33,70	48.8	45,30	18.6
5	Friend	29,80	37.6	34,20	37.9
6	Teacher	31,70	51.2	33,30	47.1
7	School administration	9,60	35.2	30,80	40.7
8	School social worker	26,90	47.2	26,50	46.4
9	Department of Education	2,90	8.0	9,40	5.7
10	School doctor	8,70	14.4	10,30	10.0
11	I don't know	8,70	4.8	6,80	5.0
12	No one	4,80	4.0	5,10	1.4
13	It's better to transfer to another school	3,80	4.0	5,10	10.7
14	Governor	0,00	4.8	4,30	1.4
15	Other	1,90	3.6	1,70	6.4

ANNEX 3

CHART 1. Sources of information on GBV (for teachers)

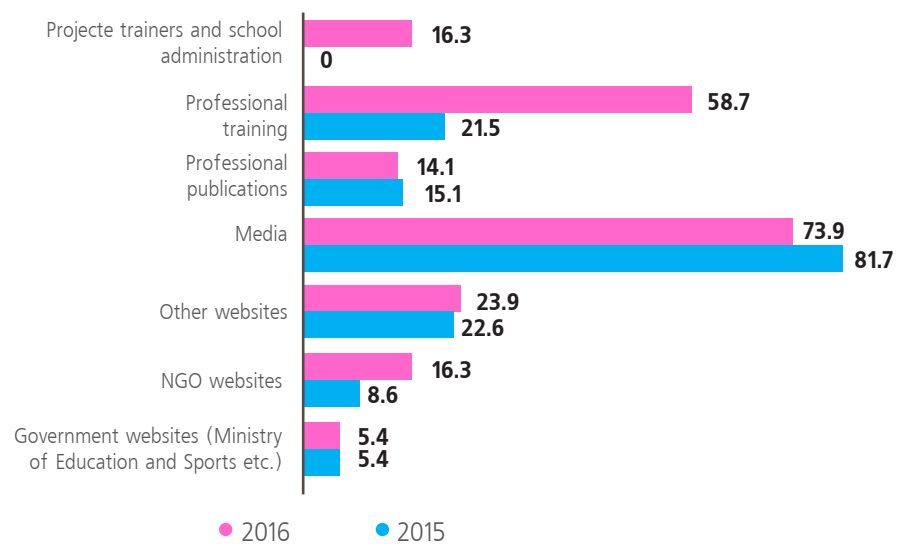


TABLE 1. Beneficiaries identified by the teachers and women activists

Direct beneficiaries	Indirect beneficiaries	Impact
<ul style="list-style-type: none"> • High-school students • Trainers • High-school teachers • Local WNGOs 	<ul style="list-style-type: none"> • Elementary and middle-school students • Parents • Local education organizations 	<ul style="list-style-type: none"> • Other schools • Local communities

TABLE 2. Changes in the attitude of teachers about sources of help for students who experienced GBV (comparison of the results of the baseline survey in 2015 and endline survey in 2016)

Nº	Source of help	Teachers /2015	Teachers /2016
1	Parents and siblings	Teachers	53.3
2	Police	19.4	33.3
3	Family doctor, other doctors	16.1	20.0
4	Department of Family and Children	23.7	18.9
5	Friend	36.6	20.0
6	Teacher	65.6	81.1
7	School administration	18.3	37.8
8	School social worker	71.0	73.3
9	Department of Education	3.2	8.9
10	School doctor	23.7	45.6
11	I don't know	5.4	0
12	No one	5.4	1.1
13	It's better to transfer to another school	7.5	0
14	Governor	0	5.6
15	Other	1.1	0