SOCIAL CITIZENSHIP EDUCATION (SCE) PROGRAMMES IN SCHOOLS

What works to promote human rights and prevent violence against women and girls
Violence against women, gender inequality, and other social issues.

The education system is one of the key settings for building the younger generation’s capacity and promoting human rights. With over 14,688 primary schools, 1,065 secondary schools, 2.9 million students and 81,800 teachers across the Pacific region, the education system provides near-universal reach to children and young people in their formative years. Alongside comprehensive social change interventions across other settings, evidence-based education programmes can help drive the generational change needed to promote human rights, promote gender equality and prevent violence against women and girls across the Pacific region.

The Pacific region has some of the highest rates of violence against women in the world, with national prevalence studies showing high proportions of women in the region experiencing violence from an intimate partner well above the global average prevalence rate of 30% (Figure 1). While there are many factors which contribute to these high rates of violence against women, the global and regional evidence identifies gender inequality as the leading root cause of VAWG.
Social Citizenship Education  

International evidence shows that the impacts of school-based programmes – if implemented correctly – can have profound impacts when it comes to promoting attitudes, norms and behaviours which are gender-equal and non-violent. Social Citizenship Education (SCE) programmes are currently being implemented in schools across the Pacific region, with the aim of enhancing formal in-school and informal education on human rights, gender equality, and preventing violence against women and girls through the integration of these topics in the school curriculum and the application of a whole-of-school approach.

Social Citizenship Education emphasises the social rights and obligations necessary for individuals to be part of a community where everyone enjoys equal opportunities, benefits, and status. Social citizenship refers to active, informed, and responsible citizens who:

- understand and appreciate their human rights and responsibilities,
- celebrate diversity,
- practice gender equality, non-discrimination, and inclusion,
- speak out against and stand up against violence,
- are concerned about the welfare of others, and
- are willing to contribute to the development of the country.

Social Citizenship Education seeks to build these aforementioned skills, attitudes, and knowledge in students, integrating SCE into core subjects (such as Social Science and Geography) as opposed to merely creating supplementary curriculum resources. Extending beyond the school curricula, the SCE programme in schools comprises a holistic package of support activities, including:

1. Mapping, scoping and sequencing curriculum.
2. Developing teaching and learning resources.
3. Training teachers and providing on-going mentoring support following teacher training.
4. Piloting the programme in schools selected by the Ministries of Education.
5. Engaging in community outreach to build understanding and support for SCE teaching in schools.
7. Developing a SCE Policy Handbook for Schools that schools can contextualise for their use.

The programme is also supported by a robust monitoring, evaluation and learning framework, which includes a baseline and end line to capture changes in knowledge, attitudes and practice in the pilot schools.
Critically, when implemented in the Pacific region, SCE is based on Pacific values using cultural stories, folklore, legends indigenous to the Pacific region as a starting point for conversations and messages about human rights, gender equality and ending violence against women and girls. In this way, SCE is rooted in the country’s context, cultural and religious values (Figure 2).

Far from being ‘foreign’ values imported from outside and imposed on Pacific communities, SCE focuses on the following values, ideas and practices which are a key part of the Pacific islands’ cultures and contexts:

- Rights always come with responsibilities – Rights should be enjoyed so long as doing so does not violate the rights of another person;
- Ending violence against women and girls – Pacific concepts, proverbs, myths, legends, and folklore speak of the love and protection offered to the women and girls in our societies;
- Promoting equality and social inclusion – Pacific cultures underscore the importance of respect for the diversity of people within our Pacific Island countries, especially the vulnerable or marginalised groups in our society;
- Democratic values and good governance – Pacific myths, legends and folklore often tell of the ways ancestors made decisions based on values of mutual respect, integrity, and fairness; and
- Education should engage students to become socially active and responsible citizens – Pacific myths and folklore speak of how communities come together in times of crisis or uncertainty to brainstorm and implement solutions that benefit the community as a whole and that everyone’s needs are considered.

The SCE programme implemented by the Pacific Community (SPC) adopts a contextualised, participatory, and country-driven approach.

The programme is responsive to country needs and all training and resource material development is tailored to the context. Ministries of Education in the Pacific are key drivers of this process, as they are best placed to determine what suits their country context and education systems to deliver SCE. A key strength of the SCE Programme in the Pacific is its focus on participatory and interactive delivery styles for training and student activities. Teachers are supported, through training and ongoing mentorship, to both understand the teaching content as well as utilise learner-centred and activity-based learning methods. This approach nurtures respectful constructive dialogue and critical thinking rooted in teachers’ and children’s own experiences and knowledge.
To maximise and prolong positive impacts, the SCE programme takes a whole-of-school approach, ensuring that the intervention goes beyond classroom teachings and reaches into all facets of school life. In contrast to one-off initiatives or mere curriculum delivery, a whole-of-school approach, which exposes students to key messages across the curriculum and in different areas of the school and community, will more likely result in sustained changes in attitudes, norms, and behaviours.

As Figure 3 above shows, the whole of school approach to SCE comprises four key strategies which focus on: (1) SCE curriculum, learning and training, (2) engaging students, staff, and the wider community in the process of cultural change, (3) improving school policies, decision-making processes, and (4) fostering a positive school environment.
SCE activities implemented across Pacific island countries

IN PARTNERSHIP WITH THE MINISTRIES OF EDUCATION, THE SCE PROGRAMME:

• Scopes school curricula for incorporation of teaching of human rights, gender equality, social inclusion and ending violence against women and girls (EVAWG) and develops Teachers Guides;

• Develops SCE policy handbooks that schools can contextualise;

• Develops grade-specific illustrated readers based on the legends discovered during the cultural mapping;

• Provides capacity development and training for school leaders and teachers and school staff on SCE, social inclusion, inclusive classrooms, traditional rights, and human rights, and how to address classroom bullying, stereotypes and disruptive behaviour through teaching strategies.

• Provides mentoring of teachers through post-training lessons application and assessment of SCE training delivery.

• Develops and distributes Knowledge Products as extra teaching resources such as the Pacific Anthology of Poetry and the Tuvaluan Positive Behaviour Management video and handbook.

IN THE INFORMAL EDUCATION SECTOR:

• Capacities of young people are built through training and mentoring to advocate on issues of human rights, to deliver community awareness around issues of human rights, gender equality, social inclusion and EVAWG;

• SCE School Clubs are supported with their extra-curricular activities; and

• Community leaders especially youth leaders are provided training to be able to advocate for human rights, gender equality, EVAWG and social inclusion.

EMERGING EVIDENCE on Social Citizenship Education programmes

Having commenced in 2018, the SCE programme is still evolving in its implementation across the countries. However, there are some promising signs that the SCE programme has positive effects on students and school staff’s knowledge and attitudes.

HIGH LEVELS OF SUPPORT FOR THE SCE PROGRAMME

Despite some common and misinformed perceptions that the principles of human rights and gender equality are ‘foreign’ concepts which challenge traditional, Pacific values, the SCE Programme baseline data showed strong local support from key stakeholders for teaching SCE in Kiribati, RMI, and Tuvalu.

• In Kiribati, 100% of school leaders and teachers and 98% of community members surveyed indicated their support for the SCE programme in schools.

• Similarly, in RMI, 100% of community members and 100% of school leaders surveyed supported the teaching of SCE in schools.

• In Tuvalu, 80% of people surveyed agreed that children should learn in the schools how to interact with, include and treat fairly persons with disabilities.

These results are positive starting points. The likelihood of the SCE programme outcomes being achieved is increased if school leaders, teachers, and community members support the programme.
TRAINING SESSIONS HAVE IMPROVED KNOWLEDGE, ATTITUDES, AND SKILLS.

Following training to equip schools with the capacity to deliver on the new curricula and SCE, inservice teachers in Kiribati, Tuvalu, and Vanuatu now have increased knowledge on inclusive classrooms, human rights, and social inclusion. The course introduced active teachers to SCE and gave them practical skills to address bullying, stereotypes, and disruptive behaviours.

The following quotes were drawn from teachers’ post-training evaluation forms:

““Our culture is a coincident to what we’ve just learnt. I think this time, it will be easy for us to convey all these [concepts] to educate these children beyond their boundaries.”

“I would like to say that with these 3 days of training in human rights, it [has] helped me a lot [to understand] our rights as humans [and] our responsibilities [and] what to do when we meet violence. [Now] I am sure with my children that if we might come across violence at home, school, workplace, or community, we know where to seek help.”

““As a young student who has just [started] teaching, I am really grateful for this training workshop […] the team [should] do this training with grassroots to enable them to be more responsible citizens.”

Monitoring and evaluation of the training also showed significant improvements in training participants’ knowledge, attitude, and competency on SCE (Table 2).

Early signs of changes indicate promise for the SCE programme goals. With continued collaboration between SPC and local partners and ongoing investment from development partners and funders, it is hoped that the SCE programmes will lead to wide-reaching and long-lasting positive transformation to attitudes, norms and behaviours of students, school staff, and the wider community around human rights, gender equality and EVAWG. These transformations will ensure that future generations in the Pacific region understand and appreciate their human rights and responsibilities, celebrate diversity and belonging, practice gender equality, non-discrimination, and non-violence, are concerned about the welfare of others, and actively contribute to the development of the region.

### TABLE 2: IMPROVEMENTS IN TRAINING PARTICIPANTS’ KNOWLEDGE, ATTITUDE, AND COMPETENCY ON SCE.

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Teachers and School Leaders Trained</th>
<th>% of People Reaching Adequate Knowledge on SCE</th>
<th>% of People Reaching Adequate Attitude on SCE</th>
<th>% of People Reaching Overall Competency on SCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiribati</td>
<td>924 (72% Women)</td>
<td>91%</td>
<td>69%</td>
<td>77%</td>
</tr>
<tr>
<td>Republic of the Marshall Islands (RMI)</td>
<td>25 (66% Women)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Tuvalu</td>
<td>74 (77% Women)</td>
<td>90%</td>
<td>49%</td>
<td>70%</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>213 (72% Women)</td>
<td>90%</td>
<td>64%</td>
<td>76%</td>
</tr>
<tr>
<td>Total</td>
<td>1,236 (72% Women)</td>
<td>90% (Average)</td>
<td>61% (Average)</td>
<td>74% (Average)</td>
</tr>
</tbody>
</table>

These statistics are from the SPC HRSD M&E as at December 2020.
KEY RECOMMENDATIONS

1. **Provide greater and sustained investment in SCE in the region** – With the long-term goal of generational social change, SCE requires longer-term thinking and investment by the region’s Ministries of Education, development and donor partners.

2. **Staged and evidence-informed roll-out of the SCE programme across the Pacific to be informed by rigorous monitoring and evaluation** – Between 2021 and 2023, continue implementing the national roll-out of SCE in the current four project countries (Kiribati, RMI, Tuvalu and Vanuatu). In the subsequent three-to-six year period (2024-2027), fund and roll-out SCE across three more Pacific Island Countries. All stages of the roll-out will be informed by lessons learned from rigorous monitoring and evaluation.

3. **Continue building the evidence base around SCE to inform programming in the short, medium, and long term** – The evidence around the efficacy of school-based interventions in the Pacific is still emerging. Further research - particularly longitudinal studies - and monitoring and evaluation (both process and impact evaluations) are needed to build the evidence around ‘what works’ around SCE and, more broadly, school-based interventions for social change.

Other Resources

**Rising Tide. A collection of Pacific poems about human rights and social justice.**


Available online at: [https://hrsd.spc.int/sites/default/files/2021-07/Rising%20Tide_Poetry%20Anthology.pdf](https://hrsd.spc.int/sites/default/files/2021-07/Rising%20Tide_Poetry%20Anthology.pdf)

**Taf Tumas! Different Journeys, One People.**


Available online at: [https://hrsd.spc.int/sites/default/files/2021-07/Taf%20Tumas%20Different%20Journeys%20One%20People.pdf](https://hrsd.spc.int/sites/default/files/2021-07/Taf%20Tumas%20Different%20Journeys%20One%20People.pdf)

**Global citizenship education: preparing learners for the challenges of the 21st century.**


Available online at: [https://unesdoc.unesco.org/ark:/48223/pf000027729](https://unesdoc.unesco.org/ark:/48223/pf000027729)

**Leading Learning Instruction Leadership Programme LLLS – Developing Rights and Responsibilities in Classrooms.**

SPC, 2019.

**Acknowledgements**

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