

SOCIAL

CITIZENSHIP

EDUCATION (SCE)

PROGRAMMES

IN SCHOOLS

What works to
promote human rights
and prevent violence
against women and girls



INTRODUCTION

UNPACKING

THE PROBLEM:

Violence against women, gender inequality, and other social issues.

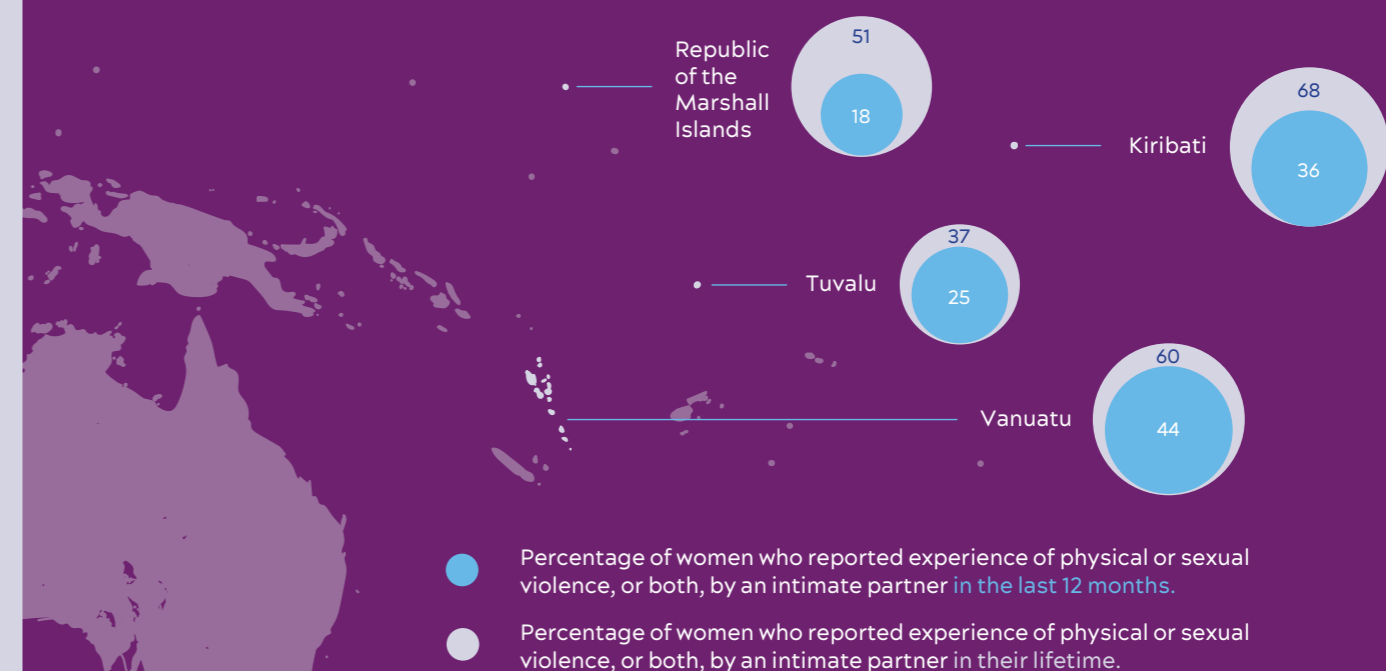
Communities in the Pacific region have long demonstrated remarkable resilience and strength in the face of change and adversities. Today, the region faces multiple and intersecting challenges, including the ever-increasing dangers of climate change, unacceptably high levels of violence against women and girls, and high rates of teen suicides.

Equipping the younger generations of Pacific Islanders with the capacity to make good, considered decisions, work collaboratively and peacefully, and to think critically and creatively is necessary to ensure Pacific countries' sustainable future.

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 AND GIRLS IN THE WORLD

FIGURE 1: PREVALENCE OF INTIMATE PARTNER VIOLENCE IN KIRIBATI, RMI, TUVALU AND VANUATU.



Source: Henrica A.F.M. Jansen. 2016. 'KNOWVAWdata Regional Snapshot: Women Who Experience Intimate Partner Violence, 2000-2016, UNFPA Asia and the Pacific Region'. Bangkok.

VIOLENCE AGAINST WOMEN AND GIRLS AND GENDER EQUALITY

Violence against women and girls (VAWG) is a central barrier to gender equality and a widespread violation of human rights across the globe. Violence against women and girls takes many different forms in the Pacific, including, but not limited to intimate partner violence, non-partner sexual assault, sexual exploitation, and human trafficking.¹

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.²

CHANGING SOCIAL NORMS THROUGH EDUCATION

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.³ 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 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.
6. Assessing for learning and refinement.
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.

INSPIRED BY

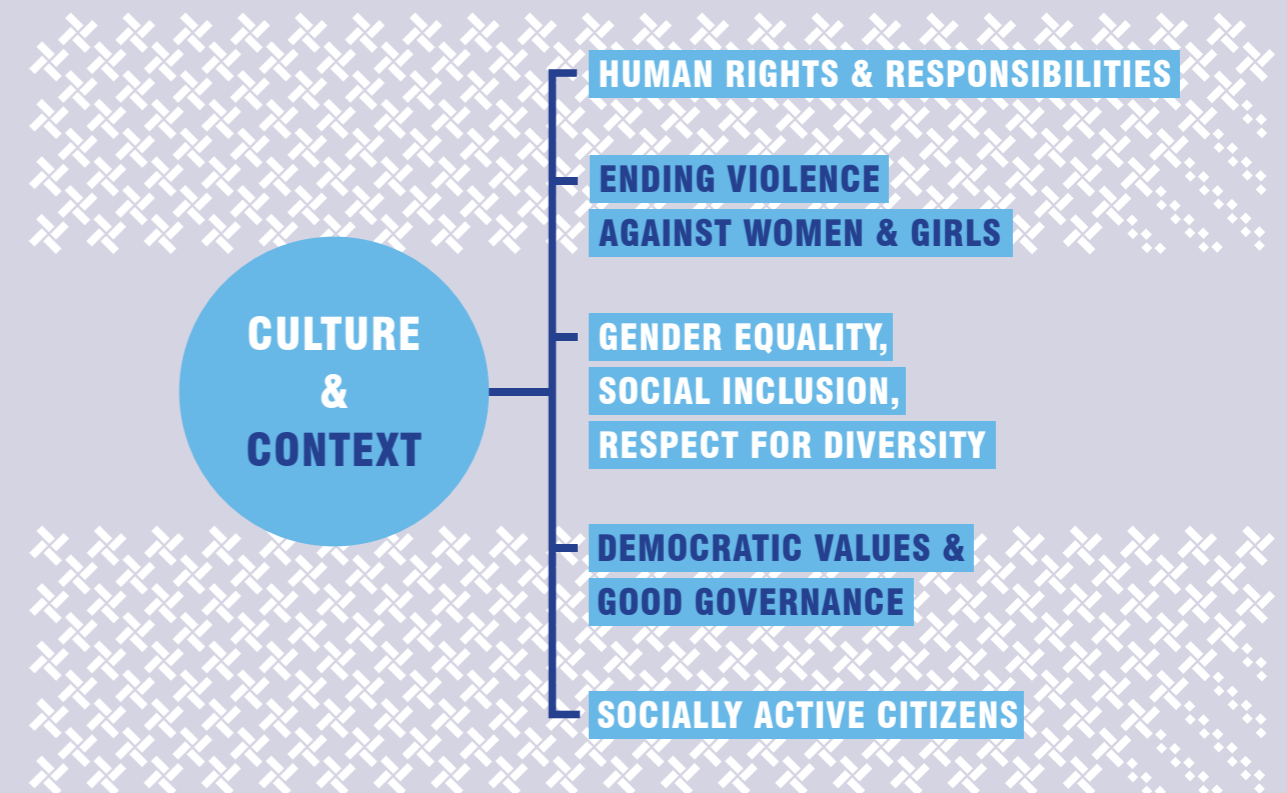
INDIGENOUS PACIFIC VALUES

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.

FIGURE 2: SOCIAL CITIZENSHIP EDUCATION IS BASED ON INDIGENOUS PACIFIC VALUES



A COUNTRY-DRIVEN AND PARTICIPATORY APPROACH

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.

TAKING A

'WHOLE-OF-SCHOOL APPROACH'

FIGURE 3: THE WHOLE-OF SCHOOL APPROACH: 4 KEY STRATEGIES

WHOLE-OF-SCHOOL APPROACH: 4 KEY STRATEGIES

1. CURRICULUM, LEARNING & TRAINING

School policies, and decision-making.

2. RELATIONSHIPS

Community participation, student participation, and school-led community outreach.

3. GOVERNANCE

4. SCHOOL ENVIRONMENT

Extra-curricular activities, and school culture.

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.





SOCIAL CITIZENSHIP EDUCATION

PROGRAMME IN THE PACIFIC

The SCE Programme is being implemented by the Pacific Community (SPC) in 152 schools across four Pacific Island countries: Kiribati, the Republic of the Marshall Islands (RMI), Tuvalu, and Vanuatu (Table 1). The SCE programme is a component of the Pacific Partnership to End Violence Against Women and Girls (Pacific Partnership) programme which brings together governments, civil society organisations, communities and other partners to promote gender

equality, prevent violence against women and girls. The programme also aims to increase access to quality response services for survivors. The Pacific Partnership is funded primarily by the European Union, with the Governments of Australia and New Zealand, and UN Women, and is led by the Pacific Community (SPC), UN Women and the Pacific Islands Forum Secretariat. The SCE programme is funded by the European Union and led by SPC.

TABLE 1: SOCIAL CITIZENSHIP EDUCATION PROGRAMMES IN SCHOOLS

 KIRIBATI	Key partners: Ministry of Education Kiribati Education Improvement Program (KEIP)	133 SCHOOLS	31,093 STUDENTS	1,481 STAFF AND TEACHERS
 TUVALU	Key partners: Ministry of Education, Youth and Sports.	4 SCHOOLS	864 STUDENTS	98 STAFF AND TEACHERS
 REPUBLIC OF THE MARSHALL ISLANDS (RMI)	Key partners: RMI Public School System	9 SCHOOLS	2,468 STUDENTS	199 STAFF AND TEACHERS
 VANUATU	Key partners: Ministry of Education and Training	6 SCHOOLS	5,608 STUDENTS	195 STAFF AND TEACHERS
ACROSS THE PACIFIC REGION		152 SCHOOLS	40,033 STUDENTS	1,973 STAFF AND TEACHERS

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:

“This training is resourceful and realistic to Vanuatu concept of living. Well conveyed.”

“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).

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

COUNTRY	NUMBER OF TEACHERS AND SCHOOL LEADERS TRAINED	% OF PEOPLE REACHING ADEQUATE KNOWLEDGE ON SCE	% OF PEOPLE REACHING ADEQUATE ATTITUDE ON SCE	% OF PEOPLE REACHING OVERALL COMPETENCY ON SCE
KIRIBATI	924 (72% WOMEN)	91%	69%	77%
REPUBLIC OF THE MARSHALL ISLANDS (RMI)	25 (68% WOMEN)	-	-	-
TUVALU	74 (77% WOMEN)	90%	49%	70%
VANUATU	213 (72% WOMEN)	90%	64%	76%
TOTAL	1,236 (72% WOMEN)	90% (AVERAGE)	61% (AVERAGE)	74% (AVERAGE)

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

CONCLUSION

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.

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.

SPC, 2020.

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

Taf Tumas! Different Journeys, One People.

SPC, 2020.

Available online at: <https://hrsd.spc.int/sites/default/files/2021-07/Taf%20Tumas%21%20Different%20journeys%2C%20one%20people.pdf>

Leading Learning Instruction Leadership Programme LLL5 – Developing Rights and Responsibilities in Classrooms.

SPC, 2019.

Available online at: <https://hrsd.spc.int/sites/default/files/2021-07/LLL5-Developing%20Rights%20and%20Responsibilities%20in%20Classrooms.pdf>

Vanuatu Social Citizenship Teacher’s Guide Years 1-6 and 7-10.

SPC, 2018.

Available online at: <https://hrsd.spc.int/node/817>

Global citizenship education: preparing learners for the challenges of the 21st century. UNESCO, 2014.

Available online at: <https://unesdoc.unesco.org/ark:/48223/pf0000227729>

VIDEOS:

RRRT Social Citizenship Education Programme
<https://hrsd.spc.int/node/531>

Jimwe im Maron Ko Am_Your Human Rights
<https://hrsd.spc.int/node/519>

Tuvalu Child Protection Laws and Policies
<https://hrsd.spc.int/node/849> (English)
<https://hrsd.spc.int/node/851> (Tuvaluan)

Tuvalu Positive Approaches to Behaviour Management

<https://hrsd.spc.int/node/850> (English)
<https://hrsd.spc.int/node/852> (Tuvaluan)

Cultural mapping for social inclusion in Oceania
<https://hrsd.spc.int/node/669>

For more publications on social citizenship education by SPC, visit:
<https://hrsd.spc.int/node/554>

Contact: HRSDComms@spc.int, for more information.

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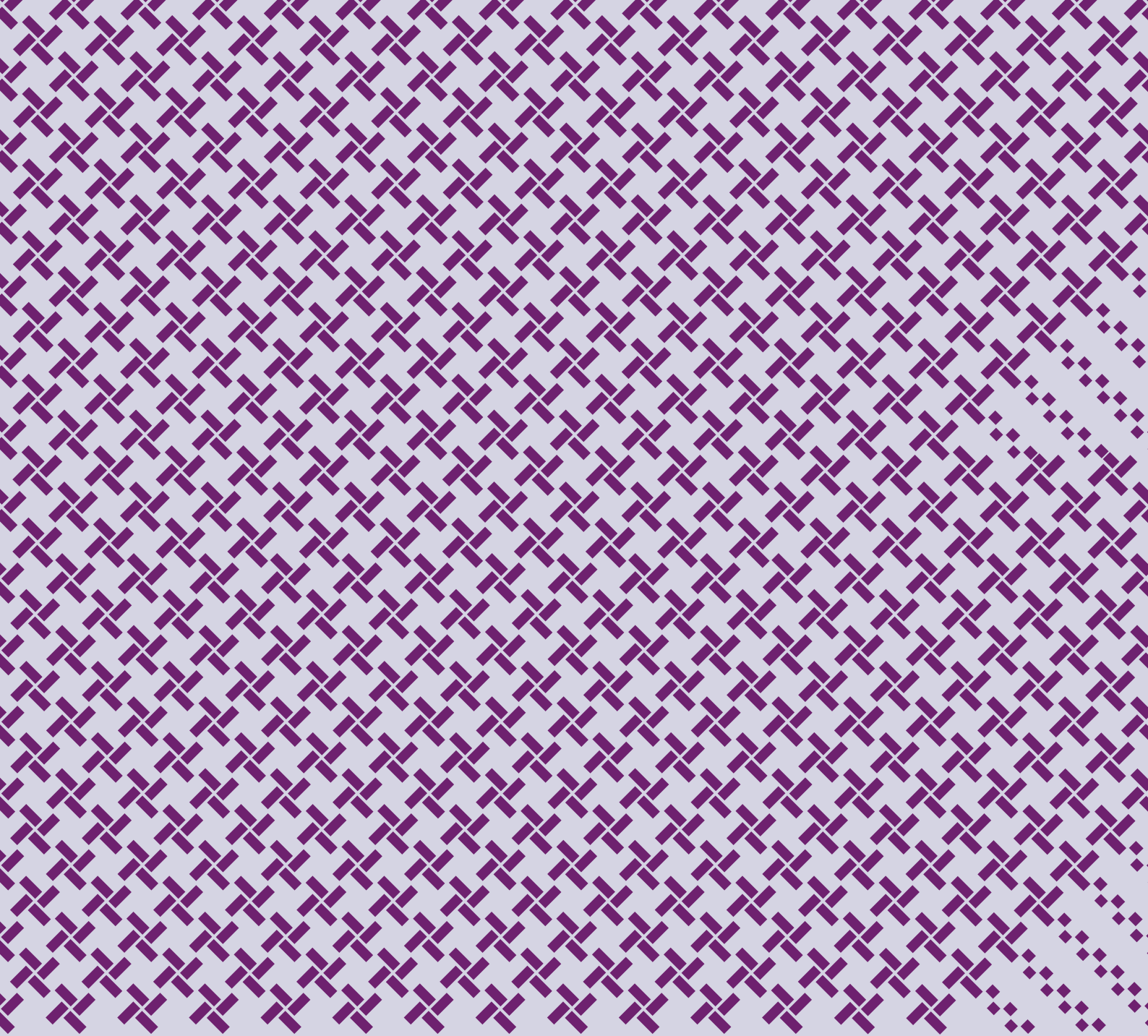
The Pacific Community’s (SPC)’s Social Citizenship Education programme, as part of the Pacific Partnership to End Violence Against Women and Girls (Pacific Partnership), equips school students and communities to understand and apply human rights and responsibilities, gender equality, inclusion and non-violence.

The Pacific Partnership brings together governments, civil society organisations, communities and other partners to promote gender equality, prevent violence against women and girls (VAWG), and increase access to quality response services for survivors. It is funded primarily by the European Union, and the Governments of Australia and New Zealand, and UN Women, and is led by the Pacific Community (SPC), UN Women and the Pacific Islands Forum Secretariat. The SCE programme is funded by the European Union and led by SPC.

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The brand imagery being used for Pacific Partnership is inspired by empowering female-specific tattoo motifs used in the Pacific.

DISCLAIMER: This publication has been produced with the financial support of the European Union and the Governments of Australia and New Zealand, and UN Women. Its contents are informed by the Pacific Community (SPC) and can in no way be taken to reflect the views of the European Union, Australian Government, New Zealand Government, and UN Women or any associated organisation.



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