Nazareth Centre for Rehabilitation

SCHOOL BASED PROGRAM

Project ‘From Gender Based Violence to Gender Justice and Healing’
Autonomous Region of Bougainville

Nazareth Centre for Rehabilitation (NCfR)

International Women’s Development Agency

This Project is part of the Papua New Guinea - Australia Partnership

#PNGAusPartnership
Project Theory of Change & Strategies

Men’s violence against women is reduced in the Autonomous Region of Bougainville.

Goal

Outcomes

- Crisis services and response: 4 Safe Houses (Arawa, Buin, Chabai, Buka)
- Strengthening referral pathways and network
- Capacity building for trauma counsellors
- Women Human Rights Defenders & Male Advocates (MAs) capacity
- WHRDs and MAs lead initiatives at community level to address FSV

- Male Advocacy Program & Men’s Hub
- Counselling for perpetrators of FSV
- Male Advocates and working with men
- **School Based Program pilot**
- Action learning approach
- NCfR increased organisational sustainability to implement high quality programs and services

Bougainville Women’s Human Rights Defenders (WHRDs) are leading responses to and preventing family and sexual violence through working with government and communities.

Men and women are preventing family and sexual violence at community level by promoting shared power and decision making between women and men.
Approach and where SBP fits in the project model

**Individual**
NCfR aims to engage men and boys in attitude and social behaviour change programs to reduce violence and build non-violent communities. This includes engaging a core group of male advocates to model non-violent approaches and promote gender equality. Counselling and rehabilitation is also provided to men who have perpetrated violence.
Peer
The core group of male advocates work on creating an alternative peer culture that is non-violent and that promotes gender equality. This core group is drawn from multiple locations in Bougainville and provides support to one another as they reflect on and change their behaviour and challenge the behaviour of others. In 2016, NCfR designed and in 2017 piloted its School Based Program in eleven local schools. The male advocates and peer educators work with students (boys and girls, young men and women) and teachers to change attitudes and behaviour to promote non-violence, knowledge on SRHR, as well as with broader communities and families of students.
Community Interventions extend beyond individual men’s behaviour changes to “transform larger social norms around masculinities and promote non-violent ways to be men”. Trained male advocates are working together with Women Human Rights Defenders to implement programs to promote non-violence in communities. In November 2015, NCfR opened a Men’s Hub to coordinate work of the Male Advocacy Program that complements efforts of the WHRDs program. Men’s Hub, through its Male Advocacy Program, is reaching to local communities through community conversations, group dialogues, and awareness raising.
NCfR School Based Program – How it started

Through the project design processes, including analysis of findings and reflections from previous NCfR work, as well as during project implementation and working with WHRDs, male advocates and local communities the following was identified:

- There is a large population of youth in Bougainville which if not educated as a result of Bougainville conflict and post conflict development issues
- A large gap in the education system exists in the relation to teaching respectful relationships, gender equality, knowledge about sexual and reproductive health and rights
- Many youth and young adults were ignorant of their body and most had received limited sexual reproductive health education or information. As a result youth tend to rely on each other for information.
- Youth sexual experiences, peer pressure, drugs and alcohol, violence in families and community, fuelled by stories, media and pornography created an environment of behavioural freedoms without consideration of the consequences of such behaviours.
NCfR School Based Program – How it started

At the end of 2015, NCfR team decided to develop a school based program as a prevention strategy for behaviour change towards respectful relationships that is:

- Locally developed and tailored for Bougainville context
- Engaging peer educators
- Includes focus on gender equality, respectful relationships, and sexual and reproductive health (SRH) components.
  - Addresses misinformation and myths around SRH issues specifically impacting youth, which would contribute to reducing incidents of unplanned pregnancy and sexually transmitted infections (STI’s), which would educate about the risks around irresponsible SRH behaviours.
- Contributes to building responsible, respectful, non-violent youth population that will be responsible for future of Bougainville.
NCfR School Based Program – How it started

- During January - March 2016, NCfR engaged a consultant (VSA volunteer (NZ) - Jan Lewis, a registered nurse with long experience in development and Bougainville) to support with the design and start-up stage of this work.

- NCfR and the Men’s Hub organised a number of start-up activities for 52 people (28 women and 24 men) in order to develop the School Based Program and train a pool of peer educators:
  - Design workshop
  - SBP content development workshop
  - Training of Trainers workshop
  - Training of peer educators
  - Developing required documentation and modules
  - Working with local schools (started in the North) – introduction, meetings with teachers and key decision makers
NCfR School Based Program – How it started

- Started the SBP pilot during mid/late 2016:
  - 2 locations, focused on North and Central Bougainville
  - 6 schools in North Bougainville
  - 5 schools in Central Bougainville

A Siara school classroom
NCfR School Based Program – Focus

- **Purpose**: Changing the mindset of the youth (young women and young men) through peer education that would lead to behaviour change towards respectful relationships and responsible SRH practices

- **Target group**: young women/ girls and young men/ boys

  In Bougainville the age considered youth (mangi man / mangi meri) can generally be described as anywhere between 13 and 35 years.

  **Youth age group range is 13 – 25/35:**
  - 13 to 25/35 years in community;
  - 13 – 20 primary school;
  - 13 – 23 high school.
**Module 1: Who am I?**
1. Who am I?
2. Myself and my sexuality
3. My rights and responsibilities
4. My peers and I
5. Relationship with peers
6. Gender relations
7. Building healthy gender relations
8. Healing gender justice in our schools

**Module 2: Sexual and Reproductive Health**
1. Wellness
2. Puberty and anatomy
3. Am I ready for sex?
4. Safe sex
5. Sexual and Reproductive Health
6. Family planning
7. Community issues

**Module 3: Leadership**
1. Leadership and who are our leaders?
2. Leadership styles
3. Leadership Qualities
4. Gender and Leadership
5. Communication
For success of the program it is important to also educate teachers and parents to create supportive environment and also to address their misconceptions and myths, as well as educate them on positive parenting and child rights.

- NCfR tried to target the same communities through work of WHRDs and Male Advocates (other project programs)
- Informed consent from parents was collected prior the program
- The program was tailored to student groups to include age appropriate information, not all units of modules were delivered to all students

Information covered in the module on Sexual and Reproductive Health is considered as a taboo topic in communities. Some parents had a tough time consenting for their children attending peer education.
NCfR team started pilot through talking to local communities and schools to gain their interest and support for the program.

Official introduction of the SBP to the Bougainville Education Department was done after 6 months of pilot implementation, as NCfR team wanted to gain feedback from schools and students on the program and its outcomes.

- A lesson learnt – we should have done it right from the start, to ensure all key stakeholders are on the same page and aware of this work.
- After introduction, the program received good support from the Department and many more schools expressed interest in SBP
ISSP – Reflections, lessons and challenges

- As it was a pilot, at the start we didn’t know what it would look like and when the project was designed, there was not enough budget allocated to this work, so we had to be creative, work through volunteers and experienced some logistical challenges.
  - In particular, interest from schools was much greater than the capacity of the team to deliver the program and meet all requests, thus we had to limit a number of target schools.
  - Some schools were not happy that NCfR team could not include them into the pilot.
- Some more work needs to be done to improve communications and networking with other organisations delivering programs in the same areas to ensure effective planning and coverage of target areas.
SBP Outcomes – in numbers

- During 2016 – 2017 pilot School Based Program was delivered by 9 active peer educators (3 young women and 6 young men). SPB was delivered to 11 local schools in North and Central Bougainville and reached 925 students (5 young women (over 18), 10 young men (over 18), 481 girls, 427 boys, 2 boys with disabilities). 52% of young women/girls and 48% young men/boys.

- Side events organised for students alongside of SBP:
  - November 2017: a 3-day Film Festival for 6 primary schools from Selau constituency. 120 students (67 girls and 53 boys) from grades 7 and 8 participated (with presence of parents).
  - November 2017: SBP supported the Catholic Diocese Youth Convention for Sotakap youth (Buin, South Bougainville). 49 youth participated (22 young women, 27 young men).
  - January 2018: a Back to School Camp for 60 students (29 girls, 31 boys) with presence of parents.
SBP Outcomes – Changes

- As a result of SBP, some students have shown improvement in their academic performance.
- Students felt open to say that peer pressure was a big issue in school, it has affected their learning, brought so many problems and in return people hated them and they end up labelling them as “wasted youths”.
- Teachers reported that misbehaving students have shown a positive behaviour change in and off school as a result of School Based Program.
- Students are becoming advocates among their peers and families.
- Students are unlearning the bad behaviours.
A teacher at Arawa Primary School whose classes had received training shared this feedback:

“Other teachers are coming to me and asking what are you doing with your class? – the students are better behaved in the school ground.”

She also said: “… the student’s attitude in the class is more respectful; they are not rushing past me to get out and are doing their homework, and are more settled – there is definitely a change in attitude toward one another”.
SBP Outcomes – Changes

- The Bougainville Police Service (Family Sexual Violence Unit) in Arawa has heard about the project and want to join us working in primary schools.

- The developing Rainbow Centre at Koromira would like to be linked to the project.

- Mabiri team said they plan to introduce units from Modules into their Juvenile justice programme.
In June 2016 after designing of the school based programme booklet, the peer educators created a schedule to facilitate peer education in the Selau district schools in North Bougainville. Tongono Primary School was the first school in the Selau district in which the Nazareth Centre for Rehabilitation trialled out its School Based Programme activities.

At first the parents and teachers doubted the programme but that did not stop the Peer Educators from carrying out the activities in the School Based Programme. The activities carried out in the programme influenced change in behaviour of the students. Parents and Teachers had now begun to realise the importance of the school based programme.

The secretary for education received a formal letter from the head teachers when the peer education programme was introduced. The Secretary in turn responded with a positive feedback allowing the School Based Programme to continue. This programme was to target the upper grade classes in the schools being Grades 6, 7 & 8…

Parents, teachers and members of the community commented that there had seen changes in the behaviour of students. The students had improved in their academic performance, male students showed more respect towards girls and young women, students showed more respect towards teachers, behaved better in class, had good school attendance and some even stopped smoking…
Thank you!