SEAMEO CENTRES POLICY RESEARCH NETWORK (CPRN) SUMMIT 2025

Building Bridges to a Sustainable Future: Inclusive Collaboration and Innovation in Education, Science, and Culture

Regional Mapping of Gender-Related Policies and Programmes in Southeast Asia

for preventing and responding school-related gender-based violence (SRGBV), promoting mental health and digital safety skill development

In collaboration with UNICEF EAPRO

Dr Hani Yulindrasari and Chrisant Raisha

HOSTED BY
SEAMEO VOCTECH
Regional Centre, Brunei Darussalam

SUPPORTED BY
MINISTRY OF EDUCATION BRUNEI DARUSSALAM
Southeast Asian Ministers of Education Organisation
CfBT Education Services
german cooperation
Implemented by giz
RECOTwin

IN CONJUNCTION WITH
BRUNEI MYCE 2025

Empowered & Equal Future for Girls Programme in SEA

To improve learning and skills, promote positive gender norms and equality for girls through strengthened gender-transformative approaches in education.

Programme Outcomes:

Outcome 1:
System-level impact:
Advancing gender transformative education policies, curricula and pedagogy

Outcome 2:
School and community level impact:
Empowering the most marginalized girls with 21st century learning and skills

Country-level Outcomes/Activities (Cambodia & Viet Nam) 2023-2026

Informing regional initiatives

Outcome 3:
Regional Exchange:
Policy mapping, capacity building, advocacy and evidence generation through cross-border collaboration on gender transformative education

Policy Mapping Exercise

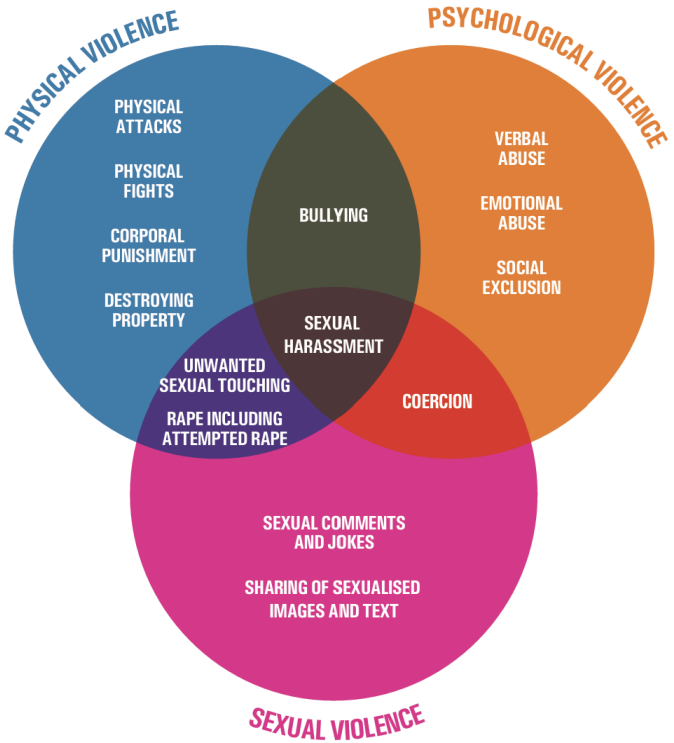
Capacity Building & Testing of Regional Diagnostic Tool

Community of Practice for Gender Transformative Education in SEA

Regional-level Activities (2024- 2026)
Creating an enabling environment for gender transformative education in SE Asia

School-Related Gender-Based Violence (SRGBV)?

An act or threat of sexual, physical, or psychological violence occurring in and around schools. Perpetrated as a result of gender norms and stereotypes. Enforced by unequal power dynamics



Policy Mapping Objectives and Method

To provide a situation analysis on current trends in educational outcomes for girls & boys in SEA

To identify prevalent forms of SRGBV in SEA

To conduct policy mapping:
- analysing existing GBV related policies & programs within the education sector
- identify the implementation challenges

To review existing skills development and mental health programs in SEA schools and its implementation challenges

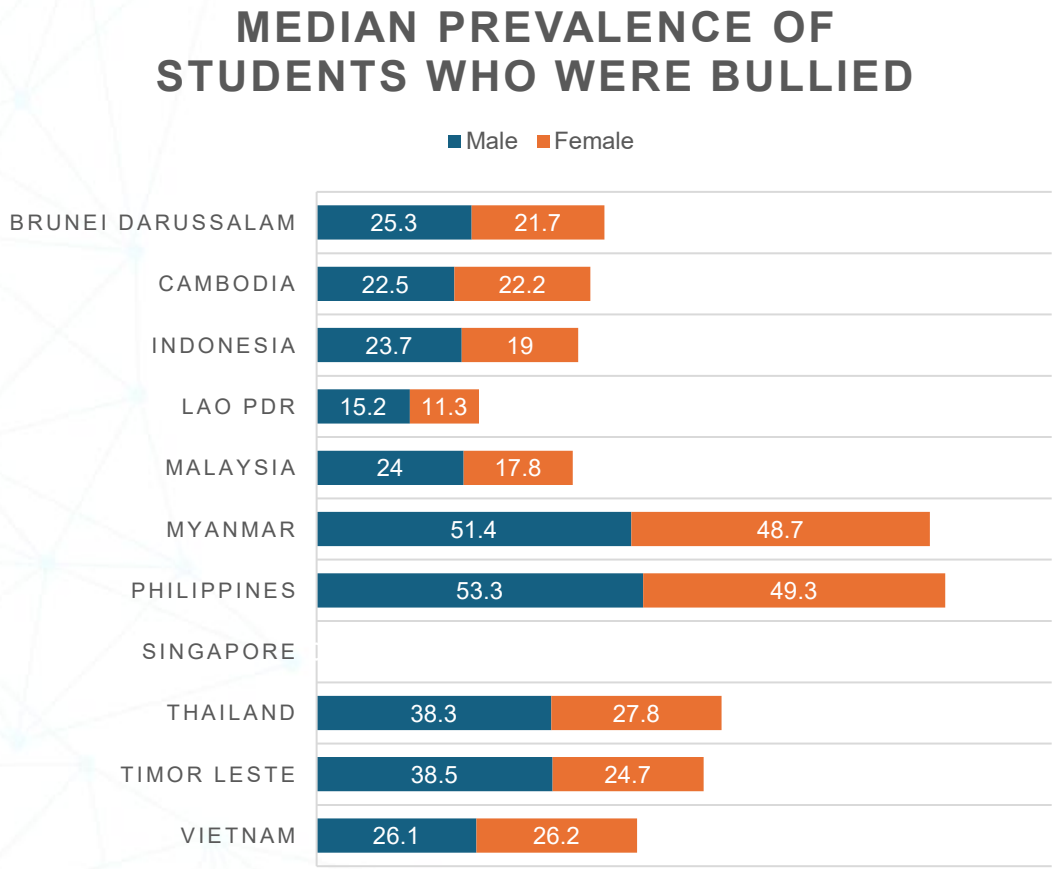
To provide evidence-based recommendations for key stakeholders to strengthen policies and programs that promote GTE in SEA

Step 1	Step 2	Step 3	Step 4
• Identification & collection of literature • Selection of literatures (103 docs)	• Comprehensive reading with guiding question	• Clustering information & reviewing the crosscutting issue	• Mapping the themes

Nov '24	Feb '25
• SEAMEO network • CSOs	• SEAMEO network

MoE	Schools
• 15 responses from 9 countries	• Primary and secondary • 133 responses from 10 countries

SRGBV Data in Southeast Asia



Country	Types of Bullying								
	Physical			Psychological/ Social exclusion			Sexual		
	F	M	Total	F	M	T	F	M	Total
Brunei Darussalam	4	12,1	8,2	7,5	4,8	6,1	8	7,5	7
Cambodia	6,9	-	9,6	14,9	-	12,2	16,6	-	16,1
Indonesia	6,6	16,2	11,7	6,1	5,5	5,8	18,3	24,3	21,5
Lao PDR	-	-	36,3	-	-	3,5	-	-	5,9
Malaysia	8	18,9	14,2	5,7	3,1	4,2	21,1	18,5	21,1
Myanmar	8,2	25	16,2	16,4	7,3	11,9	1,7	3,2	1,7
Philippines	14,9	18,2	16,5	7,8	3	5,5	22,2	26,1	22,2
Singapore	-	-	-	-	-	-	-	-	-
Thailand	17,8	26,2	22,6	5	2,4	3,5	30,6	30,3	31,6
Timor Leste	23,5	32,7	27,9	4,7	3,7	4,4	33,4	29,1	30,6
Vietnam	7,7	22,4	14,5	3	1	2,1	9,7	10,5	10,1

Source: UNESCO. (2019). *Behind the numbers: Ending school violence and bullying.* Paris: UNICEF

Policies to Prevent and Respond SRGBV

SRGBV-related policies are products of crosscutting issues between gender equality, child protection, children's rights, digital rights, and digital safety.

Policy on Gender Mainstreaming in Education	Policy on Child Protection	Safe, Healthy,& Friendly Edcs. Environment Policy
Educational Act	Policy on Anti GBV	Policy on Anti Discrimination
Policy on Cyber Safety/ Security	Policy on Mental Health	Policy on Sexual Misconduct in Education

Sample of policy and programmes findings

Countries	Supporting Policies	Targeting SRGBV
Brunei Darussalam	• Education Act (Chapter 210) Education (School Discipline) Regulations • The Women and Girls Protection Act (Cap 120) • The Children and Young Persons Act (Cap 219) • Child Care Centre Act (Cap 218) • Penal Code (Cap. 22) • National Framework on Child Protection (NFCP)	• Bully-Free Brunei (Program) • B.E.S.T Program
Malaysia	• Children Act 2001. • Sexual Misconduct against Children Act 2017 amended in 2023.	Circular Letter No. 13 of 2023 on the Implementation of Guidelines for the Management of Sexual Misconduct in Educational Institutions under the MoE

A Glance of the Policy Implementation (1)

Policies and programmes in place

56% respondents say that there are policies on SRGBV

53% respondents say that there are policies on digital safety

55% respondents says that there are policies on mental health

Availability of dedicated resources

Only 29% school respondents have dedicated resources for implementing SRGBV prevention programs.

Only 31% respondents says there is dedicated resources for a digital safety initiative

47% respondents report that their schools having dedicated resources for mental health programs

Disclaimer : The results uis aken from the questionnaire to MoEs and Schools. However to the uneven distribution of responses, with several countries receiving only one or two replies, the following results merely represent an overview.

A Glance of the Policy Implementation (2)

Integration of topics of SRGBV, digital safety, and mental health into the curriculum

58% of total respondents report integration of gender equality topics in the school curriculum.

65% respondents reports of coverage on digital safety and responsible behavior online in the curriculum

75% respondents report coverage the violence prevention

72% of total respondents from the region indicate mental health awareness topic inclusion of the topic in the curriculum

Sample Findings, Indonesia

1. Leadership: Laws, Policies and Education Reform		3. Prevention: Curriculum, Teaching and Training	
Creating and Enforcing Pertinent Laws	YES	Curriculum approaches to preventing violence and promoting gender equality	YES
Fortifying Ties Between Child Protection and Education Policies	YES	Training for education staff to provide them the tools to prevent and respond to SRGBV	YES
Guaranteeing State Education Institutions Addressing SRGBV	YES	Safe spaces where co-curricular interventions can be a useful entry point to address SRGBV	Yes (not mentioned in regulation)
2. Environment: Ensuring Schools are Safe and Supportive		**4. Responses: In and Around schools**	
Creating safe and welcoming spaces (location, infrastructure, and others)	YES	Providing easily-accessible, child-sensitive and confidential reporting mechanisms	YES
Ensuring governing bodies and school management deliver strong messages that SRGBV is unacceptable and taken seriously	YES	Providing counselling and support	YES
Creating codes of conduct	YES	Referral to law enforcement and healthcare services	YES
5. Partnership: Collaborating & Engaging with Key Stakeholders		**6. Evidence: Monitoring and Evaluation of SRGBV**	
Coordination/collaboration with other sectors.	YES	M&E frameworks to track SRGBV interventions	YES
Partnerships with teachers' unions.	YES	Indicators to track progress	Limited information
Community mobilization.	YES	Comprehensive national data collection systems and system-wide monitoring (EMIS).	YES
Family engagement	YES	Formative research on SRGBV to inform policy & program development.	Limited information
Youth leadership and participation.	YES	Evaluations to assess impact and process.	Limited information
		Methodological, ethical, and safety considerations	Limited information.

Conclusion

- The region demonstrates a strong commitment to international frameworks on gender equality, children's rights, and inclusive education, with all countries having ratified the CRC, CEDAW, EFA, CRPD, and SDGs . This provides a strong foundation for coordinated action.
- Many SEA countries have developed comprehensive policies directly addressing SRGBV, embedding it within broader child protection, anti-violence, and gender equality frameworks. This holistic approach recognizes the interconnected nature of these issues.
- Policy interventions encompass a range of elements: creating safe and inclusive physical school environment, establishing a zero-tolerance stance, developing a comprehensive code of conduct, and integrating gender-transformative content into the curriculum.
- The depth and scope of these initiatives vary across the region
- The responses emphasize the need for cross-sectoral collaboration and partnerships; government agencies, teachers' unions, communities, and youth leaders.
- Despite policy commitments, the actual implementation and impact of these initiatives at the school level appear to be uneven, necessitating a more nuanced and context-specific approach to ensure effective policy implementation.

Recommendation

- Enhancing harmonization and coordination of regional policy frameworks
- Strengthening monitoring, data collection, and evaluation systems
- Expanding capacity building and training for education staff
- Promoting whole-of-school and whole-of-community approaches
- Increasing dedicated funding and resource allocation
- Emphasizing inclusive, gender-transformative, and rights-based approaches
- Strengthening monitoring and support for digital safety and mental health

Access to Executive Summary

https://link.seameo.org/CPRN2025/ESPolicyMapping

Thank you