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Jakarta

## ▶ Manual:

Mainstreaming gender equality, disability and social inclusion (GEDSI) and the prevention and response to sexual violence in vocational education and training institutions



**Skills**  
for prosperity

▶ **Manual:**

**Mainstreaming gender equality, disability, and social inclusion (GEDSI) and the prevention and handling of sexual violence in vocational education and training institutions**

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## Disclaimer

This document is development in conjunction with the guide entitled *Mainstreaming Gender Equality, Disability and Social Inclusion (GEDSI) and Prevention and Handling of Sexual Violence in Vocational Education and Training Institutions*.

This manual underwent substantial adaptation in accordance with the results of focus group discussions (FGDs) in 2022 that were conducted in four polytechnics (Batam State Polytechnic/Polibatam, Surabaya State Shipbuilding Polytechnic/PPNS, Indonesian Maritime Polytechnic/Polimarin, and Manado State Polytechnic/Polimanado) involving groups of educators, groups of education personnel, students, security officers, and campus cleaners.

The FGD results were then processed into a new format consisting of integration, mainstreaming GEDSI, and the readiness of Vocational Education and Training Institutions to implement the Ministry of Education, Culture, Research and Technology Regulation (Permendikbudristek) No. 30 of 2021 concerning (Prevention and Response to Sexual Violence). The guidelines are based on Law No. 12 of 2022 on the Crime of Sexual Violence, ILO Convention No. 190 on Violence and Harassment, ILO Recommendation No. 206 on Violence and Harassment, ILO Convention No. 111 on Discrimination (Employment and Occupation), and ILO Recommendation No. 200 on HIV and AIDS.

This training manual has been practiced in four state polytechnics: Politeknik Negeri Batam (Polibatam), Politeknik Perkapalan Negeri Surabaya (PPNS), Politeknik Maritim Negeri Indonesia (Polimarin), and Politeknik Negeri Manado (Polimanado). To support the broader interests of the Government of Indonesia and participate in improving the quality and saving the lives of the younger generation, this training manual can be used as a reference for all higher education in Indonesia.



### **TRIGGER WARNING!**

*The manual includes trigger warnings with each field case to anticipate if traumatic experiences arise in the reader, trainee and/or facilitator. If uncomfortable feelings such as anxiety, panic, fear, and other problems occur it is strongly recommended to take immediate precautions and seek help.*

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## ► Introduction

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This training manual was developed to increase the capacity of facilitators, GEDSI program managers, and the Prevention and Response to Sexual Violence Task Force in Indonesia's vocational education and training institutions, all education personnel, students, and other professionals in developing effective and comprehensive responses to GEDSI and challenges for the Prevention and Response to Sexual Violence.

This manual completes the ILO guide with the same title and is designed as a basis for facilitated training and self-study. The development of this manual was supported by ILO-Skills for Prosperity in Indonesia (SfP) with funding from the UK Government.

This manual uses an adult learning approach that has characters, values, and experiences that can be shared, and views all participants and facilitators as unique people who should be respected. The learning process is not only determined by the facilitator, but also by the experience of all the participants. The facilitator is responsible for ensuring that all participants are actively involved in the discussions, for the simulation process, case discussions, assignments, and new knowledge sharing process.

In addition to the participants' perspectives, additional learning can come from various references that support improving knowledge on mainstreaming GEDSI and the Prevention and Response to Sexual Violence.

The following are reference materials that need to be prepared in order to support the training:

### ► Table 1. GEDSI and Prevention and Response to Sexual Violence material references

Law (UU) No. 12 of 2022 on the Crime of Sexual Violence (UU TPKS).	Prevention and Management of Violence and Harassment in the Workplace, based on ILO Convention No.190 (and ILO Recommendation No. 206).
Regulation of the Minister of Education, Culture, Research and Technology (Permendikbudristek) No. 30 Year 2021 concerning Prevention and Handling of Sexual Violence (Prevention and Response to Sexual Violence) in the Higher Education Environment.	Discrimination (Employment and Occupation) Convention, 1958 (ILO, No. 111).
Regulation of the Secretary General (Persesjen) of the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) No. 17 of 2022 concerning Guidelines for the Implementation of Permendikbudristek No. 30 of 2021 concerning Prevention and Handling of Sexual Violence in the Higher Education Environment.	HIV and AIDS Recommendation, 2010 (ILO, No. 200).

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This manual is accompanied by training components consisting of:

Introduction

- a. Schedule
- b. Test Sheet
- c. Evaluation Sheet
- d. Group Dynamics (Introductions, Rules of the Game, and Training Objectives)

## **Part I. Contextual meaning**

1. Lesson I. Practicing GEDSI and Prevention and Response to Sexual Violence in higher education and vocational training institutions.
2. Lesson II. Concept and importance of GEDSI in higher education and vocational training institutions.
3. Lesson III. GEDSI integration in higher education and vocational training institutions.

## **Part II. Key components of preventing and responding to sexual violence**

1. Lesson IV. Increase knowledge and awareness of sexual violence prevention on campus.
2. Lesson V. Sexual violence risk reduction and behavior change in accordance with Permendikbudristek No. 30 of 2021.
3. Lesson VI. Creating a conducive environment for the campus community.

## **Part III. Flow and standard operating procedures of Prevention and Response to Sexual Violence in vocational education and training institutions**

1. Lesson VII. Flow of case handling in vocational education and training institutions.
2. Lesson VIII. Standard operating procedures (SOPs) for Prevention and Response to Sexual Violence in vocational education and training institutions.

**Cover**

**Follow-up plan**

## A. Schedule

► **Table 2. GEDSI and Prevention and Response to Sexual Violence training schedule at vocational education and training institutions**

First day	
Time	Activities
08.00 - 08.15	Training registration and administration
08.15 - 09.00	Opening, welcome, and initial test
09.00 - 10.00	Group dynamics (introductions, rules of the game and training objectives)
10.00 - 10.15	Morning break
10.15 - 11.00 environment	Practicing GEDSI and Prevention and Response to Sexual Violence in the university
11.00 - 11.45	Practicing GEDSI and Prevention and Response to Sexual Violence in the university environment (continued)
11.45 - 12.30	Practicing GEDSI and Prevention and Response to Sexual Violence in the university environment (continued)
12.30 - 13.30	Break, prayer, and lunch
13.30 - 14.15	The importance of mainstreaming GEDSI in vocational education and training institutions
14.15 - 15.00	The importance of mainstreaming GEDSI in vocational education and training institutions (continued)
15.00 - 15.15	Afternoon break
15.15 - 16.00	Case discussion
16.00 - 16.45	Implementation of GEDSI integration
16.45 - 17.00	Finale of the first day
Day two	
Time	Activities
08.00 - 08.30	Morning reflection
08.30 - 09.00	Increase knowledge and awareness of sexual violence prevention on
09.00 - 10.00	Increase knowledge and awareness of sexual violence prevention on campus (continued)

Time	Activities
10.00 - 10.15	Morning break
10.15 - 11.00	Increase knowledge and awareness of sexual violence prevention on campus (continued)
11.00 - 11.45	Sexual violence risk reduction and behavior change in accordance with Permendikbudristek No. 30 of 2021
11.45 - 12.30	Group discussions
12.30 - 13.30	Break, prayers, and lunch
13.30 - 14.15	Sexual violence risk reduction and behavior change in accordance with Permendikbudristek No. 30/2021 (continued)
14.15 - 15.00	Sexual violence risk reduction and behavior change in accordance with Permendikbudristek No. 30/2021 (continued)
15.00 - 15.15	Afternoon break
15.15 - 16.00	Creating a conducive environment for the campus community
16.00 - 16.45	Creating a conducive environment for campus residents (continued)
16.45 - 17.00	Second day ending

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#### Day three

Time	Activities
08.00 - 08.30	Morning reflection
08.30 - 09.00	Case discussion in accordance with four Prevention and Response to Sexual
09.00 - 10.00	Discussing the flow and handling of cases.
10.00 - 10.15	Morning break
10.15 - 11.00	SOPs Prevention and Response to Sexual Violence in accordance with the Minister of Education and Culture of The Republic of Indonesia Decree No. IX. 386/P/2019
11.00 - 11.45	SOPs Prevention and Response to Sexual Violence in accordance with the Decree of the Indonesian Minister of Education and Culture No. 386/P/2019 (continued)
11.45 - 12.30	GEDSI and Prevention and Response to Sexual Violence SOP Simulation

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Time	Activities
12.30 - 13.30	Break, prayers, and lunch
13.30 - 14.15	Continuation of GEDSI and Prevention and Response to Sexual Violence standard operating procedure simulation
14.15 - 15.00	Monitoring and evaluation
15.00 - 15.15	Afternoon break
15.15 - 16.00	Final test and follow-up plan
16.00 - 16.45	End of training and closure
16.45 - 17.00	Administration

## B. Training question sheet

Multiple Choice Test Questions (Pre-test)  
GEDSI and Prevention and Response to Sexual Violence Training  
in Vocational Education  
and Training Institutions

Day..... Date.....

Name of participant		
Position *Choose accordingly	a. Lecturer b. Education personnel c. Student	
Study program		Name of higher education:
Pre-TEST		Post-TEST

1. Learning the GEDSI concept is required to...
  - a. strengthen patriarchal culture in vulnerable groups to conform to societal norms.
  - b. regulate women, men, and people with disabilities in behavior and suppresses diversity.
  - c. support equality in all dimensions including education and ensure no one is left behind.
  - d. improve gender knowledge, culture and norms in accordance with the will of the wider community

2. Fair treatment provides the following, except...
  - a. social class system
  - b. rights and obligations
  - c. equal opportunity
  - d. different opportunities
  
3. A simple example of GEDSI integration in data management is...
  - a. attendance without gender, age, and disability information.
  - b. enter the learner's disaggregated and disability data information in the data information.
  - c. policy with passwords with male and female names.
  - d. complicate the data by not including regional origin, ethnicity, and religion.
  
4. Why is GEDSI important in the world of vocational education in Indonesia?
  - a. Vocational education creates and develops technology for various products for the benefit of certain groups.
  - b. The philosophy of vocational education aims to master technologies that support work interactions. urban groups.
  - c. Personal and group interests are key in improving knowledge, skills and action.
  - d. To reduce inequality, contribute to gender equality and social inclusion.
  
5. A framework for shaping the future of the world of work based on respectful dignity, free from all forms of violence and harassment is laid out in ...
  - a. ILO Recommendation No. 187
  - b. ILO Convention No. 190
  - c. ILO Convention No. 200
  - d. ILO Recommendation No. 100
  
6. The following includes sexual violence regulated in Article 5 of Permendikbudristek No. 30 of 2021, except ....
  - a. verbal abuse
  - b. counseling between individuals
  - c. non-physical and physical violence
  - d. violence through information and communication technology
  
7. Vocational education and training institutions must address sexual violence in the following four areas:
  - a. campaign, governance, participation and mentoring.
  - b. assistance, protection, imposition of administrative sanctions, and victim recovery.
  - c. victim recovery, strategic information, organization, and management.
  - d. protection, governance, participation, and campus organization.

8. Intentionally excluding women, men, vulnerable groups, people with disabilities, or other groups is called...
  - a. program framework
  - b. specific awards
  - c. discrimination
  - d. facts of life
9. According to Permendikbudristek No. 30 of 2021, those who are not categorized as victims are...
  - a. educators and campus residents
  - b. education personnel
  - c. reported
  - d. student
10. The following is an example of the process of equalizing GEDSI perceptions and understanding to support GEDSI-perspective vocational education, except...
  - a. GEDSI indicators and role in planning and budgeting.
  - b. mainstreaming GEDSI in vocational education.
  - c. special stairways that differ between men and women.
  - d. GEDSI integration in curriculum and learning activities.
11. These include the principles of preventing and responding to sexual violence, except...
  - a. protecting the good name of higher education
  - b. best interest of the victim
  - c. equal rights and accessibility for persons with disabilities
  - d. consistency and non-repeatability guarantee
12. Four methods of considering GEDSI for mainstreaming in vocational education settings are...
  - a. mapping, literature review, policy, and participation.
  - b. literature review, GEDSI team, key informant interviews on campus, technical analysis and consultation.
  - c. special sessions on GEDSI, information management, participation, and funding.
  - d. workshops, simulations, webinars, and dialogs.
13. Polytechnics as higher education are obliged to prevent sexual violence on campus through...
  - a. dialogue process with local governments and networks at the provincial level.
  - b. strengthening governance, strengthening community culture, and learning.
  - c. strengthening referral systems and reporting to social media.
  - d. integration with one-stop or one-door services available in the regions.

14. The role of students in preventing sexual violence is as follows, except...
- play a role and limit meetings between educators and education personnel, especially off campus.
  - play an active role in the prevention of sexual violence.
  - disseminate the case and information about the victim to social media.
  - involved as members of the Prevention and Response to Sexual Violence Task Force.
15. Assistance according to Article 11 Paragraph 1 Permendikbudristek No. 30 of 2021 consists of ...
- advocacy, counseling, debt repayment financing assistance, awareness, and referral to foster care.
  - counseling, health services, legal aid, advocacy, and/or social and spiritual guidance.
  - thesis guidance, spiritual guidance, mentoring guidance, internship assignment guidance, and study guidance.
  - empowerment group program, victim and perpetrator encounter program, community social assistance program, and group business program.

## C. Evaluation sheet

Daily Evaluation  
GEDSI and Prevention and Response to Sexual Violence  
Training in Vocational Education and Training Institutions

Day	Date

Please rate according to the following criteria:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Meaning of the Training Materials					
Question	1	2	3	4	5
This training has improved my knowledge about GEDSI and Prevention and Response to Sexual Violence.					
This training has improved my skills to talk about GEDSI and Prevention and Response to Sexual Violence.					
This training has improved my role in GEDSI and Prevention and Response to Sexual Violence.					
The training is relevant to my work and/or daily activities.					
The most memorable material topic in my opinion is...					
Do you have any suggestions for improving today's materials and methods?					

<b>Team of Trainers and Organizers</b>					
Question	1	2	3	4	5
The trainers/facilitators are confident in presenting the material.					
The methods used are varied and interesting.					
Trainers/facilitators are knowledgeable about GEDSI and Prevention and Response to Sexual Violence.					
The training committee is professional in organizing training.					
Do you have any suggestions for improving and enhancing the quality of the training?					

<b>Overall Impression</b>					
Question	1	2	3	4	5
Was the GEDSI and Prevention and Response to Sexual Violence training successful overall?					
I would recommend others or other higher education institutions organize this training.					



## D. Group dynamics

### Training Preparation

#### Overview

Group dynamics are the initial key to the success of a training session. A facilitator should ensure that training equipment, room formation, training materials, forms ranging from test questions and evaluation, as well as training manuals and guides, are available.



Ensure that the room is stocked with training equipment consisting of:

► **Table 3. Training equipment**

Training schedule	Scissors
Preliminary and final test question sheets	Ruler
Daily evaluation sheet	Chocolate or snacks for game gifts
Flipchart/Plano	Mineral water
Large markers of 3 colors (black, blue, red) and 5 pieces each	LCD and LCD display
Fountain pen	Chairs and shaped tables, three tripods, flipchart board
Notebook	HVS
Participant ID	Masking tape/paper tape
Mic	Colorful (brainstorming on post-its/metaplans)
Participant attendance list	Reading textbook
Banners	

## Opening, Pre-test, and group dynamics

### Opening

1. Welcome participants to the classroom.
2. Share the schedule.
3. Briefly explain that the official opening is about to begin.
4. Officially open the GEDSI and Prevention and Response to Sexual Violence mainstreaming training.
5. Opening prayers, singing of Indonesia Raya national anthem, keynote speech, committee report, and handing over the session to the facilitators.
6. The official opening ends.
7. This process is led by the committee and followed by all participants.

### Pre-test

1. A Pre-test is to be conducted prior to the training to measure participants' knowledge and skills.
2. Make sure all participants receive the initial questionnaire or fill in the link provided.
3. After everyone receives the Pre-test question sheet, the test can begin.
4. After the allotted time of 20 minutes, the answers are collected and tallied. Make sure everyone has taken the Pre-test and submitted it.
5. Take a quick roll call by counting the number of participants according to the attendance sheet.

### Group dynamics

#### Introduction, mapping expectations, rules/agreements and training orientation

1. The purpose of introductions is for participants to get to know each other so that a familiar atmosphere is created through introductory activities.
2. Make sure that the introductions include all the facilitators, participants, and organizers.
3. Introductions should take no more than 30 minutes in total, depending on the type of game used in the training.
4. Introductory activities may vary depending on the time available.
5. Use training games that are simple and easy to follow.
6. The facilitator needs to emphasize that participants should try to get to know each other during the activity.
7. When the introductions are over, the orientation should continue.

► Introduction game

### Hi this is me... and this is my friend...

1. Each participant writes their nickname on a metaplan in large letters.
2. Then the metaplans are collected by the facilitator.
3. The facilitator asks all participants, organizers, and the facilitator team to make a circle.
4. The facilitator quickly scrambles the names and distributes them freely to all participants.
5. The facilitator appoints one of the participants to start the introductions.
6. The designated participant will introduce themselves first and then say the name of the next person listed in the metaplan, followed by the other participants.
7. Do this until all the participants, facilitators, and organizers have introduced themselves.
8. If a participant comes up with his or her own name, the facilitator can swap with another participant's name or ask participants who have not introduced themselves to restart the round.
9. The facilitator says thank you after all the participants have introduced themselves

Example:

"Hello, my name is Tommy from the Management Study Program and I have a friend named Ria. Hello Ria, please introduce yourself."

The metaplan is then handed over to the next participant and self-introductions follow.

### My favorite color

1. All participants stand up and form a circle.
2. Start with the facilitator introducing themselves and saying their name, favorite color, reason for liking the color and cheerfully pointing out other participants to introduce themselves.
3. Do this until all participants, facilitators, and organizers have introduced themselves.
4. The facilitator says thank you after all the participants have introduced themselves.

Example:

"Hello, my name is Pascal, my favorite color is blue like the sky. I love the sky. I point to ....., please introduce yourself."

"Thank you, Pascal. Hello, my name is Bunga, my favorite color is pink, and I like pink because it makes me excited."

## Training orientation

1. After the introductions, participants are asked to follow the training orientation explanations.
2. The training is to be conducted over three days from 8 a.m. to 5 p.m. according to each province's time zone.
3. Participants will try to learn together about mainstreaming GEDSI and Prevention and Response to Sexual Violence in vocational education and training institutions.
4. The facilitator outlines the three-day training and ensures that participants understand the flow and schedule. After which the facilitator asks the participants if anything is unclear.
5. After ensuring all participants understand the schedule and flow, the facilitator invites participants to write down their expectations for the training.

## Expectation mapping

1. The facilitator distributes metaplans to all participants and asks them to write down what they hope to gain from the process/activity.
2. The participants are then asked to paste their metaplan in the space provided.
3. The facilitator then reviews/asks for clarification from the participants, if needed, and reminds them of the purpose of the training.
4. The activity continues with the rules of the game/agreement.

## Rules of the game/agreement

1. The facilitator explains that this stage is about creating a sense of engagement among participants to support the training objectives by defining rules that are made together.
2. The facilitator encourages participants to commit to the rules they have created for themselves.
3. The facilitator explains the purpose of setting the rules of the game/agreement together such as what to do and what not to do and time durations.
4. The facilitator divides the groups for time-keeping, daily reviews, and to assist with gathering participants to the room.
5. The facilitator ensures the willingness of all participants to follow the rules of the game/agreement they made together.

# Part I: Contextual meaning mainstreaming GEDSI

---

## Overview

This session emphasizes knowledge and awareness of GEDSI in people's lives and conditions where there is inequality between men and women in various dimensions. Participants will learn the contextual meaning and discover good practices that can be applied in vocational education and training institutions.

## Lesson I. Practicing GEDSI and Prevention and Response to Sexual Violence in college environments

Practicing GEDSI integration is an opening to consider the unequal power relations and inequalities that people experience due to their social identities, and how these identities intersect with and influence instances of discrimination against persons with disabilities and women, cases of harassment and violence, GBV, and other situations of vulnerability such as reproductive health, sexual health, and others.

### A. Lesson objective I

1. Participants can use the minimum standard criteria to assess the mainstreaming of GEDSI in vocational education and training institutions.
2. Participants increase their knowledge and understanding of the importance of GEDSI in vocational education and training institutions.
3. Participants are able to discuss GEDSI integration efforts in vocational education and training institutions.

### B. Delivery method

Lectures, Q&A, group assignments, and group presentations.

### C. Time

135 minutes

### D. Equipment

Flipchart paper, large markers, three paper board tripods, paper tape, five packs of candy, and metaplan.

## E. Activity steps

### First activity: What is gender?

1. The facilitator prepares the class for a session on the importance of GEDSI in supporting and creating an equitable higher education environment.
2. The facilitator invites participants to discuss men, women, gender and nature.
3. The facilitator invites participants to participate by standing up and joining the class activity.

#### ► Activity instructions

#### Men, women, and gender

1. Set up three whiteboard tripods and attach flipcharts.
2. Organize the participants into three groups, with each group standing in line in front of a tripod.
3. The facilitator explains how the participant standing at the front of each line is to use a marker to quickly write *one* word on what they think a woman represents. After that, they are to hand the marker to the person behind them and they repeat the process, and so on, for one minute.
4. The facilitator ensures all instructions are understood before beginning the activity.
5. The facilitator gives a signal and the participants write their one-word answers in turn.
6. After one minute, the activity is stopped and the facilitator congratulates the group with the most words.
7. On a new flipchart page, the participants quickly write down what they think a man represents in one word.
8. After one minute, the activity is stopped and the facilitator congratulates the group with the most words.
9. The facilitator discusses gender construction based on the participants' answers.
10. The facilitator encourages participants to understand the challenges of gender in education and why it is important to discuss it in vocational education and training institutions.
11. The facilitator distributes a data sheet and invites participants to quickly discuss how many women hold strategic positions in education and the number of people with disabilities who are lecturers/educators and education personnel as well as students. What about the number of female students who are active in organizations?
12. The facilitator and participants then discuss the challenges of gender and gender inequality in a university environment both structurally, in student organizations, and in daily life.
13. The facilitator then continues the discussion on the importance of gender equality and how to achieve equality in a campus environment.

► Activity instructions

### Gender equality

1. Participants are divided into three groups using a group division game.
2. Distribute flipchart paper, masking tape, and markers to each group.
3. Each group is to be tasked with making five lists of proposals to realize gender equality in a study program, a student organization, and a campus environment.
4. The group discussion time is 15 minutes, after which the groups post their results on a board or tripod.
5. The groups then present the results of their discussion and respond to questions from the other groups.
6. The facilitator closes the discussion with key messages based on the results of the group discussions, and then moves on to discuss people with disabilities.

### Second activity: Disability engagement

1. After the first activity is completed, the facilitator begins the session on disability and the importance of ensuring equality principles including *Leave No One Behind (LNOB)*.
2. The facilitator presents an overview of people with disabilities in Indonesia and prepares participants for the Game of Life activity by reading out the rules of the assignment.

► Activity instructions

### Game of Life

*The facilitator begins by saying the following:*

1. I will hand out papers to you that show different characters/people.
2. You imagine what kind of person you are portraying, where they live, their age, and their occupation.
3. Now based on the character traits that you imagine, I will read out the statements and you can agree, strongly agree, disagree, or strongly disagree.
4. Depending on your answer you are to take or return a piece of candy from here (a large bowl/container of candy).
5. Agree = take one candy  
Strongly agree = take two candies  
Disagree = return one candy  
Strongly disagree = return two candies

### Statement

1. When I was a baby, I did not need additional support compared to other babies.
2. Growing up, I had an easy time fitting in with other children.
3. In school, all my learning needs and logistical needs were taken care of.
4. I love sports and have always been great in every race.
5. I can apply for any job I want within my field knowing that I have high chances of being accepted.
6. I can move through the world with ease and access any place without support measures.
7. I have never faced frequent judgement or discrimination from other people concerning my abilities or the way that I look.

1. After reading the statements, the facilitator asks the participants who has more candies and who has less, and what does it mean?
2. The facilitator then explains how the amount of candies held relates to how we see people with disabilities around us, how people with disabilities have limited access, facilities, and support from their surroundings, and asks what can we do to support people with disabilities?
3. Allow 5-10 minutes for participants to interpret the activity.
4. The session continues with an activity on understanding life and what it means to be a person with a disability, followed by a presentation.

### ► Activity instructions

#### Access for a disabled person

1. The facilitator explains the disability role-play activity and tells participants to go outside the room to a predetermined place.
2. The facilitator asks participants to close their eyes or to be blindfolded in order to understand what it means to navigate the building with a visual disability. After some time to adjust and get ready, on the facilitator's signal, the participants are then carefully led to another room.
3. Participants may stop the activity or open their eyes if they feel unable to make it to the designated room.
4. After all the participants have arrived in the room, the facilitator invites everyone to open their eyes, and then gives them some time to relax.
5. The activity is to be followed by a reflection on the process of being disabled through blindness.



### Activity three: Social inclusion

1. The facilitator shows a presentation on social inclusion, and asks participants what they think about social inclusion.
2. Participants are divided into three groups and given a group task to discuss what social inclusion is and its important elements.
3. Allow 15 minutes for group discussion and to distribute flipcharts.
4. After all is done, do a *fishbowl discussion*.
5. The facilitator invites all participants to reflect together on the discussion of this material. Have the learning objectives been achieved? This process is done by looking at the key messages and guidelines.
6. The facilitator closes the session by thanking all the participants.

### F. Task sheet

- ▶ Activity instructions
- ▶ Monitoring sheet

### G. Reading sheet

Source:

Guidelines for Mainstreaming Gender Equality, Disability and Social Inclusion (GEDSI) and Prevention and Response to Sexual Violence in vocational education and training institutions.

#### Key messages - Gender equality

- ▶ Gender is a difference in the nature, role, and position of women and men that is socially and culturally constructed or shaped by society, influenced by belief/religious systems, culture, politics, and economic systems.
- ▶ The concept of gender can change over time, regional context and culture.
- ▶ These distinctions often lead to gender injustice and inequality.
- ▶ Gender equality refers to the equal rights, responsibilities and opportunities that all people should experience, regardless of whether one is born male or female.

- ▶ While women and girls typically experience higher levels of discrimination and inequality, gender analysis and gender programming take into account situations, experiences and opportunities in the context of human rights and social justice.
- ▶ Gender is based on the differentiation of roles, positions, responsibilities, functions, behaviors and division of labor between men and women, which is socially constructed and defined by society based on the characteristics of women and men that are considered appropriate/inappropriate according to the norms, customs, beliefs or habits of society. Gender is not the same as nature.
- ▶ Equity is a strategy we can use in our efforts to bring about justice. Equity is about giving everyone what they need to be successful.
- ▶ Equality aims to promote fairness, but can only succeed if everyone starts from the same place and needs the same level and type of support. Equality is treating everyone the same.

### Key definitions of sex, gender and gender identity

1. Gender: the roles, behaviors, activities, and attributes that a particular society deems appropriate at a particular time for men and women. "Masculine and feminine" are gender categories.
2. Gender identity: this refers to a person's deeply felt psychological identification as male, female, or other that may or may not correspond to the person's physiology or sex assigned at birth.
3. Sex refers to the sum of biological characteristics that determine whether an individual is female, male, and/or intersex.

## Disability

- ▶ Disability is the interaction between an individual's impairment (physical, intellectual or psychosocial), and barriers in people's environment (which may include lack of access to services, education, employment, the built environment, discriminatory policies, attitudes and poverty) that hinder fair and equitable access, participation and contribution compared to people without disabilities.

Key definitions of various disabilities based on Indonesia Law No. 8/2016 Article 4 on Persons with Disabilities include:

1. People with physical disabilities;
2. People with intellectual disabilities;
3. People with mental disabilities; and/or
4. People with sensory disabilities.

The variety of disabilities as referred to above may be experienced singly, doubly, or in more ways over a long period of time as determined by medical personnel in accordance with regulations.

- ▶ In the world of education, people with disabilities face many barriers. Challenges to employment for people with disabilities can take many forms and to varying degrees, from both inside and outside the workplace, including behavior and discrimination, education and training (United Nations-ESCAP, 2015)

## Social inclusion

- ▶ Social inclusion is an awareness, process and condition that enables people and communities to participate fully in social, economic, political and cultural spheres, including education.
- ▶ Often the participation and access of a person or community is unequal or differentiated due to their identity and status such as gender, religion and belief, ethnicity, race, ethnicity, age, disability, health status (e.g. people with HIV/AIDS), nationality, and political preference. Disparities between geographical locations are also likely to affect levels of access and opportunity for a person to be able to participate fully in social life.
- ▶ Theoretically, social inclusion is a process that empowers certain individuals or groups to participate in social life either fully or partially (Simarmata, 2017).
- ▶ This definition of social inclusion is the opposite of social exclusion, namely is a state of segregation of certain communities or individuals which results in the loss of the ability and power of a particular community or individual to participate in and benefit from various social affairs.
- ▶ Social inclusion considers a view that believes that existing relationships have an impact on social inclusion and is able to gather information to be used as a resource that is utilized as knowledge to create opportunities as well as to create opportunities for social inclusion.

## So why is GEDSI important?

- ▶ These acts of distinction, restriction and exclusion are a form of discrimination. Such discrimination hinders, reduces, impairs and eliminates opportunities and equal rights of vulnerable groups including women, people with disabilities, victims of sexual violence, people living with HIV/AIDS and other vulnerable groups in enjoying and exercising rights in the civil, political, economic, social and cultural fields. Discrimination violates the principle of equal rights and respect for human dignity. In accordance with ILO Convention No. 111 of 1958 on Discrimination (Employment and Occupation) it is necessary to emphasize equality starting from recruitment, equal pay, a women-friendly work climate in educational institutions, and the maritime sector, OHS, and work-life balance.
- ▶ The Indonesian government, in this case the Ministry of Education and Research, has tried to realize equal and fair opportunities for women and people with disabilities in accessing higher education in Indonesia. The Indonesia Ministry of Education's Regulation No. 84 of 2008 regarding Guidelines for the Implementation of Gender Mainstreaming (PUG) in the Education Sector, and Permendikbudristek No. 46 of 2017 concerning Special Education and Special Service Education in Higher Education, aim to end gender inequality for women in higher education and remove various barriers for people with disabilities in higher education, including prospective students, students, lecturers and education personnel.

- ▶ GEDSI is seen not only as a fundamental aspect of human rights and social justice, but also as a prerequisite for improving the education and development process of every nation.



- ▶ The implementation of GEDSI has a positive impact not only on the disadvantaged, but also on improving education, the economy and good governance as a whole, because capability is empowering. Without the equal participation of all people, including the disadvantaged, society loses the opportunity to achieve the full potential of the idea of good governance institutions: effective, accountable and inclusive at all levels.
- ▶ GEDSI mainstreaming is a prerequisite for improving education and development processes by placing social concerns at the forefront of interventions and committed to the principles of Leave No One Behind (LNOB) and applied as a cross-cutting strategy to the world of education.

## Lesson II. Concept and importance of mainstreaming GEDSI in vocational education and training institutions

### Overview

Mainstreaming GEDSI in every aspect of vocational education and training institutions in accordance with Ministry of Education and Culture Regulation No. 84 of 2008 concerning Guidelines for the Implementation of Gender Mainstreaming in the Education Sector, is a challenge for sustainable development, including in Prevention and Response to Sexual Violence efforts. The urgency of GEDSI in the field of education is due to several factors ranging from 1) gender gaps and social distinctions that are still reflected in the education system, 2) a formal equality that has not provided certainty in the practice of equitable education for groups of women, people with disabilities, and vulnerable groups, 3) systems, models, structures, and cultures that still occur in discriminatory segregation patterns, 4) it is rare to find an education system that applies substantive equality, and 5) practices in the world of education still promote discrimination and perpetuate subordinate gender values.

At the end of Lesson II, it is expected that the participants will recognize the importance of mainstreaming GEDSI towards inclusive education.

### A. Learning objectives

1. Participants can use the minimum standard criteria in mainstreaming GEDSI in vocational education and training institutions.
2. Participants are able to analyze GEDSI in vocational education and training institutions according to the principles of Access, Participation, Control and Benefits (APKM).

### B. Delivery method

Lectures, questions and answers, group assignments, and group presentations.

### C. Time

90 minutes

### D. Activity steps

#### First activity: Why is mainstreaming GEDSI important?

1. The facilitator shows a presentation on the importance of mainstreaming GEDSI.
2. The facilitator invites participants to read the GEDSI Mainstreaming Guide (Chapter II) for 10 minutes.
3. After the reading, participants are to be divided into three groups to discuss the essential elements of GEDSI in vocational education and training institutions, according to the guidelines in Chapter II.
4. After discussing for 15 minutes, each group is to make a presentation on their results.
5. After all the groups have presented their results, the facilitator then summarizes the results.
6. After the summary, the facilitator explains the minimum standards of GEDSI Mainstreaming that should be considered in vocational education and training institutions.
7. The facilitator then provides an opportunity for participants to further discuss the GEDSI minimum standards and then write the results of their discussion on a flipchart.
8. If the answers from the participants are sufficient, the facilitator then explains the level of attention to GEDSI integration in vocational education and training institutions.
9. The facilitator continues the presentation by discussing the level of integration of, and reflecting on the challenges of, integration GEDSI at vocational education and training institutions.
10. The facilitator then asks participants to go back to their groups and discuss good practices in Indonesia and study campus policies on GEDSI, and relate these policies to vulnerabilities that could occur.
11. The facilitator allows 15 minutes for group discussion and 10 minutes each for group presentations.
12. The facilitator and participants together then provide feedback on the results of the group presentations and emphasize examples of workplaces or institutions that already have gender equality policies and workplaces or institutions that do not yet have them.

► **Table 4. GEDSI mainstreaming minimum standard checklist**

No.	GEDSI minimum standard criteria in vocational education and training institutions	Checklist
1	There is disaggregated data on gender, disability, and age. The data considers women, student groups from ethnic minorities, tribes and islands, recipients of the Indonesia Smart Card (KIP Mahasiswa), and the Indonesia Healthy Card (KIS Mahasiswa).	
2	A GEDSI analysis of curriculum, campus activities, and policies/programs has been conducted by: (a) using both quantitative and qualitative disaggregated data to identify the different needs of women's groups, women lecturers' groups, people with disabilities, KIP students, and others; (b) analyzing inequalities and gaps between women, men, people with disabilities, and other vulnerable groups, in terms of access, benefits, and inclusion on campus; (c) identifying factors inhibiting equality in vocational education and training institutions; (d) analyzing strategies and activities that have the potential to address these inequalities and gaps.	
3	GEDSI's analysis and recommendations have been used to develop policies/programs and curricula on campuses including facilities and infrastructure for people with disabilities.	
4	Ensure that the policy/program adopts a non-harmful approach.	
5	There are clearly written program/activity objectives to improve gender equality and inclusion for groups of women, people with disabilities, groups of students who come from ethnic minorities, tribes and islands, KIP Student recipients, and KIS Student recipients to increase empowerment and make the right choices to realize their goals.	
6	Explicitly targets women's groups, student groups from ethnic minorities, sub-tribes and islands, KIP Student recipients, and KIS Student recipients.	
7	Establishes inter-agency cooperation to improve capacity and productivity including GEDSI with industry, workplaces, NGOs, local government and other institutions.	
8	Monitoring uses disaggregated data and indicators to: (1) measure the progress and impact of the policy/program/curriculum, with reference to GEDSI objectives; (2) ensure the policy/program/curriculum is able to support GEDSI; (3) conduct quantitative and qualitative analysis to identify barriers to GEDSI integration; (5) uses the results of analysis of (1), (2), (3), and (4) to improve program/curriculum/activity implementation.	
9	Funding for GEDSI integration is available.	
10	Program/activity reports that include GEDSI integration are available.	
<b>Total</b>		

Description: <sup>16</sup>

GEDSI Minimum Standard Criteria response rating

**Scale 09-10: High**

Indicates that GEDSI mainstreaming has been implemented through the integration of curriculum, policy/regulation, management, student organization, budget, policy, planning, monitoring, and so on.

**Scale 06-08: Medium**

Indicates that GEDSI is still limited to 2-3 minimum standards and thus needs discussion and planning about GEDSI counselors and inclusion, and needs encouragement to ensure commitment to key points.

**Scale 01-05: Low**

Shows that GEDSI has not been fully implemented in vocational education and training institutions.

**Second activity: equitable access, participation, control and benefits (APKM) for women and men**

1. The facilitator continues the session by explaining about APKM and discusses with participants what APKM means.
2. The facilitator divides participants into three groups and works to discuss APKM examples and challenges.
3. The facilitator asks participants to discuss in groups about the conditions in vocational education and training institutions, for 15 minutes.
4. The facilitator then asks for the results of the discussion to be posted and begins the group presentation session.

Access	
Participation	
Control	
Benefits	

<sup>16</sup> Attitude Scale, Sangarimbun and Efendi, 1989

► Activity instructions

### Ambassador presentation

1. Appoint participant representatives as ambassadors and secretaries of countries (group).
2. The ambassador and secretary are responsible for explaining the APKM discussion results to members of other groups visiting their country (group).
3. Each visit will be for five minutes until the groups have all visited each other. The facilitator will signal/time each round of visits.
4. Visiting members are in charge of critically questioning the results of APKM discussions and the secretary records important findings in the form of input or questions.
5. After the country visit process is complete, the facilitator asks all participants to discuss the results in larger groups.
6. The facilitator emphasizes the results of the discussion process, acknowledges the various opinions expressed, and closes the session if there are no more questions or responses.

## E. Task sheet

Activity two: APKM sheets that are fair for women and men

Access	
Participation	
Control	
Benefits	

## F. Reading sheet

Source:

*Guidelines for Mainstreaming Gender Equality, Disability and Social Inclusion (GEDSI) and the Prevention and Handling of Sexual Violence (Prevention and Response to Sexual Violence) in Vocational Education and Training Institutions.*



## Key messages:

- ▶ Gender equality and inclusion of persons with disabilities and other vulnerable groups on campus is the main goal of the program and is the basis for planning, implementation and monitoring and determining the expected results.
- ▶ Attention to GEDSI is given from planning, implementation, and monitoring, with GEDSI as the main focus throughout the process.
- ▶ GEDSI mainstreaming needs to pay attention to gender analysis of policies, curricula, and/or programs that have been carried out, by: (a) using available quantitative and qualitative disaggregated data; (b) analyzing inequalities and gaps between women, men, people with disabilities, and other vulnerable groups (student groups especially women, KIP Student recipients, student groups from remote tribes, and student groups from islands) on campus in terms of access, opportunities, benefits, and inclusion; (c) identifying factors that hinder equality; (d) the importance of analyzing strategies and activities on campus that have the potential to overcome these inequalities and gaps.
- ▶ The key principles to be considered in GEDSI are:
  1. **Inclusion as a core goal of community-building:** All GEDSI programs are aimed at reaching the whole community in education with the aim of addressing inequalities. Therefore, vocational education and training institutions in Indonesia must take this into account for long-term success.
  2. **Representation and participation:** Campus residents know best about their lives and circumstances. It is important to involve representatives of education, education personnel, student organizations, and groups on campus in the development of policies and decisions.
  3. **Do no harm:** A "do no harm" approach is important in order to be accepted by the entire campus community in ways that are dignified and do not harm parties including vulnerable groups on campus.
  4. **Accessibility:** Emphasizes participation by involving the entire campus community. If policies for female students are not favorable, then none of the above will be achieved.
  5. **Disaggregated data:** Sex-disaggregated data is the minimum standard for planning, implementing and monitoring all types of initiatives of vocational education and training institutions.

## Lesson III. GEDSI integration in vocational education and training institutions

### Overview

In order for GEDSI integration to reduce vulnerability, sexual violence, and achieve dignified education, it is important to integrate GEDSI in every policy, planning, and implementation of programs and curricula of vocational education and training institutions. GEDSI integration according to the policy and program cycle consists of: 1) GEDSI at the design and planning stage, 2) GEDSI at the application and implementation stage, 3) GEDSI at the monitoring, and 4) GEDSI at the reporting stage, as depicted in the guidance cycle on mainstreaming GEDSI.

## A. Learning objectives

Participants are able to implement GEDSI integration according to the policy and program cycle in vocational education and training institutions.

## B. Delivery method

Lectures, Q&A, group assignments, and group presentations.

## C. Time

45 minutes

## D. Activity steps

1. The facilitator explains the GEDSI policy and program cycle. Higher education can use this cycle in policy development, curriculum planning, educational program implementation, and other organizational needs.
2. The facilitator explains the use of the cycle which consists of, 1) GEDSI at the design and planning stage, 2) GEDSI at the application and implementation stage, 3) GEDSI at the monitoring, and 4) GEDSI at the reporting stage.
3. The facilitator asks participants to form three groups and discuss the application of the GEDSI cycle in policy development activities, curriculum planning, implementation of educational programs, student organizations, and other needs.
4. The group discussion time is 15 minutes and is to be conducted together with the facilitator.
5. The group results are then linked by the facilitator to the results of the previous group assignments so that participants get a full picture of the learning process of stages one to three.
6. The facilitator then thanks everyone for their participation on the first day and reminds them to read the guidebook and prepare for the second day of Prevention and Response to Sexual Violence training.
7. The facilitator closes the session by distributing a training monitoring sheet.

## E. Task sheet

### ► Table 5. GEDSI integration in mainstreaming

Example: Student organization

Design and planning	<ul style="list-style-type: none"> <li>▶ Compliant with the GEDSI framework.</li> <li>▶ Minimum standard criteria.</li> <li>▶ Other considerations.</li> </ul>
Implementation of implementation	<ul style="list-style-type: none"> <li>▶ Increasing the participation of women, people with disabilities and vulnerable groups.</li> <li>▶ Participation in decision-making.</li> <li>▶ Other considerations.</li> </ul>
Monitoring	<ul style="list-style-type: none"> <li>▶ Using disaggregated data.</li> <li>▶ Enhanced knowledge, skills and action.</li> <li>▶ Involve beneficiary groups.</li> <li>▶ Other considerations.</li> </ul>

Reporting	<ul style="list-style-type: none"> <li>▶ Implementation as planned.</li> <li>▶ GEDSI good practice learning.</li> <li>▶ Other considerations.</li> </ul>
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## F. Reading sheet

Source:

Guidance Chapter II. Mainstreaming Gender Equality, Disability and Social Inclusion (GEDSI), GEDSI mainstreaming steps.

Key messages:

### 1. GEDSI at the design and planning stage

Things to prepare:

- ▶ Disaggregated data for all campus residents.
- ▶ Analyze data by considering the specific conditions and needs of gender, people with disabilities, vulnerable groups, marginalized groups such as those from remote tribes, and student KIP recipient groups.
- ▶ GEDSI perspective budget.

### 2. GEDSI at the application and implementation stage

Things to prepare:

- ▶ Ensure that timeframes and instruments supporting the activities are ready.
- ▶ Ensure the involvement and participation of women, people with disabilities, vulnerable groups, marginalized groups such as those from remote tribes, people living with HIV/AIDS, and student KIP beneficiaries.
- ▶ Take into account the composition of program implementers by gender and include people with disabilities on a priority basis to address the imbalance of GEDSI programs in higher education.
- ▶ Budget utilization.

### 3. GEDSI on monitoring

Things to prepare:

- ▶ Establish policy indicators.
- ▶ Benefits of the GEDSI program
- ▶ Improve the program to be more gender sensitive/responsive.
- ▶ Assist in the development of a good monitoring plan.
- ▶ Define inputs, processes, outputs, conclusions and impacts.

### 4. GEDSI at the reporting stage

Things to prepare:

- ▶ Documentation of activities (preparation, implementation, and monitoring).
- ▶ Budget utilization report.
- ▶ Use of disaggregated data.
- ▶ Sexual violence case data.
- ▶ Good practices.

# Part II: Key components of Poverty and Vulnerability Reduction Mainstreaming (PVRM)

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## Overview

This second part focuses on outlining the forms of sexual harassment and violence and how to prevent and handle them on campus. References for this material are Law No. 12 of 2022 on the Crime of Sexual Violence (TPKS Law), Permendikbudristek No. 30 of 2021 on the Prevention and Handling of Sexual Violence (Prevention and Response to Sexual Violence) in the Higher Education Environment, ILO Convention No. 190 on Violence and Harassment, 2019, ILO Convention No. 111 on Discrimination (Employment and Occupation), 1958, ILO Recommendation No. 200 on HIV and AIDS and the World of Work, 2010, and ILO Recommendation No. 206 on Violence and Harassment, 2019.

## Lesson IV. Increase knowledge and awareness of sexual violence prevention on campus

Violence and harassment are threats to the dignity, safety, health and well-being of all people including in vocational education and training institutions. In lesson IV, we will focus on knowledge, understanding, skills and action for Poverty and Vulnerability Reduction Mainstreaming (PVRM).

### A. Learning objectives

1. Participants are able to explain the definition and forms of sexual violence.
2. Participants are able to explain the vulnerability of those on campus to sexual violence and PVRM.

### B. Delivery method

Presentations, group discussion, simulation, and Q&A.

### C. Time

135 minutes

### D. Activity steps

#### First activity: GEDSI and Prevention and Response to Sexual Violence concept outline

1. The facilitator greets participants and, via a presentation, explains why it is important to discuss Prevention and Response to Sexual Violence in higher education.
2. The facilitator questions all the participants about why violence violates human rights, and power/power relations (what makes a person with more power to commit violence against a weaker party?), for example.
3. The facilitator explores participant opinions/understanding related to sexual violence information, and challenges in responding to cases in a campus environment.
4. The facilitator expresses appreciation for the various opinions and continues with an explanation of the concept of the GEDSI framework in Prevention and Response to Sexual Violence.

5. The facilitator asks participants to open the GEDSI framework concept guide in Prevention and Response to Sexual Violence and discuss it together and encourages participants to understand the situation of PVRM in a campus environment. Participants must realize:
  - ▶ What are the vulnerabilities on a campus?
  - ▶ How is the state present for Prevention and Response to Sexual Violence on campus?
  - ▶ Why is it important to know the GEDSI framework in Prevention and Response to Sexual Violence?
  - ▶ How should participants increase their knowledge, awareness, and support the actions of GEDSI and Prevention and Response to Sexual Violence?
6. The facilitator is to ensure that participants are familiar with the following documents: Law No. 12 of 2022 on the Crime of Sexual Violence (TPKS Law), Minister of Education and Culture Regulation No. 30 of 2021 on Prevention of Sexual Violence (Prevention and Response to Sexual Violence) in Higher Education, ILO Convention No. 190 on Violence and Harassment, 2019, ILO Convention No. 111 on Discrimination (Employment and Occupation), 1958, ILO Recommendation No. 200 on HIV and AIDS and the World of Work, 2010, and ILO Recommendation No. 206 on Violence and Harassment, 2019.
7. The facilitator then divides the participants into three groups and has them conduct the following simulation:
 

**Group One:**

  - a. Practice counseling on Permendikbudristek No. 30 of 2021 concerning Prevention and Response to Sexual Violence in a higher education environment.
  - b. Eligibility: All educators in mechanical engineering study programs or other study programs.

**Group Two:**

  - a. Conduct a group discussion on ILO Convention No. 190 on Violence and Harassment at Work, 2019, and ILO Recommendation No. 206 on Violence and Harassment, 2019.
  - b. Objective: Apprenticeship site

**Group Three:**

  - a. Practice speaking on the spectrum of sexual violence in a campus environment.
  - b. Target: Student organizations.
8. The facilitator then closes activity one and prepares participants for activity two.

### **Activity two: harassment, sexual violence and gender-based violence**

1. The facilitator shows a presentation on harassment, sexual violence, and gender-based violence that can occur in higher education.
2. The facilitator asks participants to read the guidelines in table 1 on sexual harassment and violence based on the results of the integrated group discussion (IDG) and then discuss together:
  - ▶ The situation and location of the incident.
  - ▶ What do participants think about the sexual harassment and violence that occurred?
  - ▶ What impact does harassment, sexual assault and gender-based violence have on victims?
  - ▶ How to detect sexual harassment and violence early?

3. Once the facilitator feels the discussion time is sufficient, the session continues with the controversial statement activity. The facilitator will read out the task sheet and ask participants to state their reactions, agree or disagree and discuss the differences that emerged in the group. Emphasize the differences reflected in the group about values, attitudes and beliefs.
4. The facilitator asks all participants to gather in a circle, and then explains the purpose of this activity and the function of the metaplans with agree or disagree written at the bottom.
5. The facilitator will read the statements in order and ask participants who agree to gather behind the agree metaplan, and participants who disagree to gather behind the disagree metaplan.
6. After everyone is in their chosen position, the facilitator explores the participants' opinions according to their choices and allows participants to move if they change their mind. Participants are allowed to influence each other.
7. After all the statements are read and discussed, the facilitator explains how this activity teaches that input from various dimensions is important so that solutions are comprehensive, that everyone has a value system from previous experiences, and the importance of including a victim's perspective.

### **Activity three: linking sexual harassment and violence with other vulnerabilities.**

1. The facilitator continues the session with a discussion on sexual harassment and violence with other vulnerabilities.
2. The facilitator asks participants to discuss how sexual harassment and violence relate to other vulnerabilities.
3. To deepen their knowledge, the facilitator asks participants to read the guide and starts a question and answer session.
4. After the Q&A session, the facilitator divides the participants into two groups.
  - a. The first group: Discusses other vulnerabilities and strategies to resolve these vulnerabilities in general.
  - b. The second group: Creates an infographic about sexual harassment vulnerability and violence that will be distributed on campuses.
5. The facilitator and participants discuss the results of the group discussions and closes the third activity.

## E. Task sheet

### Second activity task sheet: controversial statements

1. Female senior lecturers will not be subjected to sexual harassment and violence on campus.
2. Male students can be victims of sexual violence.
3. Male lecturers can date female students as long as they have different majors.
4. Older women can date younger female students.
5. Students with HIV cannot attend polytechnics.
6. Corporal punishment to enforce discipline is part of education.
7. College students are allowed to get pregnant before marriage because they are adults and do not violate social morals.
8. Students who have completed their criminal sentences may re-enter university.
9. The task of the Prevention and Response to Sexual Violence Task Force is to participate in training for capacity building only.
10. A Prevention and Response to Sexual Violence officer cannot possibly commit sexual violence.
11. Reporting cases of violence is tantamount to a human rights violation because it shames the perpetrator.
12. Security guards on campus are unlikely to commit sexual harassment.
13. It is called sexual harassment and violence if penetration occurs.
14. *Cat calling* is a compliment and not harassment.
15. Women are more sensitive while men are mentally stronger.
16. Men can sexually assault their close friends because they are familiar with them.
17. Students can report cases of sexual violence they face to the media.
18. Men can handle cases of female victims of sexual violence.
19. The legal process is long and sexual assault cases should not be dealt with.
20. Janitors on campus are unlikely to be sexually harassed.

## F. Reading sheet

Guidance Chapter II. Harassment, Sexual Violence and Gender-Based Violence (GBV)

Key messages:

- ▶ Gender-based violence can happen to anyone regardless of ethnicity, culture, age, status and religion.
- ▶ Sexual violence can span the spectrum of physical, psychological, social, economic, and online-based and can happen anywhere, including universities.

► Figure 1: Spectrum of sexual violence in educational settings



- The spectrum of violence consists of physical, psychological, online-based and social including sexual acts, coercion, or deprivation of one's freedom. Sexual violence against women and vulnerable groups on campus can happen to anyone and is often perpetrated by those known or close to them. It is important to eliminate the power relations that are the root cause of harassment and violence.
- Gender-based violence (GBV) is a term used to emphasize the definition of violence against women, as stated in UN Resolution No. 48/104, December 20, 1993 on the Declaration on the Elimination of Violence against Women.
- GBV refers to the definition of gender-based violence by the United Nations High Commissioner for Refugees (UNHCR), which defines GBV as direct violence against a person based on sex or gender. This includes actions that result in physical, mental or sexual harm or suffering, threats of such acts, coercion and deprivation of independence.
- Violence against female students or women and persons with disabilities comes in many forms including physical, sexual, psychological/emotional, economic, and other suffering in the form of threats, harassment, coercion and deprivation of liberty.
- Vulnerabilities that must be considered include psychological impact and trauma, HIV/AIDS vulnerability, sexual and reproductive health, and the impact of sexual violence on persons with disabilities.



## Lesson V. Sexual violence risk reduction and behavior change in accordance with Minister of Education, Culture, Research, and Technology Regulation Number 30 of 2021

In lesson five, it is important to pre-empt and reduce the risk of sexual violence, and change behavior including early detection so that it does not occur. This session is based on Permendikbudristek No. 30 of 2021 Concerning Prevention and Response to Sexual Violence in Higher Education, Persesjen Kemendikbudristek No. 17 of 2022 Concerning Guidelines for the Implementation of Permendikbudristek No. 30 of 2021, ILO K190, and ILO Recommendation No. 206.

### A. Learning objectives

1. Recognize and understand Permendikbudristek No. 30 of 2021 Concerning Prevention and Response to Sexual Violence in Higher Education, Persesjen Kemendikbudristek No. 17 of 2022 Concerning Guidelines for the Implementation of Permendikbudristek No. 30 of 2021, and ILO Convention No. 190 of 2019, and Recommendation No. 206 containing the Elimination of Violence and Harassment in the World of Work.
2. Understand violence and its impact on victims' lives.
3. Identify service needs for victims of sexual violence.
4. Demonstrate ways to help victims.

### B. Delivery method

Presentations, group discussions, assignments, and simulations.

### C. Time

135 minutes

### D. Activity steps

#### First activity: comprehensive and collective awareness raising

1. The facilitator first explains the concept of GEDSI and Prevention and Response to Sexual Violence awareness raising comprehensively by showing a PowerPoint
2. The facilitator discusses how the concept can be integrated on campus.
3. The facilitator goes on to explain the cycle of harassment, sexual violence, and vulnerability on campus and at the internship/workplace.
4. The facilitator asks participants to read chapter IV of the guide and look at the vulnerabilities that can occur according to the cycle.
5. This vulnerability assessment activity is important to show the detailed and explicit information needed to help students, educators, education personnel, and vulnerable groups to implement early detection of possible acts of sexual harassment and violence around them.
6. After a joint discussion on awareness raising, the facilitator divides the participants into three groups. Each group then develops plans and activities to raise awareness of PVRM according to their respective fields. The discussion format can be seen in the assignment sheet.
7. After the discussion, the groups present their results so that all participants can see each group's innovation plans.

8. The facilitator draws conclusions about the plans and activities to improve Poverty and Vulnerability Reduction Mainstreaming (PVRM) on campuses.
9. The facilitator then thanks the participants for their participation and reminds them that the results of the discussion could be taken into consideration by universities in implementing GEDSI and Prevention and Response to Sexual Violence.

### **The second activity: investing in individual students, individual educators, education personnel, and campus residents.**

1. The facilitator explains the importance of campus community involvement in Prevention and Response to Sexual Violence by showing a PPT.
2. The activity continues by creating a calm and comfortable atmosphere in the room. The participants make a circle without carrying cellphones or other equipment. The room lights are turned off or dimmed.
3. The facilitator asks participants to prepare themselves for the reflection session by making themselves accessible and quietly closing their eyes.
4. Once everyone is ready, the facilitator plays music and reads out a relevant case of sexual violence.
5. After the case is read, all the participants are asked to open their eyes, and relax a moment.
6. The facilitator continues by asking for feedback on the case.
7. The facilitator emphasizes the importance of maintaining empathy and being on the side of the victim.



#### **TRIGGER WARNING!**

#### **Case study**

##### **Reflecting on cases of sexual violence in an educational environment**

Gender-based violence against women in education is most prevalent in universities.

The status of human rights for women in Indonesia is still alarming and has not shown significant progress. Komnas Perempuan presented data that sexual violence in an educational environment occurs mostly in colleges or universities. A total of 35 reports of sexual violence in universities was submitted to Komnas Perempuan between 2015-2021.

Two months ago we marked Sexual Violence Day on March 8, 2011 and the 100th anniversary of International Women's Day.

That morning a female student came to a reproductive clinic in a city. Not much was known about her as she was from a more rural region and had migrated to the city to study at a university. The student, alone, was three-months pregnant and asked for help to terminate the pregnancy. A counselor tried to help the student with psychological support and explained that it was not possible to terminate the pregnancy and offered to help her with an abortion.

They offered shelter to the victim for further treatment. The student refused and said that her boyfriend was forcing her to have an abortion and if she did not have an abortion, the relationship would be terminated. The student was frightened and decided to return to her boarding house. She further said that her boyfriend often forced her to have sexual intercourse and threatened to break up with her if she did not comply.

After she became pregnant, her boyfriend suddenly forced her to have an abortion and disappeared for three days. The student realized that she did not know her boyfriend's true identity except for his boarding house and college. While in these two places his whereabouts were unknown.

Two days later, the reproductive clinic received a call from the police because a female student had died by suicide. The owner of the boarding house and the police found the student with heavy bleeding in the birth canal due to a sharp object puncture and beside her was the victim's medical card.

8. The activity continues by interpreting and reflecting on the case of the above and what can be done in the prevention and treatment stages.
9. The activity continues with increasing individual participation in the involvement of treatment for victims.
10. The facilitator shows a presentation and discusses the importance of victim participation and empowering victims to help themselves.
11. The facilitator asks participants to pair up and follow the instructions below.

#### ► Activity instructions

1. Have all the participants pair up with participants they are comfortable with, including those of different genders, and face each other.
2. All the participants should stand relaxed and free of anything such as handphones etc.
3. Once everyone is ready, the facilitator asks the participants to look at each other for two minutes starting from the forehead, eyes, nose, cheeks, mouth, and neck then back to the eyes.
4. Participants should not put their hands in their pockets, smile, laugh, or joke around.
5. Participants are to focus on their partner without looking at their surroundings.
6. After two minutes, the participants are to sit down and the session continues.

12. The facilitator then asks about the pairing process and what was the experience like? Some participants should take turns to share the activity process and discuss what the challenges were, and what is needed to ensure assistance/referral services support the victim.
13. The facilitator concludes and explains that help for victims must be victim-centered, favoring the interests of the victim, and to learn the needs of the victim by active listening.
14. The facilitator then is to show a PPT regarding the field of assistance and protection.
15. The facilitator then invites participants to demonstrate the First Psychological Assistance (PFA) Service for victims. The PFA demonstration can use the cases in the guide.
16. The PFA demonstration is to be conducted twice and all participants must be able to practice it together in pairs.
17. After the demonstration activity is complete, the facilitator closes the session and invites participants to ask questions.

## E. Task sheet

First activity task sheet: Comprehensive and collective awareness raising.

Components of attitude formation and behavior change: affective, cognitive, and behavioral (*Theory of Reasoned Action* (TRA), Sheppard et. Al. (1988)).

### ► Table 6. Prevention and response to sexual violence

Filling steps:

1. In the first stage, write down what knowledge needs to be improved in the group. For example, in groups of lecturers, education staff, students, and other campus residents.
2. In the second stage, provide examples of changes from the knowledge improvement. The change should be connected to the knowledge that needs to be improved or imparted.
3. In the third stage, decide on a strategy for PKS. For example, with extension programs, campaigns, and/or peer group discussions.
4. In the fourth stage, write down the outcomes that you hope to achieve with the new knowledge, change and strategy enhancement activities.

Component	Change	Strategy	Results
Expected knowledge	⇒	⇒	⇒
Attitude/affective skills required	⇒	⇒	⇒
Expected behavior	⇒	⇒	⇒

## F. Reading sheet

Source:

Guidance Chapter IV. Implementation of GEDSI and PVRM mainstreaming in vocational education and training institutions.

Key messages:

- ▶ Prevention and Response to Sexual Violence is implemented with the principles of:
  - 1) best interests of the victim, 2) gender justice and equality, 3) equal rights and accessibility for persons with disabilities, 4) accountability, 5) independence, 6) prudence, 7) consistency, and 8) assurance of no repetition (Persesjen Ministry of Education and Culture No. 17 of 2022).
- ▶ The workplace has to explicitly state its commitment to PVRM.
- ▶ Ensure workplace management's dedication to the safety and security of students, especially women, by including articles on cooperation between vocational education and training institutions and workplaces.
- ▶ Understand and implement policies in accordance with international and national conventions on labor, migration, discrimination, violence and harassment.
- ▶ Share best practices on effective ways to promote increased awareness of harassment, sexual violence and HIV/AIDS vulnerability in the workplace.
- ▶ Promote and respect the right of women workers to organize and voice their concerns freely, safely and anonymously, if desired.
- ▶ Actively involve women workers in the development and implementation of OHS programs.
- ▶ Create safe and healthy work environments that will help prevent harassment and violence, promote inclusion, improve well-being and productivity. This can include both internal and external work activities.

## Lesson VI. Creating a conducive environment

In lesson six, it is important to help universities create a welcoming and supportive environment for victims and the entire campus community (female, male students, people with disabilities, student KIP recipients, students from remote tribes and islands, marginalized groups, and other vulnerable groups, who are studying at vocational education and training institutions, students who are carrying out workplace apprenticeships, educators/lecturers, education staff, security staff, and cleaning staff. A comprehensive approach to PVRM requires an understanding of the structural barriers that can occur. These barriers may occur at the level of policy, educational program design, and educational practice itself.

### A. Learning objectives

1. Participants are able to assess if the campus environment supports GEDSI and Prevention and Response to Sexual Violence.
2. Participants are able to apply strategies to create a conducive campus environment for all campus residents.

### B. Delivery method

Lectures, questions and answers, group assignments, and group presentations.

## C. Time

90 minutes

## D. Activity steps

1. The facilitator starts the session by showing a PPT and during the presentation, encourages active participation by encouraging participants to ask questions.
2. The facilitator asks about experiences in the process of creating a supportive environment in higher education.
  - a. Has the Prevention and Response to Sexual Violence Task Force been formed yet? How does the Prevention and Response to Sexual Violence Task Force respond to each reported case?
  - b. What does the Prevention and Response to Sexual Violence Task Force, GEDSI team or other working groups need?
  - c. Does the Prevention and Response to Sexual Violence Task Force also involve victims as volunteers, or has it organized other student groups to be involved in Prevention and Response to Sexual Violence?
3. After the above joint discussion process, the facilitator is to divide the participants into four groups to discuss several simulation scenarios and practice them in front of the class.
4. Each group will be assigned a different scenario and the time allotted for the simulation. The scenarios can be found on the assignment sheet.
5. The purpose of the simulation is to connect what the facilitator delivered from the first day's material, develop skills, and understand it all to create a conducive environment. During the simulation participants can give each other feedback based on observations and improvements.
6. Participants are to be asked to make a list of ways to improve the conducive environment.
7. Upon completion of the discussion, learning session six can end. The facilitator then asks participants to complete the evaluation sheet (manual/virtual) and return it.

## E. Task sheet

Task sheet: simulation

### Group one simulation: Social dialogue at the workplace.

Cases of sexual harassment and violence can occur at apprenticeship sites. Educators/assistant lecturers together with the Prevention and Response to Sexual Violence Task Force are asked to follow up on these cases. Discuss with the workplace/ apprenticeship partner company to handle the case. It is important for universities to work together with companies to create an apprenticeship site environment with a GEDSI and anti-sexual violence perspective.

- ▶ Make a social dialogue and sexual violence response plan for the workplace.
- ▶ Conduct the simulation in front of the class.

### Simulation group two: student organizations.

Prevention and Handling of Sexual Violence efforts include various student organizations, religious associations on campus, and student networks. Several cases of violence have occurred and were handled according to context. To reduce GBV and prevent recurrence, the Prevention and Response to Sexual Violence Task Force needs to formulate several important steps with student organizations and student networks.

- ▶ Make a plan to create a conducive environment on campus.
- ▶ Simulate in front of the class a dialogue between student organizations.

### Group three simulation: integration of GEDSI and Prevention and Response to Sexual Violence in the study program.

Conduct discussions for the socialization of Prevention and Response to Sexual Violence in study programs. The Prevention and Response to Sexual Violence Task Force creates a program for awareness and handling of cases in each study program. This is important to do after cases of sexual violence that occur with education personnel.

- ▶ Create a GEDSI and Prevention and Response to Sexual Violence program integration plan for the study program.
- ▶ Conduct an extension simulation in front of the class.

### Simulation group four: Outreach to cleaners and security guards.

It is important to involve janitors and security officers for help with early detection of sexual violence cases on campus. This is important given that janitors and security officers work throughout campus areas.

- ▶ Develop an outreach and counseling plan to involve janitors and security guards.
- ▶ Simulate an explanation of early detection/prevention of sexual violence.

## F. Reading sheet

Source:

*Guidelines for Mainstreaming Gender Equality, Disability and Social Inclusion (GEDSI) and the Prevention and Guidelines for Mainstreaming Gender Equality, Disability and Social Inclusion (GEDSI), and the Prevention and Handling of Sexual Violence (Prevention and Response to Sexual Violence) in Vocational Education and Training Institutions.*

- ▶ Each university must have a role in and commitment to establishing GEDSI and Prevention and Response to Sexual Violence.
- ▶ Explicitly state a commitment to equality and zero tolerance for sexual harassment, violence, and ensure that campus-wide prevention and outreach programs are introduced.
- ▶ Strengthen the GEDSI program that is supported by ILO Indonesia, with the support of the Skills for Prosperity (SfP) Indonesia program, to ensure management commitment to the development of the integration of the GEDSI and Prevention and Response to Sexual Violence programs, including a code of conduct to uphold the highest standards of dignity.
- ▶ Open a space for dialogue in groups to discuss strategies to stop violence and harassment against women and vulnerable groups.
- ▶ Ensure that clear and effective disciplinary measures are reinforced rather than using violence in higher education, which in many cases is ineffective and merely perpetuates more violence.
- ▶ Share best practices on effective ways to promote raising awareness on harassment, violence and other vulnerabilities to new students, prospective workers before placement, preparation of female workers before placement, and during the contract.
- ▶ Develop a complaint and referral system for bullying such as a hotline service managed by a designated team.
- ▶ Ensure that there is a protocol or standard operating procedures (SOPs) for handling cases, including the handling of perpetrators.
- ▶ Creating and maintaining an enabling environment, a comprehensive prevention approach, which requires an understanding of how to overcome structural barriers to help-seeking. These barriers may be at the level of policy, service design, and other areas.
- ▶ Align PVRM policies and practices to reduce the harassment, violence, stigma and discrimination experienced by victims.
- ▶ Ensure sustainability and consistency of the Prevention and Response to Sexual Violence Task Force work programs and services through advocacy and leadership building.
- ▶ Encourage campus community involvement in service design, service delivery, evaluation and leadership.
- ▶ Outreach to all groups including male-dominant organizations on campus to engage in prevention activities.
- ▶ Open Prevention and Response to Sexual Violence Task Force to members willing to address problems, raise issues that need to be discussed, help create an environment where people are free to say what is on their minds, and encourage an open exchange of ideas.
- ▶ In a climate of openness, team members can listen and talk to each other about issues that hinder teamwork (including individual behaviors and attitudes).



# Section III: Prevention and Response to Sexual Violence Flow and SOPs in vocational education and training institutions

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## Overview

Part III of this manual contains two lessons on the review of the comprehensiveness of GEDSI mainstreaming implementation support and the implementation of Prevention and Response to Sexual Violence, including good practices. This section also emphasizes the vital role of GEDSI mainstreaming and concentrates on the educational and service role of vocational education and training institutions in the flow and development of standard operating procedures for case complaints, prevention, and case handling in accordance with Persesjen No. 17 of 2022 on Guidelines for the Implementation of Permendikbudristek No. 30 of 2021.

## Lesson VII. Flow and SOPs of Prevention and Response to Sexual Violence in vocational education and training institutions

### A. Learning objectives

1. Participants receive an overview of the flow and standard operating procedures of services that can be carried out by the Prevention and Response to Sexual Violence Task Force at vocational education and training institutions.
2. Participants understand the importance of providing good service and their performance as a member of the Prevention and Response to Sexual Violence Task Force.

### B. Delivery method

Presentations, discussion, and simulation.

### C. Time

90 minutes

### D. Activity steps

1. The facilitator explains the importance of creating both internal and referral case handling flows.
2. The facilitator asks participants a few questions related to their experience in developing case management service flows.
3. The facilitator shows short and long term measures of Prevention and Response to Sexual Violence implementation in higher education.
4. To meet the specific needs of the flow, participants view the flow that has been developed to support the Prevention and Response to Sexual Violence Task Force standard operating procedures.

- The facilitator divides participants into three groups to prepare the resources needed to create referral pathways, referral systems and networks according to their respective areas. The results of this discussion will form the basis for the development of RTL, hearings, and the creation of a memorandum of understanding.

**First group:** Develop a simple internal flow. Participants need to consider what is important to include in the development of a simple flowchart.

**Second group:** Develop a comprehensive list of documents required for service referrals. This is important to help the Prevention and Response to Sexual Violence Task Force to keep the guidelines updated each year.

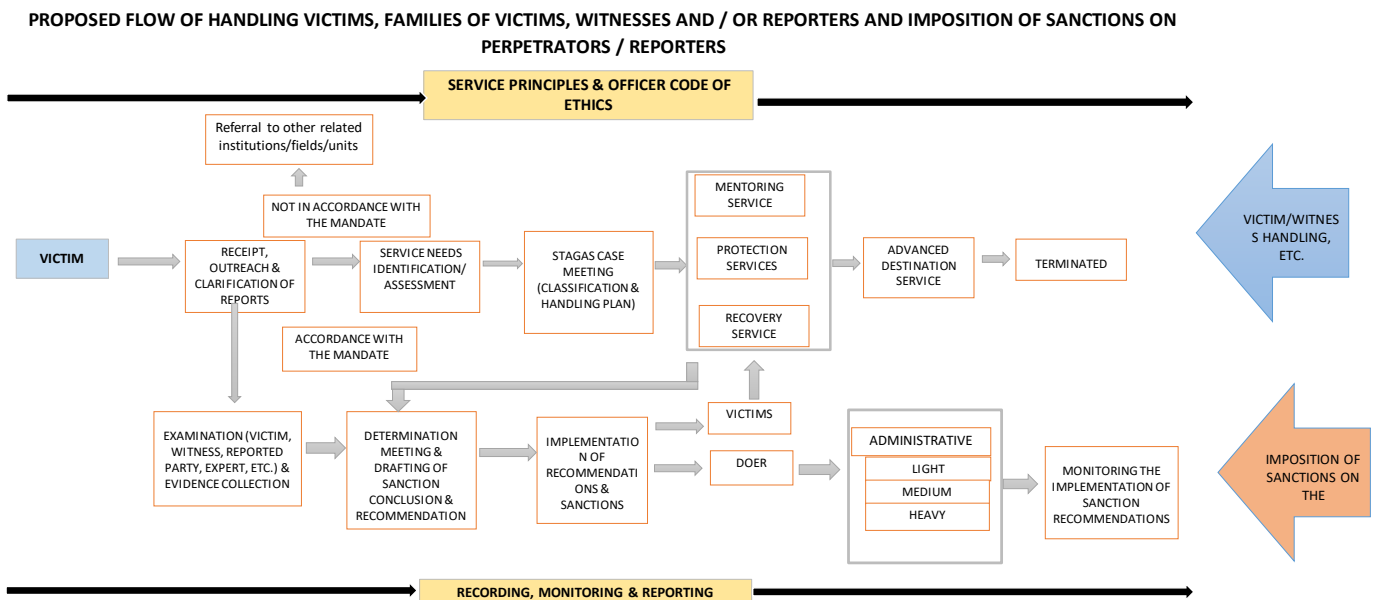
**Third group:** Write down what are the standard operating procedures to support the PVRM Task Force. These standard operating procedures ensure that appropriate services and referrals are carried out in the implementation of PVRM.

- The facilitator makes sure all groups understand the discussion task and asks if anyone needs more information.
- After completing the group discussion assignment, participants can paste their flipchart paper on the board provided.
- The facilitator then invites the participant groups to present in turn.
- The facilitator closes the session and thanks everyone for their participation.

## E. Task sheet

First flow example

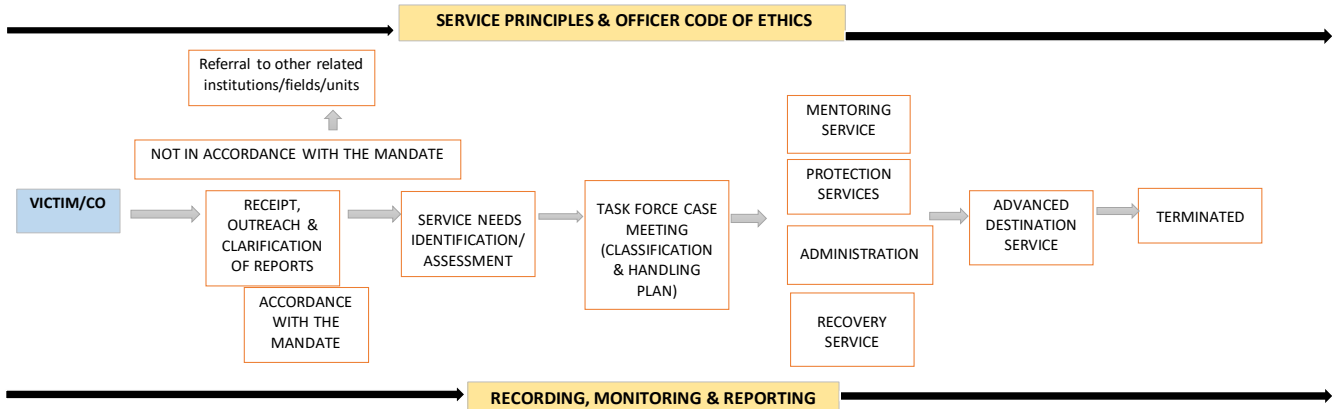
### ► Proposed handling flow 1



Second flow example

► **Proposed handling flow 2**

**PROPOSED FLOW OF HANDLING VICTIMS, FAMILIES OF VICTIMS, WITNESSES AND / OR REPORTERS AND IMPOSITION OF SANCTIONS ON PERPETRATORS / REPORTERS**



**F. Reading sheet**

Reading source:

1. Standard operating procedures at each polytechnic.
2. Persesjen Kemendikbudristek No. 17 of 2022 on Guidelines for the Implementation of Permendikbudristek No. 30 of 2021 on the Prevention and Handling of Sexual Violence in Higher Education.
3. Decree of the Minister of Education and Culture of the Republic of Indonesia Number 386/P/2019 on Standard Operating Procedures for Generic Administration of Administration within the Ministry of Education and Culture.

► **Table 7. SOPs List**

POS Group		
No.	Main	SOP Name
<b>Complaints and case acceptance</b>		
		Direct case complaint service (face-to-face, WhatsApp (WA))
<b>Assistance</b>		
		Case identification and clarification service
		Psychological First Aid (PFA) services
		Health referral service
		Counseling services

		Legal information services
		Case management referral service
		Social assistance services
		Assistance services for people with disabilities
<b>Protection</b>		
		Safety and security services
		Temporary shelter (dormitory) and safe house services (external referral)
<b>Recovery</b>		
		Follow-up counseling services
		Spiritual guidance services
		Self-empowerment services
		Trauma recovery services
<b>Administrative</b>		
		Examination and collection of evidence
		Drafting conclusions and recommendations for sanctions
		Implementation of recommendations for light sanctions, medium sanctions, and heavy sanctions
		Implementation of behavior change information
<b>No.</b>	<b>Supporters</b>	<b>SOP Name</b>
		Recording and documentation
		Task force team assignment letter
		Service referral letter
		SOP revision and/or development
		Documentation of activities

No.	Management	SOP Name
		Establishment of a sexual violence prevention task force on campus
		Service quality assurance
		Task force performance evaluation
		Capacity building of the task force
No.	Attachment	Description
		Task force decision letter according to Permendikbudristek No. 31 of 2021
		Task force team identification card
		Case complaint form
		Victim consent form
		Case assistance form
		Referral letter

## Lesson VIII. Simulation of Prevention and Response to Sexual Violence SOPs in vocational education and training institutions

Standard operating procedures (SOPs) are very important to support the work of the Prevention and Response to Sexual Violence Task Force. With simulations, it will facilitate decision making both prevention and handling of cases in higher education. The SOP developed is an implementation of four main areas, namely assistance, protection, recovery, and administrative sanctions.

### A. Learning objectives

1. Participants improve skills in implementing prevention, assistance, protection, recovery, and administrative sanctions.
2. Participants gain an understanding of SOPs and their implementation principles.
3. Participants increase awareness by involving educators, education personnel, students, security, and cleaning personnel to improve the quality of SOPs.

### B. Delivery method

Studying SOPs, SOP simulation, and group discussions.

### C. Time

135 minutes

## D. Activity steps

1. The facilitator prepares the class for the simulation session and shows a presentation on the standard operating procedures (SOPs) already developed.
2. The facilitator asks participants to choose one SOP from each field to simulate.
3. The facilitator then asks participants to engage in the simulation by choosing roles, where each participant takes turns being Prevention and Response to Sexual Violence Task Force members, perpetrators, victims, and gives sanctions.
4. Participants who are not involved in the simulation will take notes on the highlights of each step of the simulation including refining the objectives.
5. Upon completion of the simulation, participants will provide improvement feedback and notes for quality assurance.
6. The simulation activity ends after all agreed-upon SOPs have been enacted.
7. The facilitator reminds the participants that there needs to be efforts to favor the interests of victims in the entire simulation process.
8. The facilitator closes the session and thanks everyone for their participation during the three-day training.

## E. Task sheet



### TRIGGER WARNING!

### SOP simulation case of Prevention and Response to Sexual Violence case management

#### Instructions:

Twenty-three cases were selected to pilot the standard operating procedures SOPs that were developed by the Polytechnic Prevention and Response to Sexual Violence Task Force. The SOPs are part of the implementation of assistance, protection, administrative sanctions, and recovery.

Some things for facilitators to be aware of:

1. Before starting the session, the facilitator should prepare the class with the comfort and confidentiality of all participants in mind.
2. If there are participants who are not willing to continue the session, the facilitator may allow them to leave.
3. Apply PFA in the middle of the simulation activity.

---

### Prevention

#### Case 1

Responding to Permendikbudristek No. 30 of 2021 Concerning Prevention and Handling of Sexual Violence in the Higher Education Environment, a KS prevention program will be implemented at the Polytechnic. A 2020 Ministry of Education, Culture and Research survey shows that 77 percent of lecturers said that sexual violence has occurred on campus, but 63 percent of it is not reported.

**Tasks**

- ▶ Conduct a joint discussion by the Prevention and Response to Sexual Violence Task Force to determine the targets and forms of prevention activities!
  - ▶ Practice according to the SOPs.
  - ▶ Make a Terms of Reference (ToR) for the activity.
  - ▶ What role will each member of the Prevention and Response to Sexual Violence Task Force play?
- 

**Case 2**

The capacity/ability of educators related to the issue of sexual violence and prevention is still uneven. This situation is only somewhat monitored by the Prevention and Response to Sexual Violence Task Force. Each study program has 5-7 education personnel.

**Tasks**

- ▶ What role can the Task Force team play?
  - ▶ Practice according to the SOPs.
- 

**Case 3**

The efforts made towards the prevention of sexual violence crimes include various student organizations, religious associations on campus, and student networks. Several cases of violence have occurred and were handled according to context. To reduce GBV and prevent recurrence, the Prevention and Response to Sexual Violence Task Force needs to formulate several important steps with student organizations and student networks.

**Tasks**

- ▶ Practice according to the POS to prevent GBV recurrence!
  - ▶ What role can the Task Force team play?
  - ▶ Can the above messages be developed into awareness campaign activities?
- 

**Case 4**

The Task Force team, together with lecturers and education staff, is tasked with developing GEDSI and GBV prevention materials into various campus activities. The material will be provided to all campus residents.

**Tasks**

- ▶ Have a joint discussion by the Prevention and Response to Sexual Violence Task Force.
- ▶ Practice according to the SOP.
- ▶ Make a Terms of Reference (ToR) according to the SOPs.

## Assistance

### Case 5

---

Education personnel often experience uncomfortable incidents including having their bodies poked by fellow education personnel who they actually know well. They are also often teased or have comments made about their physique. This makes victims uncomfortable, especially if they are in the same study program. The education personnel concerned complained to the head of the department and the Prevention and Response to Sexual Violence Task Force.

#### Tasks

- ▶ Practice according to the SOP.

### Case 6

An incident of forced sexual intercourse was committed by a lecturer on a student during final project guidance. The student cried and reported to the Prevention and Response to Sexual Violence Task Force for further assistance.

#### Tasks

- ▶ Have a joint discussion by the Prevention and Response to Sexual Violence task force.
- ▶ Practice according to the mentoring SOP.

### Case 7

My boyfriend had photos of us in intimate physical contact with each other and shared them with many people when we broke up. People made inappropriate comments on my physical appearance. This made me even sadder. All this was used to intimidate me and now I'm even more depressed at college. What should I do?

#### Tasks

- ▶ The Prevention and Response to Sexual Violence Task Force is to respond to the above case according to the assistance SOPs.

### Case 8

Lis was sexually harassed by a ship worker and Lis' mentor during her apprenticeship at a ship company. She repeatedly refused invitations to lunch, but the mentor threatened that she would not get further work recommendations and not even get a grade if she did not accept. After being forced to have sex, Lis was very scared and decided to talk to her supervisor.

---



**Tasks**

- ▶ Conduct a joint discussion by the Prevention and Response to Sexual Violence Task Force for case management according to the assistance SOP.
  - ▶ Practice according to the SOP.
- 

**Case 9**

Education personnel routinely come in the morning when the campus is still quiet. An incident of harassment almost to the point of rape could have occurred if no students had come to ask for practical task cards. The perpetrator is a senior lecturer on campus and is known to be very friendly among campus residents.

**Tasks**

- ▶ Practice according to the SOP for appropriate assistance.
- 

**Case 10**

A senior female lecturer on campus was harassed by a security guard who regularly brought documents to her office. The lecturer blamed herself and withdrew from socializing. She could not believe that she was being harassed by the security guard. She was embarrassed, scared, uncomfortable, and did not know who to report to. She complained to her best friend, and hoped that the security guard would be fired.

**Tasks**

- ▶ Have a joint discussion by the Prevention and Response to Sexual Violence task force.
  - ▶ Practice according to the mentoring SOP.
- 

**Case 11**

While cleaning a bathroom, a janitor was harassed by a security guard. In addition to being harassed, janitors are often intimidated and even reported on charges of indiscipline. What can a janitor do who is terrified every day by her/his security colleagues?

**Tasks**

- ▶ Have a joint discussion by the Prevention and Response to Sexual Violence Task Force.
- ▶ Practice according to the mentoring SOP.

**Case 12**

Our friend has a disability to their legs. Our friend is often gossiped about and receives unpleasant comments from fellow students. A few days ago our friend complained to us that a student put glue in his shoes so that he had even more difficulty walking. As students, we conveyed this incident to the Prevention and Response to Sexual Violence Task Force, who are also students.

**Tasks**

- ▶ Have a joint discussion by the Prevention and Response to Sexual Violence Task Force.
  - ▶ Practice according to the mentoring SOP.
- 

**Protection****Case 13**

Some students were victims of harassment from lecturers, including being threatened with low grades in their courses. The other lecturers were aware of this and reported to the department head. One of the victims was so traumatized she did not go to her classes for almost two months, and locked herself in her boarding house until her parents found her. Finally, the Prevention and Response to Sexual Violence Task Force team approached and implemented a SOP protection intervention by referring the victim to a safe house managed by the Provincial DP3A for safety and mental health intervention.

**Tasks**

- ▶ Practice according to the SOP.
- ▶ Make a referral letter and a further referral mechanism.

**Case 14**

I experienced dating violence from my boyfriend and he forced me to have sexual intercourse. If I refused, I was beaten and forced to drink water with stimulant drugs. My boyfriend uses methamphetamine frequently and blackmails me into giving him money to buy more. I really couldn't stand his behavior and I broke off the relationship last year. I went to college early and always stayed in a crowd so that people could indirectly protect me. But he always waited at the campus to pick me up and even tricked me into going home with him. I want to stop and don't want this to happen to me again.

**Tasks**

- ▶ Practice according to the SOP.

**Case 15**

As a witness, I helped a victim report to the Prevention and Response to Sexual Violence Task Force a case of pornography through indecent photos taken by a close friend of the victim. But now, I am often terrorized by the perpetrator and his friends who label me as an instant feminist, an old maid, and so on. I have to face them in the parking lot, cafeteria, and even in the hallway. Some time ago I dared to fight back directly, but my strength was limited and I asked for help from the Prevention and Response to Sexual Violence Task Force to face them.

**Tasks**

- ▶ Hold a joint discussion with the Prevention and Response to Sexual Violence Task Force about witness protection.
- ▶ Practice according to the SOP.

**Case 16**

I am a victim of harassment by a fellow BEM student. My case process was handled by the campus and the perpetrator was sanctioned until the perpetrator stopped his own education. However, I am still uncomfortable going to campus because of the views and comments of other BEM administrators and friends of the perpetrator about me. They say it is my fault that the perpetrator is unable to complete his education. I reported this to the Prevention and Response to Sexual Violence Task Force because of the stigma of harassment that I experienced.

**Tasks**

- ▶ Hold a joint discussion with the Prevention and Response to Sexual Violence Task Force about protection.
- ▶ Practice according to the SOP.

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## Imposition of Administrative Sanctions

**Case 17**

At that time the students were conducting field work. The accompanying lecturer often came to their boarding house and chatted together with the victim until sexual harassment occurred. The victim's parents reported the case to the campus and addressed the Director directly. The Director informed the Prevention and Response to Sexual Violence Task Force to follow up with an investigation and appropriate sanctions. The investigation process was carried out and it was proven that the accompanying lecturer was the perpetrator of sexual harassment on students.

What administrative sanctions should be applied on the perpetrator? Please develop the handling of this case.

**Tasks**

- ▶ Practice according to the SOP.

**Case 18**

A security guard was found to have committed sexual violence and discrimination against a cleaner on campus. The janitor has a hearing disability, so the process needed to be assisted by a sign language interpreter. The Prevention and Response to Sexual Violence Task Force interviewed the perpetrator and reported to the director that the incident of sexual harassment, forcing the janitor to fulfill the guard's sexual desires, did occur.

**Tasks**

- ▶ Practice according to the SOP.
- 

**Case 19**

A student was found to have intimidated and sexually harassed other students. The harassment committed was recording female students in the toilet and in the changing room. The photos and videos were used to blackmail and intimidate them.

**Tasks**

- ▶ Practice according to the SOP.
- 

**Case 20**

This is my own experience, it happened on my campus and only my friends know about it. One day I went to campus to take care of a proposal and I forgot to bring my motorcycle registration. According to the rules, students who do not bring their motorcycle registration must submit their ID card to a campus security guard. The security guard should only take a photo of my motorcycle license plate or ID card, but this time he took a photo not of my license plate, but of my body, and the other security guards laughed at me. I became scared and left. However, the security guard was still following me with his camera and I became even more frightened.

**Tasks**

- ▶ Review this by the Prevention and Response to Sexual Violence Task Force.
  - ▶ Practice according to the SOP on administrative sanctions.
- 

**Recovery****Case 21**

The perpetrator was the victim's senior. It happened when they finished doing student activities and the victim was taken home by the perpetrator. While on the way, in the

vehicle, the perpetrator took the victim's hand and placed it on the perpetrator's penis. The victim immediately refused, pulled her hand away and did not like the perpetrator's behavior. The perpetrator stopped and invited the victim to rest for a while. During the stop, the perpetrator became bolder and more aggressive by trying to kiss the victim. The victim still refused. After the victim arrived home, the perpetrator made a video call to the victim while masturbating.

**Tasks**

- ▶ What psychological guidance can be given in this case?
  - ▶ Practice according to the POS.
- 

**Case 22**

I'm a male student and I'm seen as soft by some people. Every day I am often called a sissy by my campus friends. I just ignore it because I can't pretend to look manly. Soft and gentle is the real me. But the intimidation by my male friends was overwhelming as they kept cursing me as being a weak, sick man. What can I do to help myself? And what can the Prevention and Response to Sexual Violence Task Force do to stop the discrimination that happens to me and maybe people like me?

**Tasks**

- ▶ What psychological, social and advocacy support can be provided in this case?
  - ▶ Practice according to the SOP.
- 

**Case 23**

I am an education worker who was sexually harassed by a fellow education worker. We were separated and transferred to different study programs so we never met again. But I continue to be haunted by fear and trauma, every time I see the building where the incident occurred. What can I do to return to normal?

**Tasks**

- ▶ Practice according to the SOP.

## F. Reading sheet

In order to optimize the provision of services by the Prevention and Response to Sexual Violence Task Force, standard operating procedures (SOPs) are needed for prevention and handling, as well as ensuring the protection, fulfillment of rights, and recovery of women victims of violence.

Reading source:

1. SOPs at each polytechnic.
2. Persejèn Kemendikbudristek No. 17 of 2022 on Guidelines for the Implementation of Permendikbudristek No. 30 of 2021 on the Prevention and Handling of Sexual Violence in Higher Education.
3. Decree of the Minister of Education and Culture of the Republic of Indonesia No. 386/P/2019 on Generic Government Administration SOPs for Administration within the Ministry of Education and Culture.

## Training termination

This is the final part of the GEDSI mainstreaming and Prevention and Handling of Sexual Violence (Prevention and Response to Sexual Violence) Prevention and Response to Sexual Violence implementation training starting from the process of reading the guideline materials to this last lesson. The process of ending the training begins with a final test first, creating an individualized follow-up plan, and closing.

### Final Test, Follow-up Plan, Evaluation, and Closing

#### Final test

1. In conducting the final test before the end of the training, make sure all the participants get the final test questionnaire or fill in the link.
2. Once everyone has received the final test question sheet, the test can begin.
3. The allotted time is 20 minutes.
4. Make sure everyone has taken the initial test and collected/submitted it by counting the answer sheets/links.
5. Take a quick roll call by counting the number of participants according to the attendance list.

#### Follow-up Plan

1. The facilitator is to distribute the follow-up plan format to all the training participants.
2. The follow-up plan is to gauge personal support for the work program of the GEDSI team and/or Prevention and Response to Sexual Violence Task Force.
3. The facilitator explains how that preparation of the follow-up plan is important to show personal commitment to mainstreaming GEDSI and Prevention and Response to Sexual Violence.
4. The facilitator distributes the follow-up sheet or links as provided.
5. The participants are to complete the follow-up plan and keep the results for personal capacity building.

► **Table 8. Follow-up plan**

Personal Follow-up Plan	
What strategies will I use to increase my capacity to support GEDSI and Prevention and Response to Sexual Violence?	
What are my strengths as an individual to support GEDSI and Prevention and Response to Sexual Violence	
What GEDSI and Prevention and Response to Sexual Violence knowledge do I need to improve?	
List three priority things I will do to support a conducive environment on campus.	

## ► Evaluation

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1. Distribute the training evaluation sheet.
2. Ensure that all participants provide evaluation feedback.
3. The time allotted is 10 minutes.
4. After the participants have submitted their evaluation, the facilitator hands it over to the committee for closing.

## ► Closing

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1. Facilitators and training organizers are to prepare for the closing ceremony.
2. The facilitators and organizers determine the three best participants during the training based on the test results.
3. The closing of the activity is to be carried out by the college leader.
4. After the closing ceremony, the training organizers can take over the activity with administrative announcements.



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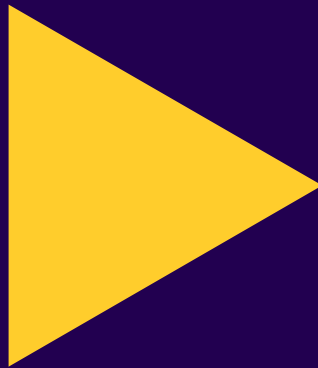
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