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Jakarta



▶ Guide:

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

▶ **Guide:**

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

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Disclaimer

This guide is a development of the guidelines and manual entitled *Mainstreaming Gender Equality, Disability and Social Inclusion (GEDSI)* and *Preventing and Response to Sexual Violence in Vocational Education and Training Institutions*.

This guideline 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, and education personnel, students, security officers, and campus cleaners.

The DKT 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 Minister 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 at four polytechnics, namely Batam State Polytechnic (Polibatam), Surabaya State Shipbuilding Polytechnic (PPNS), Indonesia Maritime Polytechnic (Polimarin), and Manado State Polytechnic (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 guide and training manual can be used as one of the references for all higher education in Indonesia.



TRIGGER WARNING!

This guide includes trigger warnings in each of the field case examples in case traumatic experiences arise for the reader, trainee and/or facilitator. If uncomfortable feelings such as anxiety, panic, fear and other issues occur it is strongly recommended to take immediate precautions and seek help.

► Compilation team

ILO Director for Indonesia and Timor Leste	Michiko Miyamoto
Chief Technical Advisor for the ILO Skills for Prosperity Project	Mary Kent
National Project Officer for the ILO SfP Project	Irfan Afandi
Main authors	Kekek Apriana Fathur Rozi
Contributors	Batam State Polytechnic (Polibatam) Shinta Wahyu Hati.S.Sos.M.AB Winanda Wahana Warga Dalam, S.E., M. Acc Diah Amalia, SE. M.AK, Ak, Salmu Fajri, S.Tr.Ak Qoriatul Fitriyah, S.T., M.Sc. Surabaya State Shipbuilding Polytechnic (PPNS) Rina Sandora, S.T., M.T., CBMCP., C.HI.PSP Aditya Maharani, S.Si., M.T, and Nurul Hidayati, S.S., M.M., Politeknik Negeri Manado (Polim Manado) Selvie.R.Kalele, Se., M.Si, Jolly Turangan, SH., M.Hum Radjab Djamali, SE, M.Si, Deisy Ch.Andih, SE, M.Si Merryany Th.Bawole, SH, MH. Politeknik Maritim Negeri Indonesia (Polimarin) Ari Ani Dyah Setyoningrum, M.Si Dhesi Wulan Sari, S.Pd., M.Pd Dra. Septina Dwi Retnandari, MA.
Manuscript reviewer	Lusiani Julia
Copy editors	Gita Lingga Budi Setiawati Ayunda Pratama
Design and layout	Gery Paulandhika
Proofreading in English	Will Woodruff, Irfan Afandi and Jenni Jostock

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► Welcome

In June 2019, 187 member states of the International Labour Organization (ILO) adopted the ILO Centenary Declaration for the Work of the Future, calling on the Organization to champion "its constitutional mandate for social justice by further developing a human-centered approach to the work of the future, which places workers' rights and needs, aspirations and entitlements of all people at the heart of economic, social and environmental policies".

The keyword 'social justice' means that there should be 'no one left behind', both for vulnerable groups including women and persons with disabilities in accessing employment and education and recognizing everyone's right to a world of work free from violence and harassment, including gender-based violence (GBV). The ILO Convention on Violence and Harassment (ILO Convention No. 190, 2019/C190) is the first international treaty to recognize it. Member States that have ratified the convention are required to implement the necessary laws and policy measures to prevent and address violence and harassment in the world of work. The Convention represents a historic opportunity to shape the future of work based on dignity and respect for all.

Through the Never Okay Project (NOP), the ILO recently conducted an online survey on 'violence and harassment in the world of work 2022' from August to September 2022. About 70.81% of the 1,175 respondents had experienced being a victim of violence and harassment at work, and 69.35% had experienced it in more than one case. It is therefore important to start a global campaign to build support for C190, and get constituents, stakeholders and civil society actors involved.

As the world's largest archipelago, Indonesia's maritime sector and the broader 'blue economy' have a key role to play in the economic and social recovery from the pandemic. Recognizing the importance of maritime workplaces that are free from violence and harassment and protect individuals' right to work with dignity, will be a critical component of the necessary transformation in the sector. As such, practical measures to address workplace violence and harassment can contribute directly to the realization of a more inclusive and competitive workforce, supporting Indonesia's long-term development ambitions.

A campus should be a workplace and learning place for lecturers, students, apprentices and the entire academic community that is free from violence and harassment. This guide, entitled: *Mainstreaming Gender Equality, Disability, and Social Inclusion (GEDSI), and Prevention and Management of Sexual Violence and Harassment in Vocational Education and Training Institutions in Indonesia* is an important development to build educational institutions that are safe and comfortable for all. It will contribute to the awareness-raising campaign on ILO's C190 on Violence and Harassment, reaching wider audiences especially in the academic community for a better future of work without violence and harassment in Indonesia.

The ILO Jakarta Office would like to thank the UK Government for providing financial support for the Skills for Prosperity (SfP) program, as well as the four Polytechnics, PPNS, Polibatam, Polimarin, and Polimando, as implementation partners.

We highly appreciate the Government of Indonesia that has just adopted Law No. 12 of 2022 on the Crime of Sexual Violence and Permendikbud No. 30 of 2021 on the Prevention and Handling of Sexual Harassment in Higher Education/Vocational Education and Training Institutions in Indonesia. I hope that these two instruments signify the commitment of the Government of Indonesia to the implementation of C190 and will soon lead to ratification.

Thank you.

Michiko Miyamoto

ILO Director for Indonesia and Timor-Leste

► List of abbreviations and terms

AIDS	AIDS stands for <i>Acquired Immune Deficiency Syndrome</i> . <i>Acquired</i> means onset, not hereditary. <i>Immune</i> is related to our immune system. <i>Deficiency</i> means lack of. <i>Syndrome</i> means a disease with a collection of symptoms, not a specific symptom.
Service flow	The process starts from the victim's complaint, case acceptance, handling and assistance by the Prevention and Response to Sexual Violence Task Force at the polytechnic.
Bipartite at practice level	Promote social dialogue in various forms such as dialogue between employers and workers and/or workers' organizations.
Forms	A sheet containing a number of questions and used to collect data on the handling of sexual violence cases.
Discrimination in employment and occupation	Any distinction, exclusion or preference on the basis of race, color, sex, religion, political beliefs, nationality or origin which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation. Any distinction, exclusion or preference in respect of a particular occupation which is based on the unique requirements of that occupation shall not be regarded as discrimination.
Lecturer	Professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service (Government Regulation No. 19 of 2005 on National Education Standards).
Psychosocial support focused on victims/survivors	Psychosocial support activities include counseling, mentoring, and social guidance provided by trained officers either the Prevention and Response to Sexual Violence Task Force, GEDSI team, or directly appointed officers.
Education and creating a conducive environment	This guide is intended to raise awareness about the rights of women, people with disabilities, and vulnerable groups. The involvement of students is key in educating and creating a conducive environment that is free from various stigmas, trauma, and discrimination against women during school/education, apprenticeships, recruitment, placement, and while working during contracts or between contracts.
GEDSI/GESI	<i>Gender Equality, Disability, and Social Inclusion</i> is a concept that addresses unequal power relations based on the dimensions of gender, wealth, ability, location, ethnicity, language and agency or a combination of these dimensions.

Gender	Social construction, culture, and community perceptions can be reconstructed by the environment and society including in education and the workplace.
Victim's rights	The right to dignified treatment, protection and recovery that is multidimensional, sustainable, and participatory, that is obtained, used, and benefited by victims, with the aim of changing the victim's condition for the better, and centered on their needs and interests.
HIV	<i>Human Immunodeficiency Virus</i> stands for a virus that damages the immune system by infecting and destroying CD4 cells.
Prevention and Response to Sexual Violence hotline	Emergency services that can be accessed by victims to report to the Prevention and Response to Sexual Violence Task Force.
ILO	The International Labour Organization is a United Nations (UN) agency that continues to encourage the creation of opportunities for women and men to obtain decent and productive work freely, fairly, safely and with dignity.
Social inclusion in the polytechnic context	A process for the campus community to try to improve patterns of relationships, improve capabilities, and provide opportunities for all individuals and groups to access various resources in society. For example, designing classrooms for all students including those with disabilities.
Instruments or equipment	Tools used to support student practice at polytechnics.
K3	K3 stands for Occupational Safety and Health. K3 supports working in a safe manner without accidents, or <i>zero accidents</i> , in the workplace and the community.
GBV	The United Nations High Commissioner for Refugees (UNHCR) defines GBV as direct violence against a person based on their sex or gender.
Online GBV	Online GBV occurs when students, education personnel, and female educators are threatened by perpetrators with pornographic images, the dissemination of photos, or intimidated verbally.
Violence and harassment	According to ILO Convention No. 190, violence and harassment in the world of work refers to a range of unacceptable behaviors and practices, or threats thereof, whether one-off or repeated, that aim at, produce, or tend to cause physical, psychological, sexual or economic harm, and includes gender-based violence and harassment.

Direct violence Is a case of one person beating another and causing bodily harm. Direct violence can also take the form of threats or terror from a group that causes fear or psychological trauma.

Violence Violence generally means the actions of a person or group of people that cause injury or death to another person, or cause physical or property damage to another person. Workplace violence and harassment refers to a range of unacceptable behaviors and practices, or the threat thereof, whether single or repeated occurrences, that aim at, result in, or are likely to result in physical, psychological, sexual, economic harm, and includes gender-based violence and harassment.

Sexual violence Any act of degrading, insulting, harassing, and/or attacking the body, and/or reproductive health of a person regardless of gender, which results in or can result in psychological and/or physical suffering including the loss of safe opportunities for optimal higher education, as well as opportunities for positions of employment.

Vulnerability Vulnerability in this case refers to victims of sexual violence, persons with disabilities, recipients of Indonesia Smart Card and Healthy Indonesia Card Students and/or circumstances where an individual or group is exposed to threats, disasters, HIV/AIDS, violence, or other pressures..

Gender equality in vocational education and training institutions This refers to fair opportunities/access to education, determining and implementing gender-responsive policies, receiving just and equal treatment, and not being discriminated against based on sex and/or gender identity.

Inequalities in power and/or gender relations that are hereinafter referred to as relationship inequality Relationship inequality is where one party abuses their resources of knowledge, economic and/or community acceptance, or their authority and social status, to control a victim and/or witness. Gender inequality is a where there is inequality between men and women in family life, society, or a nation state.

KIP, Indonesia Smart College Card (KIP Kuliah) A KIP card is for high school/vocational school graduates from underprivileged families that guarantees they can continue in higher education or academies.

Consent A mutual agreement that is given consciously, without coercion, and becomes a mutual agreement.

ILO Convention No. 190, 2019 and its accompanying Recommendation No. 206, 2019

Both of these international labour standards refer to the Elimination of Violence and Harassment in the World of Work.

Leave No One Behind (LNOB)

The principle of “Leave No One Behind” requires combating discrimination by finding the root sources of inequality. Causes for people being left behind are persistent forms of discrimination, including gender discrimination, that leave individuals, families and entire communities marginalized and excluded.

Vocational education and training institutions

In Indonesia, this refers to higher education that supports the mastery of certain applied expertise, including diploma education programs (Diploma 1, Diploma 2, Diploma 3 and Diploma 4) and are equivalent to academic education programs. Diploma 4 education level is equivalent to Strata 1 level where graduates receive a vocational degree. The overall activities aim to provide, obtain, improve and develop work competencies, productivity, discipline, attitudes, and work ethic, at a certain level of skills and expertise in accordance with the levels and qualifications of positions or jobs for work and/or entrepreneurship (Presidential Regulation (PP) No. 68 of 2022).

Apprenticeship

In Indonesia, this refers to learning activities in the field for several months which aim to introduce and develop student abilities in the real world of work (*a separate category from other forms of work-based learning or internships*).

Student

A term for people who are pursuing an education at high schools, academies, institutes, polytechnics, and colleges/universities.

Students with disabilities

This term refers to students who attend higher education and have with disabilities, barriers, or difficulties in performing daily activities, and which result in a person requiring special aids/equipment, modifications to the campus environment or other facilities in order to participate fully and effectively.

Vocational students

Students who take part in educational programs at the higher education level which aim to prepare them with expertise and skills in their fields, and prepare them to work globally.

Student organization	A student body that accommodates student talents, interests, potential, ideologies, and ideas that are relevant to the vision and mission of a higher education institute, including polytechnics.
Training	Activities involving lecturers/educators, education personnel, students, security personnel, and cleaning personnel to attend skills and knowledge sessions useful for mainstreaming GEDSI and Prevention and Response to Sexual Violence.
Non-verbal harassment	Includes any physical act, and written or graphic material/images that ridicule, demean, insult, belittle or show hostility, aversion or disrespect towards an individual or group because of national origin, race, color, religion, age, gender, pregnancy, appearance, disability, sexual identity, marital status or other protected status.
Sexual harassment	Harassment is any behavior/action based on age, disability, HIV status, sex, gender, race, color, language, religion, sect, trade union, other opinion or belief, national or social background, relationship to vulnerability, property rights, birth or other status, that is unjustly or unwelcome, that affects the dignity or self-worth of women or men in the workplace or educational institutions.
Verbal abuse	Includes offensive or unwelcome comments regarding a person's sex, gender identity or expression, national origin, ethnicity and culture, color, religion, age, sex, pregnancy, appearance, special needs, disability, marital status or other protected status, including epithets, slurs, and negative stereotypes.
Rape	Sexual intercourse that is not mutually agreed upon. This includes assault on any part of the body using the genitals and/or assault on the genitals or anal opening with any object or body part. Rape and attempted rape involve an element of force and/or threat.
Handling	Actions taken to provide complaint services, health services, social rehabilitation, law enforcement, legal aid, repatriation, and social reintegration.
Prevention	Any action or effort taken to prevent and/or eliminate the various factors that lead to the occurrence and recurrence of sexual violence crimes.

Educator	In this context refers to qualified education personnel such as lecturers, instructors and tutors at higher education centres (Regulation of the Minister of Education, Culture, Research and Technology (Permendikbudristek) No. 30 of 2021).
Higher education	Higher education is the level of education after secondary education which includes diploma programs, undergraduate programs, master's programs, doctoral programs, professional programs, and specialist programs organized by universities based on Indonesian standards. (Permenristekdikti No. 46 of 2017).
Gender mainstreaming	In accordance with Presidential Instruction (Inpres) No. 9 of 2002, gender mainstreaming is an effort to improve the position, role, and quality of life for women, as well as efforts to realize gender equality and justice in family life, society, and nation state through gender mainstreaming strategies in the entire national development process.
Permendikbudristek Prevention and Response to Sexual Violence	<p>The MoECRT regulation No. 30 of 2021 concerning on Prevention and Handling of Sexual Violence in the Higher Education Environment.</p> <p>Guidelines for the Implementation of Minister of Education, Culture, Research and Technology Regulation Number 30 of 2021 concerning Prevention and Handling of Sexual Violence in Higher Education.</p>
Bullying	A type of insult that uses insulting words, statements, and designations or calls with the intent to belittle, demean, and hurt others.
Polytechnic	According to Law No.12 of 2012, it is another higher education that organizes vocational academic activities equivalent to D1 to D4 or applied masters with a focus on practical skills.
Shipping and maritime polytechnics	Vocational-focused, industry-oriented educational institutions in the maritime and shipping sector that teach educational competencies with a curriculum that is 50% theory and 50% practice.
Principles of GBV implementation	Prioritizes safety and security. The survivor comes first, with information kept confidential between consenting individuals. Information may be shared only with others who need to know in order to provide assistance and intervention with the survivor's consent.

Task Force for the Prevention and Response to Sexual Violence

What is hereinafter called a Task Force that functions as a Prevention and Response to Sexual Violence center in higher education.

Sexuality

How humans experience and express themselves as sexual beings, and human life as related to biological, social, political and cultural factors related to sex and sexual activity that can affect individuals in society.

SfP

SfP stands for *Skills for Prosperity in South-East Asia Program*. The program is implemented by the ILO and funded by the UK Government with the aim of enhancing national capacity to achieve sustainable and inclusive growth through improved skills development, technical and vocational education, and training systems.

Education personnel

Members of the public who devote themselves and are appointed to support the implementation of higher education (Permendikbudristek No. 30 of 2021).

Tri Dharma of Higher Education

Tri Dharma consists of three main things, namely, education and teaching, research and development, and community service.

Campus residents

People who are active and/or work on campuses. (Permendikbudristek No. 30 of 2021).

Chapter I: Introduction

- ▶▶ The program prioritizes improving equitable access to maritime education and training and increasing employment opportunities for young women and men, including for disadvantaged groups, while promoting the right of all people to learn and work without risk of violence, harassment or discrimination.

Mary Kent, ILO-Chief Technical Advisor, Skills for Prosperity Programme, Indonesia.

- ▶▶ As a female student studying in the faculty of engineering, this is proof that women can be equal in the field of mechanics. All this time, the stereotypes about engineering being a man's field, a tough world, and not suitable for women, scared us and narrowed our access to certain majors.

DKT 09 participants, Student Group.

▶ 1.1 Context

Higher education is one of the keys to determining a nation's future, with groups of young people striving to complete their education in various study programs with different life backgrounds ranging from ethnicity, religion, culture, economy, customs, and so on. Vocational education and training institutions are the centres of learning and skills development to support people's integration into the world, often starting with the apprenticeship period until graduation. Women and vulnerable groups may face many problems ranging from gender issues, sexual violence, discrimination, and obstacles to achievement on campus and careers in the workplace. A common view that still prevails today is that vocational education and training institutions and workplaces/industries are catering towards men, and that female students, female workers, and vulnerable groups such as people with disabilities have lower abilities than men. This view can be seen in the segregation between the fields of work for men and women.¹

¹ Processed from the results of the author's analysis based on the results of DKT in four polytechnics: Polibatam, Polimarin, PPNS, Polimanado.

The increasing number of female students in vocational education and training institutions and industrial workplaces does not automatically encourage paying attention to discrimination against female students and workers. Women's participation in vocational education and training institutions and the world of work often promotes progress in society, but the education system and workplaces in general are still less inclusive for women and people with disabilities, including those from vulnerable groups and remote tribes. This situation narrows the opportunities for women and people with disabilities to self-actualize and develop their abilities and skills.

Based on the above, the government, especially policy makers, education implementers, and practitioners, need to ensure vocational education and training institutions:

1. Are free from discrimination
2. Offer open access for women, people with disabilities, remote tribes and vulnerable groups
3. Are worlds of education and work without sexual violence
4. Provide a quality education
5. Support gender equality
6. Apply a *do no harm* approach
7. Promote industry, innovation and technology empowerment for all, and '*Leave No One Behind (LNOB)*'²

To that end, the Government of the Republic of Indonesia has passed regulations that provide guarantees for prevention and protection in order to create a vocational education and training environment that is free from violence and harassment, and favors women's groups, young men's groups, vulnerable groups, remote ethnic groups and people with disabilities.

Legal Framework for Gender Equality, Disability and Social Inclusion (GEDSI) and Prevention and Handling of Sexual Violence

1. The mandate of Article 28 H of the Amendment to the Constitution of the Republic of Indonesia Year 1945 which guarantees the enforcement of human rights (HAM).
2. Law No. 7 of 1984 on the Ratification of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), hereafter referred to as the Women's Rights Convention.
3. Law No. 19 of 2011 on the Ratification of the Convention on the Rights of Persons with Disabilities dated November 10, 2011.
4. Law No. 12 of 2022 on Criminal Acts of Sexual Violence (TPKS Law), is a commitment by the state to provide a comprehensive guarantee of human rights, especially from violence and discrimination, especially against women, people with disabilities, and children.
5. Permendikbudristek No. 30 of 2021 concerning Prevention and Handling of Sexual Violence (Prevention and Response to Sexual Violence) in Higher Education.

2 Processed from the results of DKT in four polytechnics: Polibatam, Polimarin, PPNS, Polimando.

► 1.2 ILO approach

Through the integrated mission of the UK Government-funded Skills for Prosperity (SfP) Indonesia Program, the ILO collaborates with four state polytechnics (Batam State Polytechnic (Polibatam), Surabaya State Shipbuilding Polytechnic (PPNS), Indonesia Maritime Polytechnic (Polimarin), and Manado State Polytechnic (Polimanado) in skills development, employability enhancement, and future readiness of young women and men, including those from vulnerable groups and people with disabilities, to realize their dreams in higher education, and pursue careers in industry.

The ILO's approach provides a clear framework of measures and opportunities to shape future work that is dignified and respectful of human rights, and free from discrimination, and all forms of violence and harassment. The ILO promotes this through ILO Convention No. 190 of 2019 on the Elimination of Violence and Harassment in the World of Work, ILO Recommendation No. 206 of 2019 on the Elimination of Violence and Harassment in the World of Work, ILO Convention No. 111 of 1958 on Discrimination (Employment and Occupation), and ILO Recommendation No. 200 of 2010 on HIV and AIDS and the World of Work. The Convention also recognizes that acts of violence constitute a violation or abuse of human rights.

The ILO through the SfP Indonesia Program has a specific mandate in increasing equal access to vocational education, training and employment for underrepresented groups including women, and promoting industrial workplaces and/or maritime industries that are gender responsive, gender transformative and free from harassment. The SfP program also aims to increase economic opportunities for women, vulnerable, poor and marginalized citizens. These stakeholders are expected to review industrial and/or maritime industry policies, regulations and labor markets and then provide recommendations on career opportunities for vulnerable, poor and marginalized groups of women, and other citizens. In addition, the program also advocates for workforce diversity and workers' rights providing entrepreneurial skills training and providing business and financial services to women in coastal and remote areas. Ultimately, the program aims to promote regulations, strategies and policies that create opportunities for marginalized groups to access vocational education and training.

In addition to the guidelines, a training manual was also published to assist vocational education and training institutions and/or other higher education institutions to organize GEDSI and Prevention and Response to Sexual Violence mainstreaming programs and training. This guide is expected to help the gender *focal point* team, facilitators, GEDSI program managers, Prevention and Response to Sexual Violence Task Force integrate GEDSI in higher education policies, programs, and curricula. This guide is also expected to be used as a reference and/or adapted by institutions and employment providers, as well as the general public in planning and developing GEDSI, Poverty and Vulnerability Reduction Mainstreaming (PVRM), GBV, and HIV/AIDS vulnerability education programs.

▶ 1.3 Guidelines for mainstreaming GEDSI and Prevention and Response to Sexual Violence in vocational education and training institutions

1.3.1 What does the training guide contain and who is it intended for?

A. Background.

The training manual and guide is another part of the series "Raising Awareness of Harassment, Violence and HIV/AIDS Vulnerability of Women Seafarers, Women Seafarers Groups and Women Working in Maritime Environments". The guidelines and training manual as a complete package provides a more comprehensive context for vocational education and training institutions. The results of the study and case studies are also sourced from integrated group discussions (FGDs) that have been conducted 16 times involving groups of educators/lecturers, education staff, students, cleaning staff, and security staff at the four polytechnics mentioned above.

Based on the results of the DKT, there were cases of sexual harassment and violence, discrimination, gender inequality, and others experienced by women and vulnerable groups ranging from students, education personnel, female lecturers, people with disabilities, and recipients of the Indonesian Smart Student Card (KIP Kuliah).

This comprehensive package presents an integrated guide and training manual on a comprehensive approach to GEDSI and Poverty and Vulnerability Reduction Mainstreaming (PVRM) in vocational education and training institutions especially polytechnics and in the workplace. This ILO handbook can also be adapted by other higher education centers such as universities and institutions. The guidelines and training manual are designed based on the results of the DKT analysis, Permendikbudristek No. 30 of 2021, ILO Convention No. 190, ILO Recommendation No. 206, ILO Recommendation No. 200, and the good practices of the four polytechnics involved in the DKT.

Guidelines and training manual



▶ **Table 1. Contents of Training Guides and Manuals**

Knowledge	Concept	Action
Gender equality, disability and social inclusion. Harassment and violence, GBV, HIV/AIDS vulnerability, GEDSI links to harassment and violence, GBV and HIV/AIDS vulnerability.	Dialogue and partnership, prevention and response.	Program integration includes curriculum and occupational health and safety (OHS) program integration.

Knowledge	Concept	Action
<p>Laws, policies, and references.</p> <ol style="list-style-type: none"> 1. Law No. 12 of 2022 on TPKS 2. Permendikbudristek No. 30 of 2021 concerning Prevention and Response to Sexual Violence in Higher Education. 3. Violence and Harassment Convention, 2019 (ILO, No. 190). 4. Discrimination (Employment and Occupation) Convention, 1958 (ILO, No. 111). 5. HIV and AIDS Recommendation, 2010 (ILO, No. 200). 6. Violence and Harassment Recommendations, 2019 (No. 206). 	<p>Implementation of ILO Principles in accordance with Conventions and Recommendations.</p> <ol style="list-style-type: none"> 1. Field of Assistance, Protection, Recovery, and Administrative Sanctions. 2. Flow of case handling and first psychological assistance (PFA). 	<p>Strategies and activities of the Prevention and Response to Sexual Violence Task Force, Preparation of Standard Operating Procedures (POS) in accordance with the Decree of the Minister of Education and Culture (Kemendikbud) No. 386/P/2019 concerning Posts and Regulation of the Secretary General (Persesjen) No. 17 of 2022 concerning Guidelines for the Implementation of Prevention and Response to Sexual Violence No. 30 of 2021.</p> <p>Higher education and workplace commitments and policies.</p>

B. General objectives

The overall objective of this comprehensive package of guidelines and training manuals is to provide a reference for and to empower all educators/lecturers, education personnel, students, and other professionals in developing effective and comprehensive responses to the GEDSI and Poverty and Vulnerability Reduction Mainstreaming (PVRM) challenges often faced by women, vulnerable groups, people with disabilities, and other marginalized groups due to gender inequality and power relations in vocational education and training institutions and the workplace.

Specific objectives are as follows,

1. Improve knowledge and skills in designing an integrated and comprehensive GEDSI and Prevention and Response to Sexual Violence activity.
2. Improve skills in case studies and case management.
3. Discuss the good practice of implementing various important components of GEDSI and Prevention and Response to Sexual Violence.
4. Recommend proposals to improve policies/regulations to create a conducive environment.

C. Learning outcomes

After reading the guidelines and completing training based on this training manual, educators / lecturers, education personnel, students, and residents in the campus environment are expected to be able to:

1. Analyze the main challenges in implementing GEDSI and PVRM mainstreaming in vocational education and training institutions and apprenticeship or workplaces in the future.
2. Recognize the rights of women, people with disabilities, and vulnerable groups at various stages of the learning, apprenticeship placement, and employment process.
3. Apply key aspects of laws, regulations, conventions and ILO recommendations to the planning and implementation of a comprehensive GEDSI and PVRM mainstreaming strategy.
4. Plan multidisciplinary strategies, programs and interventions in vocational education and training institutions in a coordinated manner.
5. Find good practices from the mainstreaming of GEDSI and the implementation of PVRM.

1.3.2 How to use this training guide

These guidelines are seen as lessons learned from evolving practices that can be updated and contextualized. This guide is intended for facilitators, GEDSI program managers, Prevention and Response to Sexual Violence Task Force, educators/lecturers, education personnel, students, and residents in a campus environment.

The process of reading this guide will increase the capacity of participants, provide opportunities to manage materials and information, and provide space to accumulate participatory and creative experiences.

The format of this guide consists of knowledge, skills and action aspects for the implementation of GEDSI and Prevention and Response to Sexual Violence mainstreaming. This guide is the first part of a series with the second part being a manual.

The following is a systematic breakdown of the guidelines:

- ▶ Chapter I provides an introduction to the context, ILO approach, and guidelines.
- ▶ Chapter II contains GEDSI equality mainstreaming, GEDSI integration basics, GEDSI mainstreaming steps, and GEDSI *Leave No One Behind (LNOB)* good practices.
- ▶ Chapter III contains concepts and links between harassment, sexual violence, and GBV.
- ▶ Chapter IV covers the implementation, awareness raising, investment and monitoring of GEDSI and Prevention and Response to Sexual Violence in vocational education and training institutions.
- ▶ Chapter V includes an action plan consisting of mainstreaming GEDSI and Prevention and Response to Sexual Violence in vocational education and training institutions.

Chapter II:

Mainstreaming GEDSI

Gender Mainstreaming, according to Presidential Instruction No. 9 of 2000, is an effort to improve the position, role, and quality of women, as well as efforts to realize gender equality and justice in family life, in society, in a nation, and state. A Gender Mainstreaming strategy is deemed necessary in order to carry out a complete national development process.

In Chapter II, GEDSI considers the unequal power relations and inequalities that people experience due to their social identities, and how these identities intersect and influence instances of harassment and violence, GBV, and discrimination against HIV/AIDS and other vulnerabilities experienced by people with disabilities, female students, and other vulnerable groups. This section will discuss ways to achieve gender equality, disability and social inclusion.

► 2. 1 GEDSI mainstreaming basics

Mainstreaming GEDSI into policies and programs will make universities, vocational education and training institutions, workplaces, and work environments, as well as other community institutions required to create and realize respect for human rights.

Based on the results of the DKT conducted at the four polytechnics, most DKT participants still perceive gender equality as the division of roles between men and women including work at home by husband and wife, and the division of duties between boys and girls based on daily experience.

Gender is a social construction attached to men, women, and society. Gender is a role and division of labor that can be exchanged. With knowledge and socialization, we can explain the meaning of gender equality. Gender is not merely a difference in sex, but a division of roles and labor in all aspects. So far, there is still confusion about gender.

DKT 27 participants, Educator/Lecturer Group.

Gender equality and justice can be achieved with fair treatment, according to individual needs, whether for women, men, people with disabilities, or other vulnerable groups. Such fair treatment can be in the recognition of different but equal rights, benefits, obligations and opportunities according to their needs, including in accessing education at vocational education and training institutions or other higher education institutions.

Equality essentially refers to the equal distribution of roles and responsibilities between people as measured by the contributions and benefits each person derives from the relationship (Guerrero, Anderson & Afifi, 2011). The ILO in its various efforts to promote gender equality ensures that all people of all ages and genders should have equal opportunities to succeed in life.³

Regarding GEDSI, I don't think everyone understands it... this needs to be explained more to all parties. It is important that the explanation also includes examples to make it easier for all parties to understand what gender, equality, types of disabilities are, and how to implement GEDSI.

DKT 08 participants, Educator/Lecturer Group.

The identities, statuses and stereotypes attached to vulnerable groups are often used as an excuse to limit and exclude them from various policies, programs and services for the basic rights of citizens as guaranteed in the 1945 Constitution. Vulnerable groups are still seen as weak, incapable and only a burden on the family, society and the state, including students who come from poor families and/or marginalized tribes.

³ ILO Conventions and Recommendations Relating to Equal Employment Opportunities

Gender equality is important, because women are often neglected. The task of higher education is to form the whole character of dignified human beings, regardless sex or disabilities. I am often considered unable, because I am a woman. Every one of us should have the opportunity and right to be active and participate in a campus organization and even become the chairperson.

DKT 22 participants, Student Group.

"Discrimination against women" means any distinction, exclusion or restriction made on the basis of sex, which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

(Law No. 7 of 1984 on the Ratification of the Convention on the Elimination of All Forms of Discrimination against Women)

Acts of distinction, restriction and exclusion are forms of discrimination. Discrimination has the effect of hindering, reducing, damaging and eliminating opportunities and equal rights of vulnerable groups including women, people with disabilities, victims of sexual violence, and other vulnerable groups, in enjoying and exercising their rights in the education, 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 (in respect to Employment and Occupation) it is necessary to emphasize equality in various aspects of recruitment, equal pay, women-friendly working climates, educational institutions, vocational education and training institutions, the maritime and other sectors, occupational safety and health (OSH) and work-life balance.

Discrimination on the basis of sex, gender identity, health status, or disability status is not only prohibited by international human rights law, but also the Indonesia 1945 Constitution and role regulations such as Law No. 7 of 1984 on the Ratification of the Convention on the Elimination of All Forms of Discrimination against Women, Law No. 39 of 1999 on Human Rights and Law No. 29 of 1999 on the Ratification of the International Convention on the Elimination of All Forms of Racial Discrimination, and Law No. 8 of 2016 on Persons with Disabilities.

"In the exercise of their rights and freedoms, every person shall be subject to such limitations as are determined with a view solely to securing recognition and respect for the rights and freedoms of others, and to meeting just demands in accordance with moral considerations, religious values, security and public order in a democratic society".

(1945 Constitution Article 28) paragraph (2))

"Discrimination is any restriction, harassment or exclusion that is directly or indirectly based on human differences on the basis of religion, tribe, race, ethnicity, group, class, social status, economic status, gender, language, political beliefs, which results in the reduction, deviation or elimination of recognition, exercise or use of human rights and basic freedoms in life both individually and collectively in the political, economic, legal, social, cultural and other aspects of social life".

(Law No. 39/1999 on Human Rights, Article 1)

2.1.1 Why is it necessary to mainstream the GEDSI perspective in vocational education and training institutions?

GEDSI equality is a fundamental aspect of realizing human rights, prosperity, social justice and in effectively ending inequality, injustice and poverty. Applying the GEDSI perspective in vocational education and training institutions will increase access and opportunities for women, people with disabilities, and other vulnerable groups to education and employment in those same institutions. It will also increase the inclusiveness, quality, integrity and contribution of higher education in promoting the respect, protection and fulfillment of human rights in development such as increasing the Gender Development Index (HDI), Human Development Index (HDI) and reducing poverty.

The Indonesian government, in this case the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), has tried to realize equal and fair opportunities for women and people with disabilities in accessing higher education in Indonesia. The Ministry of Education has issued Regulation of the Minister of National Education No. 84 of 2008 concerning Guidelines for the Implementation of Gender Mainstreaming in the Education Sector, and Permendikbudristek No. 46 of 2017, concerning Special Education and Special Service Education in Higher Education to end gender inequality for women in the education environment, and remove various barriers for people with disabilities in higher education, including prospective students, students, lecturers and education personnel.

A. Gender equality

Gender equality refers to the equal rights, responsibilities and opportunities that all people should have, regardless of whether they were born male or female or any other gender identity. Gender equality refers to the full equality of men, women and other genders to access and enjoy all their human rights in the civil, political, economic, social and cultural fields, including education. No individual should be denied access to and enjoyment of their rights in any area because of their sex, stereotypes, stigma and gender expression. Special policies or other different measures in order to achieve gender equality do not constitute prohibited discrimination.

Gender comes from the Latin "Genus", meaning type or kind. The term gender was put forward by social scientists to explain the differences between women and men that are natural and innate as God's creation and are cultural constructions in accordance with the situations and conditions and dynamics that exist in society.

(Regulation of the Minister of State for Women's Empowerment and Child Protection of the Republic of Indonesia No. 11/2010 on Guidelines for the Implementation of Gender Mainstreaming in Madrasahs of the Ministry of Religious Affairs of the Republic of Indonesia).

Women and people with disabilities still do not have the same opportunities as men in accessing various development resources in various fields including education. Equal rights are prevented by discrimination based on sex, stereotypes, gender expression and identity that women often still experience. Discrimination damages, erases and eliminates access, participation, control (decision-making) and benefits to life and development resources, including educational resources.

Gender equality is a concept developed based on two instruments of international human rights law, namely the Universal Declaration of Human Rights, and the UN Convention on the Elimination of All Forms of Discrimination against Women, which have been ratified by the Government of Indonesia through Law No. 7 of 1984. The Universal Declaration of Human Rights states that, "All human beings are born free and equal". In addition, the UN Convention on the Elimination of All Forms of Discrimination against Women also states the terms, "equal rights for men and women".

The promotion of gender equality begins with establishing mechanisms for the formulation of gender-responsive policies and programs, paying special attention to groups experiencing sexual violence, people living with HIV/AIDS, and gender-based discrimination. Analysis of the Access, Participation, Control and Benefits (APKM) approach that is fair for women, men and people with disabilities can be used to measure gender equality. This analysis can be applied in vocational education and training institutions by ensuring the right to education for all students without distinguishing between men and women, people with disabilities, and/or other vulnerabilities.

► **Table 2. Analysis of equitable access, participation, control and benefits approaches for women, men and persons with disabilities (APKM)**

Access Considers	How women, men, people with disabilities, and marginalized student groups obtain information, opportunities to choose studies, resources, apprenticeship opportunities, and fulfillment of the right to equality in organizations, and equal status to obtain facilities during lectures. It also applies to educators/lecturers and education personnel.
	Examples:
	1. Are there walkways for people with disabilities on campus?
	2. Is an inclusive campus policy development plan in place and actionable?

Participation	Participation is wide open for anyone to make decisions concerning the development of education, proposed activities in education, and organization in the scope of education. Aspects of participation include one's participation regardless of gender differences between men and women, people with disabilities, and other vulnerabilities. Example: <ol style="list-style-type: none">1. What is the level of participation of women, men and people with disabilities in education in determining and making decisions in student organizations?2. Has there been full participation of women educators/lecturers and/or female students in the policy development and implementation process on campus?
Control	The emphasis on control is more on control or authority or power to make important decisions that are not dominated by a particular gender and involve groups that have not had the opportunity to make decisions. Example: Are there planning and budgeting activities for capacity building of persons with disabilities on campus?
Benefit	Policies and decisions can be optimally used by the entire campus community in vocational education and training institutions. Benefits are fair and equal for all women, men, people with disabilities, and marginalized groups on campus. Example: Is the media promotion of majors and study programs open to all prospective students? Men, women, and people with disabilities?

Source: Widjajanti M. Santoso, Research and gender mainstreaming: an introduction, Jakarta: LIPI Press, 2016

Gender equality places higher education's awareness of and responsibility for issues of inequality and social injustice at the forefront of planning, implementing and evaluating educational policies, programs, infrastructure, curriculum and human resource development in vocational education and training institutions and/or other higher education by taking into account the principle of "leaving no one behind".

B. Disability

Disability is the interaction between individual constraints/disorders (physical, mental, intellectual and/or sensory constraints/disorders) and barriers within a person and their environment (Law No. 19/2011 on the Recognition of the Rights of Persons with Disabilities). According to Article 1, of Indonesia Law No. 8 Year

2016 on Persons with Disabilities, a person with a disability is any person who experiences physical, intellectual, mental, and/or sensory limitations for a long period of time and who in interacting with the environment may experience obstacles and difficulties to participate fully and effectively with other citizens based on equal rights.



Environmental conditions (policies, programs, services, infrastructure, communities, etc.) that do not protect and meet the needs of people with disabilities have hindered and limited equal access, opportunities, participation, and benefits to education, employment, health, and other services/programs. Discrimination against people based on disability status creates poverty, inequality and injustice between people with and without disabilities. The term disability has its own meaning and benefits, but the term helps universities and workplaces to identify barriers, physical and non-physical challenges that come from the environment including facilities and infrastructure.

Vocational education and training institutions need to consider Law No. 8/2016 on Persons with Disabilities as government partiality towards people with disabilities. In the General Provisions of the Law, it says that the government is to provide equal opportunities and/or provide access to persons with disabilities to channel their potential in all aspects of education and employment, to improve their quality of life and achieve equal opportunity.

People with disabilities were accepted by most DKT participants and trainees at the four polytechnics. Most stated that they had interacted with people with disabilities and understood their perspectives.

Another challenge is the provision of facilities and infrastructure in higher education for people with disabilities. According to the ILO conventions and recommendations, opening up as many opportunities for employment as possible is important for persons with disabilities, just like other basic needs, including education, welfare and comfort.

▶▶ People with disabilities have their own talents. If opportunities are opened to them, in my opinion, people with disabilities can develop their talents. They have tremendous potential.

DKT 02 Participant, Student Group

In education, people with disabilities face many barriers. Challenges to employment 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).

▶▶ Personally, I don't know much about the campus policy on disability. However, facilities and infrastructure have begun to be prepared such as wheelchairs and bridges. So, if there is a sewer, a small bridge is provided. In Building A, if there are stairs, there are also ramps for wheelchairs. The elevator has braille writing. I don't know the policy, but our infrastructure has started to be equipped for disabilities. So for new buildings we are more prepared.

DKT 05 participants, Lecturer Group

▶▶ For students or lecturers with disabilities, infrastructure has been very much considered, especially walking paths. It's just that for some things like use of equipment, it has not been adapted. So far, the equipment is not made for people with disabilities. Frankly, our perspective is not pro-disability. For example, my husband had surgery because of an injury to his leg and could not walk. When teaching, you can't use just one leg, especially in the laboratory. The equipment is not adequate. These specific things should be provided.

DKT 03 participants, Lecturer Group

Based on Law No. 8/2018 on Persons with Disabilities, there are four types of disabilities, namely physical disabilities, mental disabilities, intellectual disabilities, and/or sensory disabilities. These disabilities can be experienced as single (experiencing one type of disability), multiple (experiencing two types of disabilities) and multi (experiencing more than two types of disabilities).

Awareness of inclusive cultural values and inclusive policies in teaching and learning practices and other activities to support people with disabilities has begun to grow in the four polytechnics.

Some good practices in the four polytechnics for people with disabilities:

1. Involving students with disabilities as resource persons for campus webinars on a regular basis.
2. Disability training for educators/lecturers and education personnel.
3. Building facilities and infrastructure for people with disabilities in accordance with the standards of the Minister of Public Works Regulation, No. 30/PRT/M/2006 concerning the implementation of public services must provide physical facilities that are accessible to the elderly and people with disabilities.
4. Disability symbols are available in several places, rooms, and corners including elevators that make it easier for wheelchair users.
5. The availability of guiding blocks or paths/guiding lines that allow people with disabilities to walk straight in their desired direction.
6. Provision of wheelchair- and crutch-accessible restrooms that are designed with wheelchair mobility in mind.

The good practices above are part of realizing an inclusive culture. An inclusive culture is characterized by a feeling of comfort, acceptance, and collaboration by everyone on campus, and feeling valued is very important for the success of all students.

C. Social inclusion

Social inclusion is an awareness, process and condition that enables people and communities to participate fully in social, economic, political and cultural areas, including in education. Often the participation and access of a person or community is not equal or is differentiated because of their identity and status such as gender, race, religion and belief, ethnicity, race, ethnicity, age, disability, health status, nationality and political choice. Disparities between geographical locations are also likely to affect the level of access and opportunity for full participation. In Indonesia, social inclusion is used as a development strategy and principle in various policy regulations, such as in RPJMN 2020-2024 and Law No. 8/2016 on Persons with Disabilities.

Theoretically, social inclusion is a process that gives certain individuals or groups the power to participate in social life (Simarmata, 2017). The definition of social inclusion is the opposite of social exclusion, which is a situation where there is a separation of certain communities or individuals which equals the loss of ability and power in the community, and limits participation and benefits in various areas.

The inclusion of all groups of people in every aspect of development to fulfill their rights is called social inclusion. The concept first emerged in the 1970s in France as a response to the welfare crisis in European countries, which had the effect of increasing social disadvantages. The concept spread throughout Europe and the UK in the 1980s and 1990s, and gained widespread attention after the Copenhagen Declaration on Social Development was issued at the World Summit on Social Development in Copenhagen, Denmark, in 1995. The declaration emphasized a new consensus action program on the need to place people "in" and "as" the center of development.

The Canadian Urban Library Council (CULC) gives its definition of social inclusion as:

...participatory, authentic, and accountable ways in which the institution upholds and reinforces the principles of access, equity and, as a result, social inclusion for all.

Canadian Urban Council Libraries, 2010

Social inclusion in Indonesia is an important effort to promote justice and togetherness in national development. The Indonesian government ensures that through social inclusion, every community can contribute to the country's development. Social inclusion programs can be implemented in vocational education and training institutions to achieve the government's goal of realizing social justice in national development.⁴ A vocational education and training institution, implementing the principle of participation and providing equal access to everyone will benefit from the resulting social inclusion.

Some ways educational institutions can promote social inclusion include:

1. Develop explicit and clear strategies to promote gender equality and inclusion for women, people with disabilities and other vulnerable groups, and to empower them.
2. Strengthening their information system by using quantitative and qualitative disaggregated data to identify the different needs of target groups, analyzing inequalities and gaps between women, people with disabilities, recipients of KIP Kuliah, and other vulnerable groups.
3. Adopting a 'do no harm' approach⁵ in their education policy/program.
4. Explicitly targeting women's groups, student groups of people with disabilities, ethnic minorities, tribes and islanders, recipients of the Indonesia Smart Card (KIP Mahasiswa), and recipients of the Indonesia Healthy Card (KIS Mahasiswa) to achieve the above objectives.
5. Build partnerships with local government, police, local non-governmental organizations (NGOs) working on issues of disability, women and other vulnerabilities.
6. Monitoring and evaluation using agreed disaggregated data and indicators to measure progress and impact resulting from items 1 to 5 above, assess the adequacy of resources, conduct quantitative and qualitative analysis to identify bottlenecks, and improve program implementation.

⁴ *Informed consent* is a procedure for consent to action or in the Ministry of Education and Culture's Regulation No. 17 of 2022 is known as giving consent to the recipient of services for case handling. Emphasis is on "victim consent".

► 2. 2 GEDSI mainstreaming steps

Based on the reflections of GEDSI and Prevention and Response to Sexual Violence trainees at the four polytechnics, the steps to achieving GEDSI mainstreaming are among others:

1. Establishing a gender team or GEDSI team in higher education.
2. The gender team/GEDSI team must develop a strategic plan agenda to achieve gender equality and equity through policies, regulations, and programs ranging from planning, budgeting, implementation, monitoring, and evaluation.
3. Conduct a study to elicit the specific needs of both female and male students, educators, and educators/lecturers to have equal opportunities.
4. Integrate gender issues into components in polytechnics starting from disaggregating data, integrating activities, and creating various activities to increase knowledge, skills, and action.

Mainstreaming GEDSI follows the cycle of existing policies and programs by incorporating GEDSI in the process. Higher education can use this cycle in policy development, curriculum planning, and implementation of other educational programs. The cycle consists of: 1) GEDSI at the design and planning stage, 2) GEDSI at the implementation and execution stage, 3) GEDSI at the monitoring and evaluation stage, and 4) GEDSI at the reporting stage, as depicted in the diagram below:

1. GEDSI at the design and planning stage

Mainstreaming GEDSI into educational design and planning is one of the most important aspects to ensure that the entire campus community is included in the planning and targeting. The things that must be prepared consist of:

- Prepare disaggregated data on educators/lecturers, education personnel, students, cleaning and security personnel and other campus residents, including persons with disabilities.
- Analyze data by considering the specific conditions and needs of gender, people with disabilities, vulnerable groups, marginalized groups e.g. from remote tribes, people with disabilities, and groups receiving KIP Kuliah.
- Design and plan education policies and programs to facilitate access for women, people with disabilities, and other groups.

2. GEDSI at the application and implementation stage

This second stage is important to maximize the application of the design and planning that has been developed based on GEDSI criteria such as the disaggregated data mentioned in the first stage. Some of the things in the application that are of concern are as follows:

- Ensure that timeframes and instruments supporting activities are prepared.
- 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 recipients of the College KIP as beneficiaries.
- Take into account the composition of program implementers by gender and include people with disabilities.

⁵ Programs that adopt a 'do no harm' approach require analyzing the risks of potentially maintaining or reinforcing gender inequalities associated with policy/program implementation, and monitoring these potential risks, and taking steps to anticipate or correct them where possible.

- ▶ Develop based on priorities to address the imbalance of GEDSI programs in Higher Education.

3. GEDSI on monitoring and evaluation

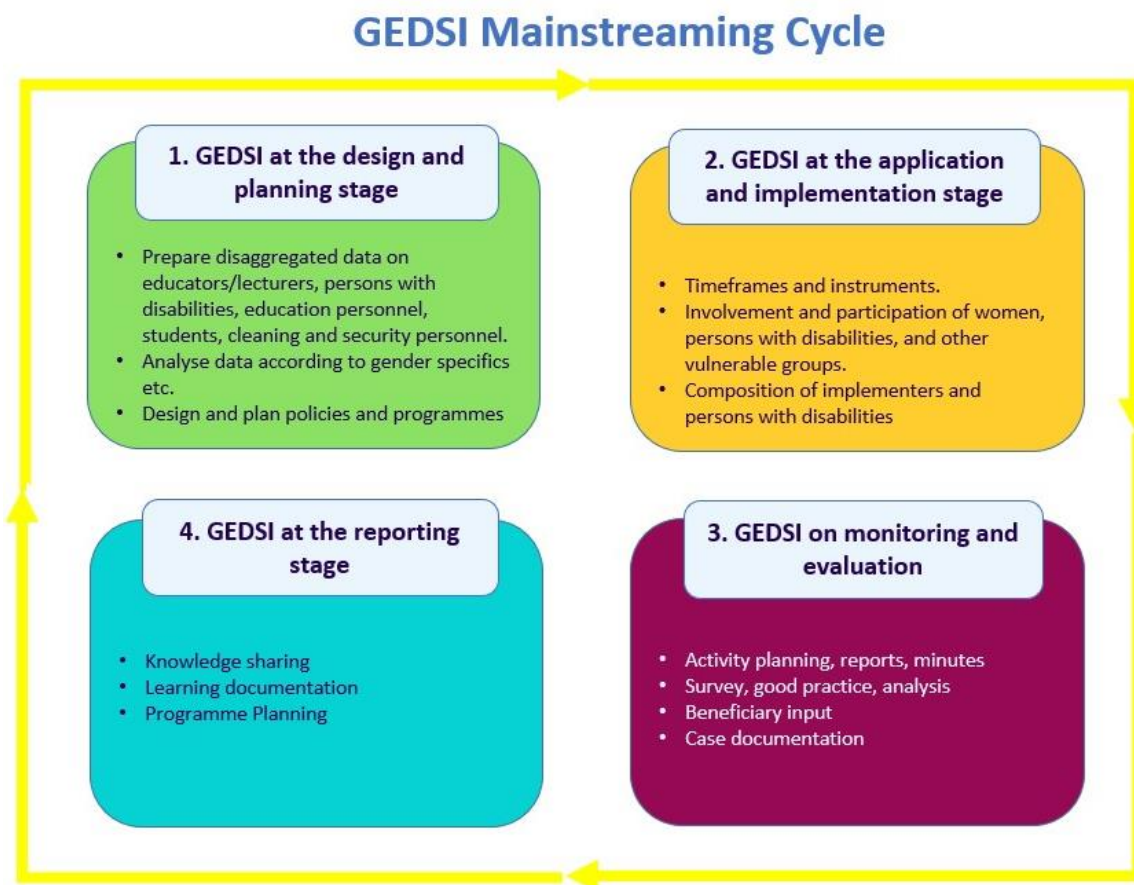
Monitoring and evaluation should be conducted to help ensure that all education programs and policies are in line with planning. It also allows for adjustments and improvements to be made to implementation and execution. In the monitoring and evaluation process, it is important to measure how the program benefits women, men, people with disabilities, vulnerable groups, marginalized groups such as those from remote tribes and islands, and groups receiving KIP Kuliah.

For example, the use of disaggregated data indicators and targets that show the number of women, men, and people with disabilities attending university and benefiting from scholarship opportunities. Another example is leadership in higher education between men and women, where women can articulate the interests of women's groups and/or other vulnerable groups. Such data can be the basis for improving programs to be more gender sensitive/responsive.

4. GEDSI at the reporting stage

The GEDSI report is an activity that must be carried out as a form of documentation from the first stage to the third stage. The GEDSI report should be able to explain the various policies and activities for the groups according to the disaggregated data with the learning process from each stage. GEDSI reports are open in nature such as the process of activities, policies issued, and photo documents of activities. Reports that are closed and only known to a limited circle such as data on cases of violence, data on informed consent and/or things that need to be protected. GEDSI reports can also contain good practices that have been implemented and are beneficial to groups that have not been targeted. Good practices need to be attached to the GEDSI report to show significant changes from mainstreaming GEDSI.

► **Figure 2. GEDSI Mainstreaming Cycle**



► 2.3 GEDSI *Leave No One Behind (LNOB)* good practice Polibatam

Approximately 200 students who received the Indonesia Smart Card (KIP) Lecture gathered at the Polibatam auditorium. In addition to KIP Lecture recipients, the students also came from groups of island children and regional children from the Riau Islands. They represented various study programs and were registered as Polibatam students. That day they were gathered for a one-day workshop on mainstreaming GEDSI on campus.

The activity was successfully organized because it reached students who came from marginalized groups, especially islander children. They enthusiastically attended the workshop and asked questions about the importance of GEDSI and LNOB.

The purpose of the workshop was to increase knowledge, understanding, and encourage action from the group of female recipients of KIP Kuliah and the female students from the islands to be more confident and aspire to change in the workplace with a GEDSI perspective. This one-day workshop will be routinely conducted every year to provide access and participation to female students to be more active in making decisions and meeting the requirements of GEDSI in the future.

The implementation of GEDSI mainstreaming at Polibatam includes meeting the practical and strategic needs of gender. Practical gender needs are short-term needs and are related to improving the conditions of women and/or men in education and the workplace.

Chapter III: Harassment, sexual violence and GBV

This third section focuses on knowledge, awareness raising on violence and harassment, and Prevention and Response to Sexual Violence in vocational education and training institutions. The government supports the dignity of victims of sexual violence with Law No. 12 of 2022 on TPKS and Permendikbudristek No. 30 of 2021 on Prevention and Response to Sexual Violence in Higher Education.



ILO C190 states that violence and harassment are threats to the dignity, safety, health and well-being of all people including those in vocational education and training institutions. The convention recognizes that everyone has the right to a world of work free from violence and harassment, including gender-based violence and harassment.

Indonesian society, including higher education, still mostly uses a patriarchal paradigm, where women, people with disabilities, and other vulnerable groups are placed as second-class citizens so that decision making is still dominated by the majority of men in strategic positions. This situation results in women, people with disabilities on campus, and vulnerable groups not having equal opportunities to articulate their interests and to fight for them. Further consequences due to power relations⁶ are inequality for female students, female education personnel, female educators/lecturers, vulnerable groups and other campus residents who are victims of violence and sexual violence.

⁶ The concept of power according to Michael Foucault (1984) is a dimension and relationship. Where there is a relationship there is power. The issue of power relations always underlies every political process at the individual and group levels. Power relations are the essence of politics.

Victims of sexual violence often experience revictimization⁷ by campus/community members, or – often worse are judged as the party that caused the violence. In some universities, cases of sexual violence also occur among male students.⁸ Sexual harassment and violence occurs repeatedly and continuously even in male/male and female/female relationships. However, this has not informed the community, including in the world of education, to identify and prevent sexual harassment and violence around them. Facts show that the impact of sexual violence on victims is very serious and traumatic and may last a lifetime. In some cases, sexual violence can drive victims to commit suicide.

▶ 3. 1 GEDSI Concept in Prevention and Response to Sexual Violence

The GEDSI framework in Prevention and Response to Sexual Violence is based on the results of the DKT and discussions with the Prevention and Response to Sexual Violence Task Force and the Gender Focal Point Team (FPG) by taking into account the cycle of students entering vocational education and training institutions until they are ready to be placed in industry. The lifelong cycle in Figure

3.2 was developed with reference to the *Gender-Age Sensitive Social Protection: A Conceptual Framework* (UNICEF, 2020) with modifications based on the rules, regulations, and policies in Indonesia, as well as the results of the DKT. The main umbrella is Law No. 12 of 2022 on TPKS, Permendikbudristek No. 30 of 2021 on Prevention and Response to Sexual Violence in Higher Education, Persesjen Kemendikbudristek No. 17 of 2022 on Guidelines for the Implementation of Prevention and Response to Sexual Violence, ILO C190, ILO Recommendation No. 206, ILO Convention No. 111, and ILO Recommendation No. 200. This means that the above inequalities and/or gaps play a major role in the level of vulnerability, the risk of sexual harassment and violence, and the resilience of victims and vulnerable groups in dealing with psychosocial problems ranging from trauma, a sense of loss, and withdrawal from the environment.

This framework views that the sexual violence prevention and response system consisting of institutional governance, policies, human resources, programs, and budgets can have a great opportunity to address the gaps of GEDSI, harassment, and sexual violence, including for integration and response. The aim is to strengthen the mainstreaming of GEDSI, prevention and response of VAW in a gender-responsive and socially inclusive manner that fulfills the principles of gender equality and inclusion for women, persons with disabilities, recipients of tuition fees, and other vulnerable groups. This framework focuses on:

1- Vulnerability starts from the moment a person is born and is exposed to risks or differentiated treatment due to gender, disability, skin color, ethnicity, norms, parenting, and inequalities in every stage of life including while learning, from primary school to higher education. Wide gaps and inequalities exist between people with and without disabilities, female and male students, remote indigenous groups in the islands or poor groups in urban areas, and so on. Integrating GEDSI into vocational education and training institutions, workplaces and work environments should start with inclusion in curricula, employment contracts and other supportive elements.

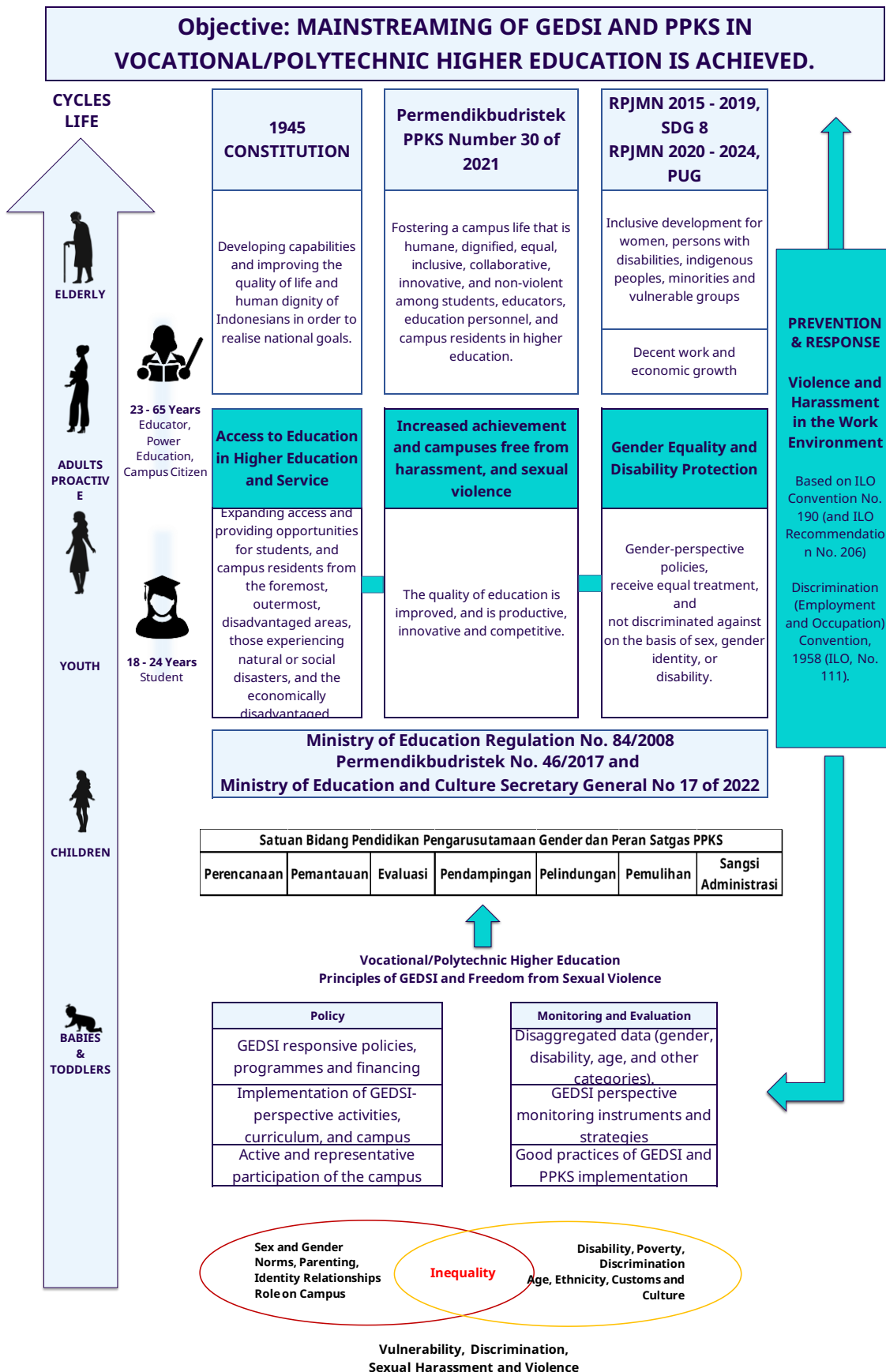
2- GEDSI Integration is able to address any changes and steps in policies, programs, and financing that are able to address gaps and inequalities towards the goal of preventing and ending all forms of discrimination, harassment and violence, GBV, and other vulnerabilities.

3- The successful integration of GEDSI is considered a tool to reduce and stop discrimination, harassment and violence, GBV, and other vulnerabilities such as reproductive health, and mental health.

⁷ *Victim blaming* is a form of blaming victims for the sexual violence they experience. This symptom is characterized by a tendency to side with the perpetrators. The community also listens more to the perpetrator's version of the story (UNPAD CSR Study Center, 2020).

⁸ The State Institution Channel (2015-2020) revealed that sexual violence occurred at all levels of education and 27 percent of the complaints received occurred at the higher education level. Meanwhile, the External Complaints Channel (2019), based on 174 testimonies from 79 campuses in 29 cities, revealed that 89 percent of women and 4 percent of men were victims of sexual violence.

► Figure 3: GEDSI and Prevention and Response to Sexual Violence framework



▶ 3. 2 Harassment, sexual violence and GBV

The Convention on the Rights of Women (CEDAW) and the CEDAW General Recommendations place violence against women as part of gender-based discrimination that seriously affects the inequality and unfulfillment of equal rights between men and women.

▶ Gender-based violence is violence that is directed against a woman because she is a woman or that adversely affects women. This includes acts such as inflicting physical, mental or sexual pain or suffering, threats of such acts, coercion and other deprivations of liberty.

CEDAW General Recommendation No. 19/1992 Gender-Based Violence

The concept above emphasizes the existence of different gender inequality for men and women, including people with disabilities. Sexual harassment and violence are not merely individual problems, but social problems in the world of education and they require the involvement of the Prevention and Response to Sexual Violence Task Force and / or campus leaders to solve them. In higher education, the Freedom to Learn Program (Merdeka Belajar Kampus Merdeka (MBKM)) is a government program with no restrictions on learning inside or outside the classroom, within which college leaders and the academic community are obliged to create a campus safe from bullying, intolerance, and sexual violence. The Ministry of Education and Culture issued Permendikbud No. 30 of 2021 which requires each university to form a Prevention and Response to Sexual Violence Task Force.

Vocational education and training institutions or other higher education and workplace environments are not yet free from discrimination, harassment and violence and there is often no adequate handling. This is the tip of the iceberg because those victims who dare to report or are recorded are still relatively few and do not reflect the real number of cases.

Types of sexual violence are regulated in Permendikbud No. 30 of 2021 article 5 concerning sexual violence, including acts committed verbally, non-physically, physically, and/or through information and communication technology or contained in Persesjen No. 17 of 2022.

Harassment can be verbal and non-verbal. That's a fact. The worst is physical abuse and unplanned pregnancies. I know a student who is under a lot of stress and seems to be very affected.

DKT 07 participants, Lecturer Group

▀▀ The worst I've heard is the violence that occurs in dating and broken relationships and is accompanied by violence.

DKT 19 participants, Student Group

Sexual harassment and violence can take various forms, ranging from physical, sexual, psychological/emotional, verbal sexual harassment, sexual harassment through technology, material loss and other forms such as coercion and deprivation of liberty. Sexual harassment and violence occur in the private, public and government spheres, including in the world of technology. Sexual violence, including against persons with disabilities, has different impacts on different people and conditions.

The following testimonials contain sensitive content and are potentially traumatizing and emotionally uncomfortable. See a facilitator/counselor if you need further treatment.

▀▀ I'm embarrassed to tell you this and this is the first time. I was scared because of my ex-boyfriend's behavior, there was a sense of discomfort and I have felt bad until now. I have nothing to do with him and don't want to see him anymore. During our courtship he often sent me pictures or photos of female genitalia, male genitalia... he said jokingly. He always provoked me to have sex. I am scared and found this inappropriate, disrespectful to me, and disrespectful to others. I deleted his contact, I want to keep myself safe.

DKT 07 Participant, Student Group

Harassment and violence as mentioned above occur in various forms including sexual assault, rape, and forced abortion. The following is Table 3 on sexual harassment and violence based on the results of the CCT.



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► **Table 3. Perpetrator, victim, and crime scene**

Perpetrators	Fellow students (male and female), educators/lecturers, fellow educators/lecturers, education personnel, security personnel, construction workers on campus, boyfriends, close friends, and spouses.
Victims	Students (male and female), employees' partners, close friends, educators/lecturers, education personnel, and campus residents.
Forms of sexual harassment and violence	Touching genitals, hugging while flirting, whistling inappropriately, intimidating, groping, holding, sending pornographic photos and images, sending illegal content, invasion of privacy, threatening distribution of personal photos/videos, hugging, kissing, forced penetration, forced abortion, kicking, beating, forced oral sex, given stimulant drugs, promises of money if willing to have sex, promises to get out quickly if willing to have sex, stalking, intimidation, sexual violence in dating, and threats.
Potential spaces where violence and harassment may occur	Deserted classrooms, canteens, boarding houses, roads leading to campus, lecturers' workspaces, campus toilets, residences (boarding houses, dormitories), libraries, internship sites, other campuses, campus activity sites, parking lots, paths to ATMs, security guard posts, senate chambers, stairs, and deserted campus areas.
Scenarios where violence and harassment may occur	The implementation of the Tri Darma of higher education, the teaching process, the guidance process, the internship process, student organization activities, consultation activities, taking money at ATMs, classroom discussions, activities in the toilet, free activities in the canteen, on a motorbike when it is quiet, resting in a residence, activities on campus, walking together, and walking in campus hallways.
Impact	Physical trauma ranging from turning blue, wounds, diarrhea, menstrual disorders, or difficulty walking. Psychological trauma ranging from embarrassment, stress, withdrawal from learning, confinement, dependency, self-blame, fear, shock and suicide. Social issues range from not being willing to socialize, feeling guilty, running away, and not continuing to study.
Handling	Reporting to the hotline provided by the campus, consultation with the academic assistant lecturer, counseling facilitated by the campus institution/psychology institute, counseling by the assistant lecturer, getting assistance from the lecturer, reporting to the WA lecturer, reporting to the Prevention and Response to Sexual Violence Task Force, GEDSI team, checking for injury at a clinic (including <i>visum et repertum</i> at the designated health service), and assistance by experts at NGOs, and provincial and/or city/district DP3A.

Sexual harassment and violence can happen to anyone at any time regardless of class, religion, dignity, and culture. Power relations on campus include the relationship between lecturers and students when conducting final project guidance, between students, lecturers, and teaching staff, or in other forms during the implementation of the Tri Dharma of higher education. The highest number of sexual harassment and violence occurs in intimate relationships with victims, superior and subordinate relationships, work relationships, and other close relationships. At the same time, this information breaks the myth that schools/campuses are safe places for women, people with disabilities, and vulnerable groups that they will be protected if they are in school. It is also reinforced by social norms that perpetuate harmful attitudes, stereotypes, behaviors and various forms of discrimination. Abuse is often conscious and planned either individually or in groups. Most abusers come from the victim's immediate environment and the perpetrator is often someone known or familiar. Society itself often tolerates acts of violence or harassment behavior so that the perpetrators are not deterred and repeat themselves.

▶ 3. 3 Links between sexual abuse and violence and other vulnerabilities

Based on the results of DKT in the four polytechnics and research conducted by many parties, acts of discrimination, harassment and sexual violence cause a lot of vulnerability for the victim, their closest social group, and can affect the victim's future. Victims often experience severe trauma that causes post-traumatic stress disorder and excessive fear, anxiety and stress, in addition to psychological, physical and health problems. The following are the vulnerabilities that can occur due to sexual harassment and violence:

A. Consequences of violence and trauma

Sexual violence not only causes physical injury, but also affects the mental health of the victim/survivor. Mental health is a state of well-being in which an individual realizes his or her own potential, can cope with normal life stresses, can work productively and successfully, and is able to contribute to his or her community. In this positive sense, mental health is the foundation for individual well-being and the effective functioning of a community.⁹

Psychosocial is a term used to emphasize "the close relationship between aspects of psychological experience and broader aspects of social experience, including human capacities, social ecology, and culture and values."¹⁰ Traumatic stress will cause an enhanced stress reaction to perceived threats. Many studies have documented high rates of internalization of problems, such as anxiety, depression, post-traumatic disorder (PTSD) as well as externalization of problems such as silence, aggression, and/or psychological distress, and emotional and heightened behavioural problems compared to before the violent event.¹¹

Psychological support in each polytechnic still varies, but in general they provide assistance services centered on the needs and interests of victims, ranging from providing hotline services, helping victims by being an active listener, providing first psychological assistance (PFA), referring victims to professional psychologist services, accompanying victims to ensure their safety, further counseling, and clinic services for treatment.

⁹ World Health Organization website, "Mental Health: a state of well-being"

¹⁰ UNHCR, UNHCR's *Mental health and Psychosocial Support for Person of Concern: Global Review*, 2013

¹¹ Maria Bragesjö, Karin Larsson, *Early Psychological Intervention After Rape: A Feasibility Study*, *Frontiers in Psychology*, 2020, dr. Resthie Rachmantia Putri. M.Epid, 4 Psychological Impacts Experienced by Victims of Sexual Harassment, *Klik Dokter, Mental Health*, 2018

B. HIV/AIDS Vulnerability

In particular, the ILO has issued Recommendation No. 200 of 2010 on HIV/AIDS and the World of Work. Prevention efforts are the main concern, with program concentration on at-risk environments such as women workers. The ILO encourages non-discrimination policies, confidentiality of status and access to health services for workers with HIV/AIDS, in addition to the continuation of worker rights and adequate support. The ILO also says that GBV can increase HIV vulnerability. HIV transmission vulnerability factors are quite complex including potentially infectious behavior, social relations, and structures related to power relations and gender inequality. Sexual harassment and violence have the potential to contribute to HIV transmission due to coercion without knowing the HIV status of the perpetrator.

▀▀ *Abuse leading to rape aggravates the victim's risk of contracting HIV or sexual infections. If the perpetrator is HIV positive, the victim is vulnerable to infection. Mentioning this risk is necessary in education as a preventative word of caution. We know that HIV is not only contracted through sexual interactions, but also through using syringes that are used repeatedly and alternately.*

DKT 07 participants, Lecturer Group

▀▀ *The perpetrator had HIV and did not tell the victim, so the victim contracted HIV. That's irresponsible... that's violence too in my opinion.*

DKT 13 participants, Student Group

Related to HIV vulnerability, vocational education and training institutions and other higher education institutions need to collaborate with NGOs, community health centers and/or local hospitals to conduct HIV prevention and referral to Anti-Retroviral (ARV) treatment services. ARVs can reduce the number of HIV viruses and improve the quality of life of people living with HIV.

In this context, it is important to understand the relationship between abuse, violence and HIV vulnerability:

1. Unprotected sexual intercourse through the vagina and anus has the potential to transmit HIV. If it is done with force and physical violence, it will cause injuries that further increase the risk of HIV transmission.
2. A person affected by a sexually transmitted disease will be more susceptible to contracting HIV.
3. Someone who already has HIV will more easily transmit it to others.

(Guidelines and manual "Raising Awareness of Harassment, Violence and HIV/AIDS Vulnerability of Women Seafarers, Groups of Women Seafarers, and Women Working in Maritime/Maritime Environments, ILO, 2022)

C. Reproductive health vulnerability

In addition to the psychological impact, forced sex and rape can result in unplanned pregnancies. Victims may have or want to stop studying or working due to various factors such as shame, stress, and prolonged health problems. In some cases, unplanned pregnancies force the victim to drop out of college to prepare for childbirth and childcare. This deprives the victim of the opportunity to complete her education. If pressure and threats emerge, the victim may be forced to have an abortion. As a result, victims may have difficulty finding safe and healthy reproductive health services.



In Indonesia, abortion is prohibited except for health reasons that endanger the pregnant woman and under certain conditions. Based on Indonesian Health Law No. 36/2009 on Health and Government Regulation No. 61/2014 on Reproductive Health, an abortion can only be performed under indications of medical emergencies or pregnancy due to rape. Until now, women still experience reproductive health problems and even death due to unsafe abortions. Based on WHO data, 2007, 10-15 percent of the factors causing maternal mortality (MMR) in developing countries are due to unsafe and unhealthy abortions. Limited knowledge about sexual health and the decision-making process in stressful situations make victims increasingly lose the opportunity to fight for their lives.

A women's right to reproductive health is guaranteed in Article 12 of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), which has been ratified by Convention No. 7 of 1984 concerning the Ratification of the Convention on the Elimination of All Forms of Discrimination against Women on July 24, 1984.

The International Conference on Population and Development (ICPD) Declaration also recognizes four reproductive rights of women, namely:

1. The right to reproductive health information as a component of overall health and throughout the life cycle.
2. The right to make decisions related to reproduction, including choice of reproductive health services and protection.
3. The right to equality and justice that enables individuals to make free and informed choices that determine their lives and to be free from discrimination based on gender.
4. The right to sexual and reproductive safety, including freedom from sexual violence and being protected from death.

D. Impact of sexual violence on people with disabilities

People with disabilities, especially women, are particularly at risk of sexual harassment and violence. Perpetrators take advantage of vulnerabilities in committing sexual harassment and violence. People with disabilities are often unable to protect themselves. The inability to fight back due to physical and psychological barriers, and the lack of social support, makes people with disabilities often choose to remain silent.¹²

The summary of the DKT results in the four polytechnics shows that handling groups with disabilities must be a priority. Some recommendations related to the prevention and handling of sexual violence based on the results of the joint discussions include providing:

1. Awareness raising through a campaign to prevent sexual violence on campus or in residences by respecting individuals, and not using violent methods including harassment and violence.
2. Assistance services that help people with disabilities who are victims of GBV to feel safe and not alone.
3. Counseling services for mental health recovery and overcoming trauma.
4. Referral services to safe houses or disability organizations that have a GEDSI perspective.
5. Medicolegal and health examination services including post-mortems as evidence in the judicial process, as well as general and reproductive health checks.
6. Self-empowerment recovery services to be able to help people help themselves and safely return to daily life.
7. Social protection assistance services in the form of social security or social assistance for those not yet fully able to do their normal activities or return to campus.

The roles and responsibilities of vocational education and training institutions and other higher education institutions are very important to assist the recovery of victims with disabilities to return to learning and work in higher education environments.

The following testimonials contain sensitive content and are potentially traumatizing and emotionally uncomfortable. See a facilitator/counselor if you need further treatment.

¹² Summarized from the Disability Study Brief Report on Fulfilling the Rights of Women with Disabilities Victims of Sexual Violence: Achievements and Challenges (Komnas Perempuan, 2020).



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► Case Study

First case

Lis was sexually harassed during her apprenticeship at a ship company. The sexual harassment was committed by a ship worker and Lis' mentor. She repeatedly refused invitations to lunch, but the mentor continued to threaten her if she refused. Lis was threatened with not getting further work recommendations or even a grade. After being sexually harassed twice and being forced to have sex, Lis was very scared and decided to talk to her supervisor.

Second case

A female lecturer on campus was physically harassed by the education staff who assisted with her daily work. The lecturer blamed herself and stopped socializing. She could not believe that she was being harassed by the staff in her office. She was embarrassed, afraid, uncomfortable, and did not know who to report to. She complained to her best friend and hoped that the education personnel would be transferred or fired.

Third case

Several students have been victims of harassment from lecturers, including being threatened with low grades in their courses. The other lecturers were aware of this and have reported it to the Head of Department. One of the victims was very stressed and did not attend classes for almost two months. She locked herself up in her boarding house until her parents looked for her. Finally, the Prevention and Response to Sexual Violence Task Force team approached and applied Protection POS by first referring the victim to a safe house managed by the Provincial DP3A for safety and mental health intervention.

Fourth case

A personal account of domestic violence. I experienced violence from my boyfriend when he forced me to have sexual intercourse. If I refused, I was beaten and forced to drink water with stimulant drugs. My boyfriend also often uses methamphetamine and blackmails me into giving him money to buy it. I really couldn't stand his behavior and I broke off the relationship last year. I went to college but he still chased me and threatened me. When I was on campus, where many people could protect me indirectly, he still dared to approach me. He always waited on campus to pick me up and even tricked me into going home with him. I want to stop this from happening.

▶ 3. 4 Good practice of KESMA standby channel (PPNS)

The KESMA (Student Welfare) hotline service through a WhatsApp channel was set up to help students report any cases of concern, including sexual harassment and violence in the PPNS campus environment. The KESWA Hotline also involves the role of education staff, students, and lecturers. This shows the university's sensitivity to accommodate and handle complaints from students. The hotline service can be accessed by PPNS students via the Whatsapp platform, anytime and anywhere. The hotline service is also arranged in accordance with the Standard Operating Procedure (POS) which can provide easy access in terms of reporting cases and getting an automatic response with the main menu of 5 buttons, namely: 1) lost info, 2) sexual harassment report, 3) mental health info, 4) academic and student affairs, and 5) student recommendations.

Since the existence of the KESMA hotline, students have benefited from the service because access has become easier, oriented to student interests, and can be tracked for case handling.

The KESMA hotline service team consists of education personnel and students who have been trained to handle complaints and cases and refer to them to the appropriate field. Each complaint will be recorded and studied by the KESMA hotline service team and then processed further.

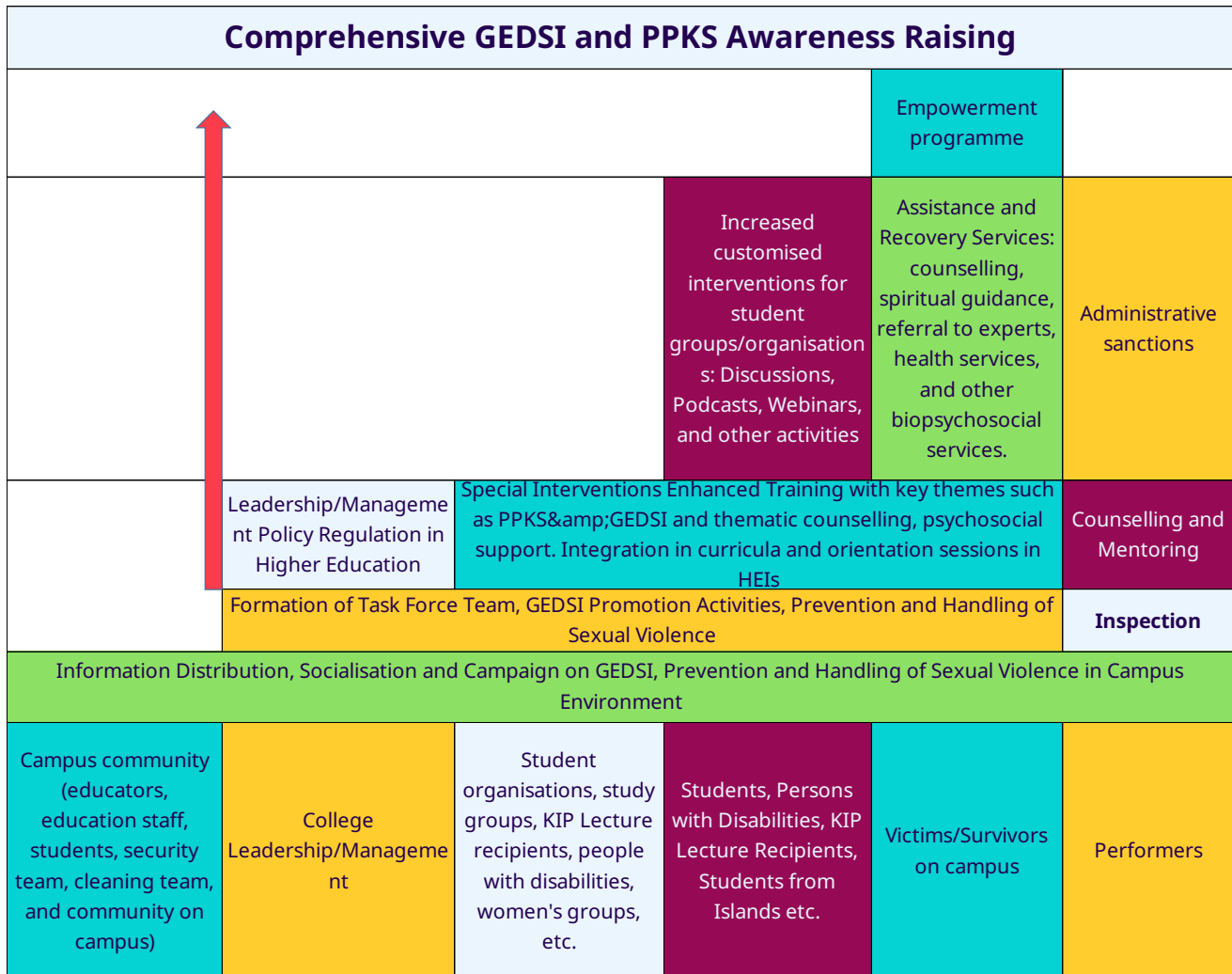
Chapter IV: Implementation of GEDSI and Poverty and Vulnerability Reduction Mainstreaming (PVRM) mainstreaming in vocational education and training institutions

For the mainstreaming of GEDSI and Poverty and Vulnerability Reduction Mainstreaming (PVRM) to be implemented, it is important to consider the steps in chapter IV. The material in chapter IV is a modification of Chapter III and Chapter IV of the Guidelines and Manual "Raising Awareness of Harassment, Violence, and HIV/AIDS Vulnerability among Seafarer Women, Women Seafarer Groups, and Women Working in Maritime Environments", a development of the results of the four polytechnics' CCT recommendations, and sourced from Permendikbudristek No. 30 of 2021 concerning Prevention and Response to Sexual Violence in Higher Education, Persesjen Kemendikbudristek No. 17 of 2022 concerning Guidelines for Implementing Permendikbudristek No. 30 of 2021, ILO C190, and Recommendation No. 206.

► 4. 1 Comprehensive and collective awareness raising

Context is very relevant for comprehensive and collective understanding and awareness raising starting from understanding GEDSI, prevention of sexual harassment and violence, and handling. Prevention is primarily done by conducting a number of educational activities for all groups in vocational education and training institutions. The concept is not just limited to information distribution, but also discussion sessions on campus. Here is a comprehensive overview of GEDSI, prevention and handling of sexual violence.

► **Figure 4: Comprehensive awareness raising**



The graphic above can be explained as follows:

1. Increasing awareness and understanding begins with making all campus residents aware of GEDSI and Prevention and Response to Sexual Violence, and respect human dignity. Socialization and distribution of information is given to anyone in the process of promoting anti-violence norms.
2. To create a conducive environment, it is necessary to build a deeper awareness by all campus residents by encouraging participation in GEDSI and Prevention and Response to Sexual Violence activities.
3. Campaigns on the prevention of harassment, to stop violence, and to raise awareness of other vulnerabilities need to be further enhanced.
4. Regulations/policies issued by leadership/management for the integration of GEDSI and Prevention and Response to Sexual Violence into activities, curricula, and organizations on campus. Universities must comply with the regulations of Permendikbudristek No. 30 of 2021 concerning Prevention and Response to Sexual Violence in Higher Education.
5. Special handling of victims of sexual violence and services including referral for *visum et repertum* at designated health services.
6. Further handling, victims of sexual harassment and violence are given counseling and assistance by the Prevention and Response to Sexual Violence Task Force.

7. Participation in capacity building training ranging from GEDSI, Prevention and Response to Sexual Violence and psychosocial support services to support and enhance the victims' quality of life.
8. Develop cooperation with local government and victim service agencies.
9. Prepare equipment to support services ranging from POS, forms, room facilities, and reporting records, according to the guidelines of Permendikbudristek No. 30 of 2021.
10. Empowerment activities for victims to recover consist of the self-acceptance stage, preparation stage, strengthening stage, planning stage, action stage, and evaluation stage.

▶ 4. 2 Investing in universities, individual students, individual educators, education personnel, campus community, internship/work sites, and other relevant parties.

ILO Convention No. 190 and Recommendation No. 206 on Violence and Harassment, is the first international instrument in the world of work to recognize that violence and harassment in the workplace are human rights violations. Both international labour standards provide comprehensive recommendations to protect and empower victims.

A. Individual and group

Every individual and group is an important investment in mainstreaming GEDSI and Prevention and Response to Sexual Violence. Students, educators, education personnel, and campus residents all have the responsibility to monitor their conduct and to uphold the dignity of others.

According to the *Theory of Reasoned Action* (TRA) which is a theory in the field of social psychology studies proposed by Sheppard et al. (1988). The formation of individual attitudes is influenced by lifelong experiences and social experiences. There are three components of attitude formation, namely affective, cognitive, and behavioral.

With that in mind, here are the steps for investing in individuals and groups:

a. Planning

1. Have themselves/persons and groups committed to and engage in GEDSI and prevention of sexual harassment and violence and other vulnerabilities.
2. Increase personal and group sensitivity to side with victims in various situations of vulnerability.
3. Build solidarity with each other by campaigning for changes in anti-violence norms and agreeing to create a conducive environment in vocational education and training institutions.

4. Establish and build the capacity of individuals/personalities and groups by uniting a vision to carry out actions against harassment, sexual violence, anti-discrimination and showing partiality to victims/survivors. The steps to build capacity consist of:
 - ▶ Improve literacy related to the impact of harassment, violence, and other vulnerabilities including the TPKS Law No. 12 of 2022, Permendikbudristek No. 30 of 2021, Persesjen Kemendikbudristek No. 17 of 2022, ILO Convention No. 190, and ILO Recommendation No. 206.
 - ▶ Improve your own skills to help victims or if you are a victim yourself, start by preparing yourself to tell someone you trust. Skills needed include active listening and confidentiality.
 - ▶ Create a discussion with 2-3 people to increase coalition in an internal network.
 - ▶ Retain group members (consisting of victims, advocates, and/or concerned people) who share the same vision and be open to new members who wish to join.
 - ▶ Seek information on victim/survivor support training or other related training.
 - ▶ Participate in training/webinars/workshops with the theme of GEDSI and PPKK in the university environment.

Principles of Prevention and Handling of Sexual Violence:

1. Best Interest of the Victim
2. Gender Justice and Equality
3. Equal Rights and Accessibility for Persons with Disabilities
4. Accountability
5. Independent
6. Caution
7. Consistent
8. Non-repeatability Guarantee

(Ministry of Education and Culture Secretary General No. 17 of 2022)

Information related to Merdeka Belajar can be accessed at:

<https://merdekadarikekerasan.kemdikbud.go.id/>

Youtube playlist on sexual violence:

<https://youtube.com/playlist?list=PLR7mmuJtxC0VpiJzIChWf47mvgEEVmhd9>

b. Preparation

Preparation can be done individually and/or in groups that are already concerned and engaged. Ensure that planning is done for the benefit of all people in obtaining fairness at work and freedom from harassment, violence and other vulnerabilities.

1. Define important personal/individual and group goals for involvement in GEDSI and Prevention and Response to Sexual Violence programs.
 - ▶ Write one or three goals that encourage individuals and/or groups to care.
 - ▶ Ensure the ability/strength of individuals and/or groups to achieve the goal.
 - ▶ Start taking action to get involved in GEDSI and Prevention and Response to Sexual Violence activities.
 - ▶ Document plans and monitor results from individual and/or group contributions.
2. Needs analysis
 - ▶ Based on the findings above, invite other individuals or organizations within the institution to formulate the needs that have been discovered.
 - ▶ Prevention is an important organizational priority that starts with awareness, knowledge building, and caring action to create norms against violence and supporting victims.
 - ▶ Agree on the results of the needs analysis and ensure activity planning is in line with the results of the situation and problem analysis.

c. Activity Implementation

Individualized activities refer to prevention and/or treatment efforts. Personal and group plans are important to achieve a commitment to increasing personal and group capacities. The intended groups are lecturers, education personnel, students, student organizations, and so on, on campus. These groups can achieve movements or activities to prevent and handle sexual violence in vocational education and training institutions.

The implementation of activities begins with the identification of activities that can be carried out and are useful for achieving goals. The selection of activities should be based on rational considerations of the needs analysis at the preparation and planning stage. These considerations include: 1) Availability of resources (both personal, group), 2) Ease of implementation, 3) Likelihood of success in providing help, action, and advocacy, 4) Risk involved. Activities can be carried out for individuals, groups/organizations, and management/leaders in vocational education and training institutions, and in educational institutions/polytechnics.

The following are examples of activities that can be implemented:

► **Table 4. Examples of self- and group capacity building activities**

Individuals	Group (Student Organizations, Educators/Lecturers Groups, Education Personnel, and so on)
Prepare to join student groups/communities/organizations.	Develop mutual solidarity by forming peer support groups with a simple coordination structure.
Provide assistance to victims/survivors by being an active listener and/or providing initial psychological support/PFA	Identify cases that exist in the environment and conduct joint strategy mapping.
Always improve your knowledge and skills to group and cooperate in activities.	Organize group discussions and capacity building to discuss GEDSI, Prevention and Response to Sexual Violence, and other related issues.
Regularly attend activity workshops according to the above themes.	Find out the reporting flow and information of psychosocial and legal support services in their respective cities.
Be fair and non-discriminatory to survivors/victims who need help.	Join a larger protection group to voice the issue even more strongly.
Actively engage in activities and do not stigmatize and discrimination.	Monitor cases handled and document them.
Active in support counseling and campaign activities.	Work with groups of men who have an equal gender perspectives.
If the individual is a survivor, practice self-empowerment.	Establish regular meetings that are mutually agreed upon within the group.

Source: Guidelines and Manual "Raising Awareness of Harassment, Violence and HIV/AIDS Vulnerability of Women Seafarers, Groups of Women Seafarers and Women Working in Maritime Environments, ILO, 2022

► Self-help measures for victims of sexual violence

1. Calm down first.
2. Once you feel calmer, empower yourself by preparing yourself to be brave and open.
3. Seek the right help from someone such as a friend, professor or someone you trust. Share the sexual harassment or violence event with the person you trust the most.
4. Report cases through the Prevention and Response to Sexual Violence Task Force on campus.
5. In severe cases, such as rape, call the emergency number of the Prevention and Response to Sexual Violence Task Force or GEDSI Team at the Polytechnic.
6. Write a chronological account of what happened or ask someone else to assist you in rewriting what happened.
7. Ensure that the entire chronology is written down and stored safely.
8. Ask a trusted person to keep a chronology of the events experienced.
9. Enlist the help of the right people to accompany and provide assistance for the trauma experienced.
10. Be strong and reconnect with friends, comrades and other groups.

(Guidelines and Manual "Raising Awareness of Harassment, Violence and HIV/AIDS Vulnerability of Women Seafarers, Groups of Women Seafarers and Women Working in Maritime Environments, ILO, 2022)

B. Vocational education and training institutions

To encourage the mainstreaming of GEDSI and ensure the implementation of Poverty and Vulnerability Reduction Mainstreaming (PVRM) in accordance with the Ministry of Education and Culture's Regulation No. 17 of 2022 and previous ILO guidelines and manuals, the following are some items that need to be prepared:

► **Table 5. Role and commitment of higher education**

Planning	Preparation	Implementation
1. Select and establish policies that support GEDSI and Prevention and Response to Sexual Violence programs.	1. Create recruitment tools, campaigns, public tests, and time plans.	1. Establish GEDSI teams in vocational education and training institutions.
2. The management of the vocational education and training institution facilitates the formation of a specialized team for GEDSI and/or the Prevention and Response to Sexual Violence Task Force.	2. Facilitate each candidate to nominate themselves and check the files. This includes ensuring that candidates come from various study programs.	2. Recruiting Prevention and Response to Sexual Violence Task Force candidates in accordance with the rules in the Ministry of Education and Culture's Regulation No. 17, year 2022.

Planning	Preparation	Implementation
<p>3. Issuing a letter for education and vocational training institutions in accordance with Persesjen Ministry of Education, Culture and Research No. 17 Year 2022.</p>	<p>3. Strengthening the peer groups¹⁴ by mobilising support for implementation of GEDSI and PPKS on campus.</p>	<p>3. Providing information policies, activities, and preparation of training materials for capacity building ranging from prevention content, protection, recovery, and administrative sanctions.</p>
<p>4. Facilitate the establishment of a Prevention and Response to Sexual Violence Task Force at the institution of education and vocational training.</p>	<p>4. Specifically allocate a budget for activity preparation.</p>	<p>4. Identify the material, curriculum, and program for GEDSI integration and Prevention and Response to Sexual Violence. Including advocacy activities for produce regulations director/rector/or any similar, budget, activity plan, and target activity according to the disaggregated data.</p>
<p>5. Make a schedule and recruitment process plan, selection, and determination.</p>	<p>5. Make a plan for capacity building through training for Prevention and Response to Sexual Violence Task Force and/or the GEDSI team.</p>	<p>5. Identifying the network or potential partners outside campus for further monitoring.</p>
		<p>6. Plan the creation of a POS for HEIs in accordance with the Decree of the Indonesian Minister of Education and Culture number 386/P/2019 on Administrative Standard Operating Procedures to support the implementation of GEDSI and Prevention and Response to Sexual Violence.</p>

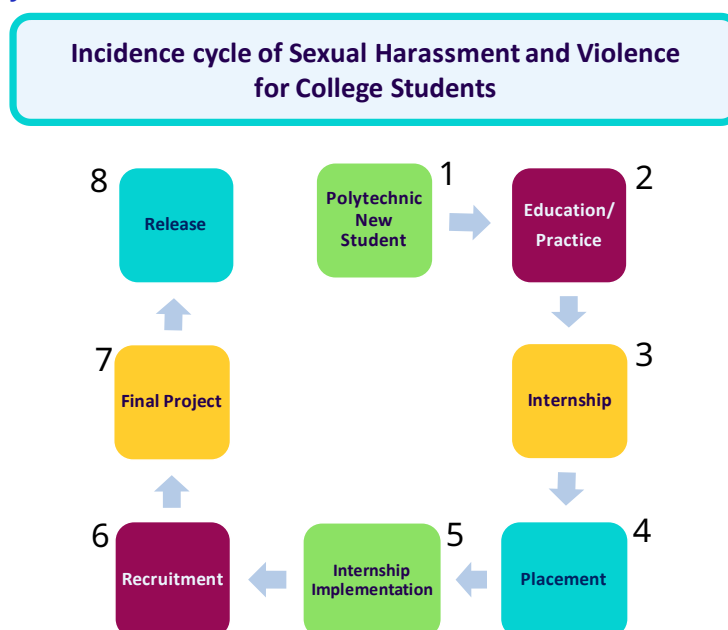
Examples of awareness-raising activities that can be implemented by vocational education and training institutions are as follows:

1. Explicitly commit by signing an integrity pact¹⁵ to support equality and zero tolerance for sexual harassment or violence, and ensure that campus-wide prevention and outreach programs are introduced.
2. Strengthen the GEDSI program as supported by ILO Indonesia through the *Skills for Prosperity Indonesia Program* to ensure management commitment to the development of GEDSI and Prevention and Response to Sexual Violence integration including a code of ethics to uphold personal dignity.
3. Form a task force (Satgas) in accordance with Permendikbudristek No. 30 of 2021 concerning the Prevention and Response to Sexual Violence in Higher Education.
4. Open a peer group dialog space to discuss strategies to stop violence and abuse against women and vulnerable groups.
5. Ensure that clear and effective disciplinary measures are reinforced and does not involve physical violence (corporal punishment) in higher education, which in many cases is ineffective and only perpetuates more violence.
6. Share best practices on effective ways to promote awareness-raising on harassment, violence, and other vulnerabilities to new students, prospective workers before placement, preparation of female workers before placement, and during contracts.
7. Develop a complaint and referral system for bullying assistance needs such as hotline services managed by a designated team.
8. Ensure appropriate protocols or measures are in place for case management including case management for perpetrators. Documents can be retrieved at https://drive.google.com/file/d/1tBvXfCS81L_jk00DccYs3kZN96w52cqM/view

C. Workplace, industry and work environment

A place of apprenticeship, placement, or workplace is expected to understand and have a way to ensure the safety and security of students during their apprenticeship program. Workplaces, industries, and work environments are also expected to implement policies in accordance with ILO conventions and recommendations.

► **Figure 5. Incidence cycle of harassment, sexual violence, and other vulnerabilities in the workplace**



14 According to Vembriarto (1993), peers are groups consisting of several similar individuals, namely individuals who are similar in various aspects, especially similarities in age and social status.

15 The Integrity Pact is a commitment signed by all members of the Prevention and Response to Sexual Violence Task Force, and/or the Head of the PT to not commit sexual harassment and violence which is automatically bound by the integrity pact.

The cycle above is an illustration of the vulnerabilities of students (male and female) who are doing an apprenticeship or temporary contracts in workplaces dominated by male workers. In the cycle of harassment, sexual violence and other vulnerabilities in vocational education and training institutions, there are five stages that lend themselves to the implementation of prevention, and awareness-raising measures:

1. **Polytechnic new student stage and education stage.** These stages can integrate GEDSI and Prevention and Response to Sexual Violence messages, and other vulnerabilities into new student orientation materials, occupational safety and health (OHS) lecture materials, public lectures, student learning podcasts, organizational capacity building material sessions, and other activities.
2. **Apprenticeship stage, placement stage, and apprenticeship implementation stage.** At the beginning of the compulsory apprenticeship placement stage a briefing on GEDSI and Prevention and Response to Sexual Violence is necessary, which cannot be separated from K3 material. For eight hours, students will adapt to the world of work which requires learning adjustments and direct practice. The placement stage is an especially vulnerable point so students must be brave and assertive in objecting and expressing offense to any sexual or violent actions. In this context, it is necessary to consider the power relations between apprenticeship students and workers/management of the company where the apprenticeship is held. If the student(s) is not assertive verbally, try to have them write a chronology of what happened and submit it to a companion or placement program manager. If it is an emergency, make an official record of a report to the police or case handling referral agency.
3. **The recruitment stage** is expected to open opportunities for all students, and the recruitment process is expected to be based on the quality of prospective workers. The recruitment stage occurs after a person signs a work agreement and agrees to work for a certain period of time and get paid. During this period, apprentices should receive protection from the company that employs them. Apprentices are entitled to protection during the apprenticeship process, working, or reporting the process. It is important for management to be committed and implement standard operating procedures to protect their contract workers, to ensure that if there are incidents of harassment and violence there is a complaint mechanism, and that the handling is straightforward.
4. **Final project stage.** This stage requires students to complete a final project that needs assistance and guidance from educators. During this period, it is important to ensure that students complete their education until they achieve a Bachelor's degree without any harassment and violence from the campus environment.
5. **Disengagement stage.** This stage is the end of the learning process in higher education and where students should have a perspective from GEDSI and respect for human rights.

It is vital to ensure that vocational education and training institutions inform students of security and safety rights and measures during the apprenticeship or contracting process. The challenge of mentoring from the campus during the apprenticeship is very important in providing a sense of security to the apprentice students.

Mentoring challenges, risks and dangers of inequality to be considered:

1. Stereotypes or structural barriers about the concept of students (male and female) who are doing internships/assignments in the industry.
2. Work structures and support functions with balanced management positions for men and women and gender-responsive human resource management.

3. The work environment and culture, inclusion of women to reduce harassment and violence, male dominance, health and safety.
4. Ethical standards - ensuring appropriate language, procedures, codes of conduct, sexual harassment policies, grievance and abuse procedures.

For this reason, vocational education and training institutions must:

1. Ensure that the workplace has an explicit commitment to the prevention of sexual harassment and violence.
2. Ensure the dedication of workplace management to the security and safety of students during their apprenticeship by including in the MoU the cooperation between vocational education and training institutions and workplaces.
3. Understand and implement policies in accordance with international and national conventions on labor, migration, discrimination and violence and harassment.
4. Promote a reputation as a company that is aware of the elimination of harassment, violence, and is active in HIV/AIDS prevention in its networks, domestic and international forums.
5. Consult with employees, workplace organizations and women's committee groups, workers' forums, health and safety organizations, governments and local communities.
6. Share best practices on effective ways to promote increased awareness of harassment, sexual violence, and HIV/AIDS vulnerability in the workplace.
7. Promote and respect the right of women workers to organize and voice their concerns freely, safely and anonymously if desired.
8. Actively involve women workers in the development and implementation of occupational safety and health programs.
9. Creating safe and healthy workplaces and 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.

D. Dialogue and program integration

1. Dialogue

The ILO has always campaigned for dialogue as a mechanism for industrial relations, namely, social dialogue between governments, workers' and employers' organisations to resolve problems, set labour standards, and create better working environments for all. Vocational education and training institutions practice dialogue and cooperation in relationships with workplaces for the placement of apprenticeship students or graduates. Dialogue between workplaces and higher education is known as bipartite, while dialogue between companies/workplaces, higher education, and governments is known as tripartite.

In handling cases of violence, the practice of dialogue and cooperation is one way to reach solutions and build social cohesion and the rule of law. The (social) dialogue needed in this context – with workers' and employers' organisations potentially able to play a key role – is about the safety and the health of workers, including apprenticeship students. Dialog is also very strategic to integrating GEDSI and Prevention and Response to Sexual Violence materials.

The benefits of implementing dialogue include:

- ▶ Workplaces and higher education centres can periodically organize discussions on GEDSI, workplaces with equal and conducive environments, and Poverty and Vulnerability Reduction Mainstreaming (PVRM) materials.
- ▶ The interests of both institutions are equally fulfilled and mutually reinforcing.
- ▶ Awareness of dialogue as a form of respect for human dignity is increased.
- ▶ Using social dialogue can encourage the creation of a collective bargaining culture in developing activities/programs against sexual harassment and violence in the workplace.

2. Integration of GEDSI and Prevention and Response to Sexual Violence programs in the workplace

The integration of the GEDSI and Prevention and Response to Sexual Violence programs begins with ensuring that the workplace and work environment of apprenticeship and placement students have a commitment to protect workers, including women and people with disabilities. The K3 integration policy with the GEDSI and Prevention and Response to Sexual Violence programs brings benefits and welfare to the workplace and work environment because it touches the fundamental aspects of workers in operations. This integration can be one of the strategies for implementing corporate social responsibility (CSR) in the company's internal environment. CSR is the social responsibility of a workplace/company to think about the social, humanitarian, and operational impacts of its activities and work environment that are not only limited to its business. With the integration of GEDSI and Prevention and Response to Sexual Violence, companies are also responsible for human dignity, especially women and vulnerable groups, at their workplaces and work environment.

ILO C190, with urgent recommendations for women and vulnerable workers, must be integrated and implemented immediately. Vocational education and training institutions can remind workers of ILO C190 and Recommendation No. 206 in the workplace and comprehensively convey it related to prevention of sexual violence and handling. This is because the issues of discrimination, harassment, sexual violence and GBV in the workplace are still left out of employment protection plans and protection of women's human rights. Ratifying ILO C190, Recommendation No. 206, and the TPKS Law represent the Indonesia government's support through a comprehensive and gender-responsive legal umbrella. In this context, women workers, including female apprenticeship students, receive protection while working.

▶ 4.3 Monitoring and evaluation

The monitoring and evaluation referred to in the guidelines is one of the important parts of determining the mainstreaming GEDSI and Prevention and Response to Sexual Violence in vocational education and training institutions. Monitoring and evaluation activities aim to determine the integration of GEDSI and the progress of Prevention and Response to Sexual Violence implementation in various activities on campus, including prevention, protection, recovery, and administrative sanctions.

The steps for integrating GEDSI into monitoring and evaluation consist of:

1. Develop a monitoring and evaluation plan in accordance with the objectives, targets and indicators set by the ILO and the polytechnic including the integration of GEDSI starting from disaggregated data by gender, disability, age and other categories.

2. Develop monitoring and evaluation frameworks, instruments, and strategies according to the GEDSI cycle including the determination of gaps and potential for inclusion and the determination of quantitative and qualitative outcome indicators.
3. Monitoring in the form of examining activity reports of regulations and implementation programs and priorities for student groups, especially women, KIP-College recipients, student groups from islands, and people with disabilities in study programs in accordance with the plans that have been compiled.
4. The evaluation is to use inputs from victims, people with disabilities, KIP-College beneficiaries, students from the islands, and other vulnerable groups to determine the extent to which the implemented program followed the prescribed policies for the beneficiary groups.
5. Collect and manage data including disaggregated data to analyze and link to significant changes in decision-making that include women's groups, people with disabilities, or other vulnerable groups in policy-making.
6. Collect good practices from GEDSI implementation across the polytechnics as lessons learned.

► **Table 6. Sample monitoring and evaluation checklist**

Checklist	Information Sources Source
Policies and regulations of higher education Institution leaders.	Document Policy Number
Team composition (GEDSI Team / Prevention and Response to	Office Leader Decree List of management
Number of participants who participated in GEDSI training activities.	Attendance list that already contains disaggregated data such as gender and disability information.
Number of SOPs. Flow and mechanism of case handling. Campus Podcast Schedule	Name of the SOP and its field. Case handling flow instructions. Documentation of podcast activities
Information sheet and key messages	Information materials
Activity plan	Working framework and budget plan
Memorandum of understanding between institutions for case handling referrals.	Documentation

Persesjen No. 17 of 2022 Concerning Guidelines for the Implementation of Prevention and Response to Sexual Violence No. 30 of 2021, states that monitoring and evaluation should include the following:

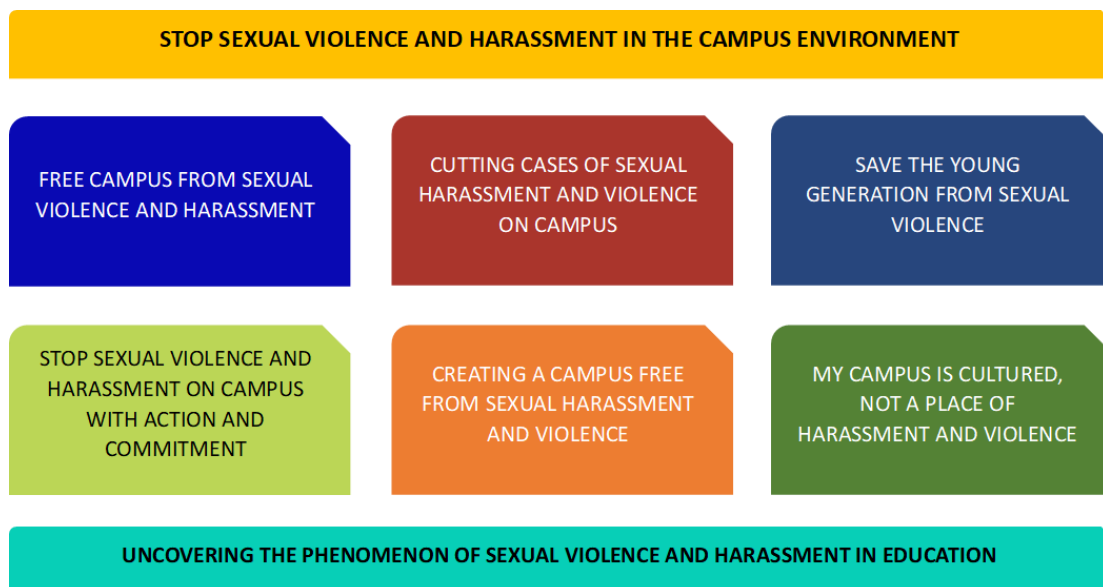
1. College leaders are responsible for monitoring and evaluating all sexual violence prevention and handling activities, as well as the performance of the task force in their college on a regular basis.
2. College leaders are required to provide reports on the results of monitoring and evaluation of the prevention and handling of sexual violence in higher education to the Minister, through the Character Strengthening Center, at least once every six months or at any time if necessary.

3. The monitoring and evaluation report contains:
 - ▶ Sexual violence prevention activities that have been carried out.
 - ▶ The results of the sexual violence survey conducted by the Prevention and Response to Sexual Violence Task Force.
 - ▶ Sexual violence reporting data.
 - ▶ Anti-sexual violence measures that have been and are being carried out, including the suitability of decisions by the university leaders with the recommendations of the Prevention and Response to Sexual Violence Task Force and activities to prevent the recurrence of sexual violence.
 - ▶ Monitoring and evaluation results may include notes on temporary case termination, delayed case resolution, or case development.

▶ 4. 4 Polimarin article writing competition good practices

The Polimarin article writing competition is a program targeting groups of educators, education personnel, and students. This program adopts a specific approach to sexual harassment and violence in higher education. The competition activity succeeded in getting campus residents to submit 26 essays in accordance with the competition criteria. The number of participants in the competition shows that there is a need to combat sexual harassment and violence with commitment and improvements in anti-violence norms. Most of the articles voiced the academic community's anxiety over acts of KS that have not been handled comprehensively. A strong message in most of the essays was to provide support to the university and the Prevention and Response to Sexual Violence Task Force to prevent sexual violence and handle cases firmly and forcefully. The essay writing competition is considered successful because it attracted the participation of campus residents through the movement.

▶ Figure 6. Example of essay titles created by Polimarin polytechnic students



▶ 4. 5 Polim Manado POS good practice

In order to optimize Prevention and Response to Sexual Violence services, Polim Manado developed a POS according to the fields regulated in Permendikbudristek No. 30 of 2021, namely, prevention, protection, recovery, and administrative sanctions. The process began with a workshop to develop a POS by involving the DP3AKB of North Sulawesi Province, the North Sulawesi Regional Police, the UPTD PPPA of North Sulawesi Province, and Women's NGOs. After obtaining input from the parties, the GEDSI team and Prevention and Response to Sexual Violence Task Force identified POS equipment, human resources, and regulations available in Polim Manado.

Based on in-depth consideration and discussion, it was decided to develop 14 POS and a package of forms for documentation. The drafting process was carried out over two days involving the GEDSI Team and the Prevention and Response to Sexual Violence Task Force. The development of the POS was done in a democratic way, developing empathy for victims, and taking into account the human resources aspects at Politeknik Manado. The following is a list of POS that were successfully developed and will be published.

▶ Tabel 7. POS List

POS Section	Post	Name
POS Assistance	1.	Prevention of Sexual Harassment and Violence
	2.	Peer Counseling
	3.	Psychological First Aid
	4.	Legal Information
	5.	Prevention by Security Officers
POS Protection	6.	Education Assistance
	7.	Security and Safety
	8.	Psychosocial Assistance Service Referral (Safe House)
Recovery Post	9.	Spiritual Counseling
	10.	Social Assistance
	11.	Self-Empowerment
	12.	Termination
POS Administrative Sanctions	13.	Case Examination Mechanism
	14.	Administrative Sanctions

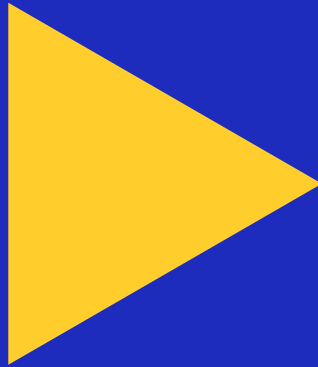
Chapter V: Closing

With this guide, it is hoped that all campus residents (female, male, disabled students, KIP-College 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 apprentices in the workplace, educators/lecturers, education staff, security staff, and cleaning staff) can increase their knowledge and understanding of GEDSI and Prevention and Response to Sexual Violence. In addition, this guide aims to foster the values of gender equality and maintain norms of non-violence, and ensure that no one is left behind in the development progress.

Some of the commitments that continue to be maintained are as follows:

1. Apply the principle of best interest of the victim and ensure all steps are based on the victim's consent.
2. Foster healthy interactions among individuals in vocational education and training institutions.
3. Always build positive norms on gender equality, sexuality, prevention of sexual harassment and violence.
4. Ensure that sexual harassment and violence do not occur so as not to create new vulnerabilities.
5. Increase understanding of GEDSI and Prevention and Response to Sexual Violence to support or facilitate prevention of harassment, sexual violence, and other vulnerabilities.
6. Always be an agent of prevention, blowing the whistle when aware of harassment, violence and HIV vulnerability in vocational education and training institutions.
7. Mapping of harassment and violence hotspots and potential areas at apprenticeship sites and campuses for mutual vigilance.
8. Be actively involved in campaigning and promoting an anti-harassment and anti-sexual violence culture.
9. Encouraging the involvement of the Prevention and Response to Sexual Violence Task Force in prevention, protection, recovery and providing recommendations for administrative sanctions in vocational education and training institutions.
10. Strengthen prevention, treatment and referral mechanisms within and outside the workplace and educational/polytechnic institutions.
11. Involvement of the community, expert participants, NGOs, workers' organizations and partners to participate in creating workplaces and educational institutions/polytechnics that allows everyone to the right to work in comfort and express themselves in a healthy manner.

Advancing social justice, promoting decent work



**International Labor Organization (ILO) Jakarta
Office**

Menara Thamrin Lt. 22
Jalan MH Thamrin Kav. 3
Menteng, Central Jakarta
10250
Tel. 021 3913112