

USAID Lead: USAID Washington Democracy, Human Rights and Governance (DRG) Learning Center

Partners: Masiphephe Network, led by Centre for Communication Impact (CCI), funded by USAID's Southern Africa DRG Office and the USAID DRG Human Rights Grants Program; Research partner University of Cape Town Gender, Health and Justice Research Unit; and community partners Agisanang Domestic Abuse Prevention and Training (ADAPT), Gugu Dlamini Foundation, Project Support Association Southern Africa (PSASA), and Sonke Gender Justice.

Background:

The original project concept emphasized interventions (in this case, capacity building) rather than behaviors, and GBV mitigation over prevention.

Key Activities:

Working together, ACCELERATE, CCI, its partners, and USAID Southern Africa's DRG and Education teams refined the goals and objectives of an upcoming school-based sexual assault prevention activity to reflect a behaviors-first approach. Then the team identified impediments to reaching the goal, and ACCELERATE conducted desk research to confirm them. Using that research, the teams determined the priority school-based sexual assault prevention behaviors to foster in order to overcome impediments to the goal.

ACCELERATE then conducted desktop research to analyze the priority behaviors, enabling CCI and partners to identify critical factors they could address or leverage to increase practice of the prioritized behaviors, and the supporting actors and intervention through which they could do it. This analysis is represented in 10 complementary Behavior Profiles that together reflect the roles of the entire school community – manager, teachers, support staff, and learners and define logical pathways to change. Along the way, ACCELERATE and CCI established behavioral outcome and factor-level indicators and recommended methods for measuring them. After summarizing the profiles to identify cross-cutting and unique factors, supporting actors, and interventions, the team developed a behaviorally-focused strategy CCI and its partners will implement in six sites in three provinces.

Because of travel restrictions resulting from COVID-19, all of this work was carried out via video conference and co-collaboration on a shared virtual workspace located on ACCELERATE's [partners' website](#), with the US and South Africa-based teams never meeting face-to-face.

Key Learning:

Co-collaborating with an implementing partner instead of USAID was a unique experience under the ACCELERATE project. While USAID's focus is usually more on strategy (i.e., overarching plan or strategy), an implementing partner's role is more tactical (i.e., implementation plans). Think | BIG proved a useful tool for bridging the divide from strategy to implementation. Another key difference is that implementing partners, because they are working directly with local groups and populations, are more in touch with factors affecting behavior change locally. Think | BIG helped provide evidence for partner observations, and to bring out factors they might not be aware of but should consider. Finally, USAID tends to start out thinking in terms of their internal organizational structures, whereas implementing partners' perspectives make it easier for them to readily see the broad systems of influences, influencers, and interventions needed to enable change.

Key Outputs:

The team developed a behaviorally-focused Masaphephe Network Schools Programme Strategy, including M&E Plan, based on the 10 priority Behavior Profiles.