BEHAVIOR PROFILE: LEARNERS SEEK HELP

DEMOCRACY AND GOVERNANCE GOAL	Reduce school-related gender-based violence
BEHAVIOR	Learners seek help when they feel threatened or are violated ⟋ % of learners at each school who say they can tell an educator if they experience sexual abuse or harassment

BEHAVIOR ANALYSIS

STRATEGY

BEHAVIOR AND STEPS	FACTORS	SUPPORTING ACTORS AND ACTIONS	POSSIBLE PROGRAM STRATEGIES
What steps are needed to practice this behavior?	What factors may prevent or support practice of this behavior?	Who must support the practice of this behavior, and what actions must they take?	What strategies will best focus our efforts based on this analysis? 📢 *Strategy requires Communication Support*

Behavior

Learners seek help when they feel threatened or are violated

Steps

1. Recognize their rights (e.g., safe education, confidentiality, fairness, due process, etc.)
2. Learn what services are available
3. Confide in a trusted person
4. Report the offense
5. Obtain help from a qualified source

STRUCTURAL

Accessibility: Learners do not seek help because they do not always have a trusted person at school, especially an adult, in whom they can confide, exacerbating concerns of confidentiality

Accessibility: Learners do not seek help because school governance and administrative structures do not always foster the receiving of SRGBV reports because of concerns over reputational damage to the school

Accessibility: Learners do not seek help because school codes are often vague in terms of what constitutes GBV, as well as options and procedures for reporting

Service Experience [B]: Learners do not see any result of others reporting (inadequate follow-up, delays in progress of cases, and poor communication), so feel there is little to gain

SOCIAL

Norms: Learners do not seek help because GBV, including repeated harassment and intimidation, is normalized

INTERNAL

Attitudes and Beliefs: Learners do not seek help because they are afraid of secondary victimization, including being blamed

Knowledge: Learners do not seek help because they do not have the confidence to exercise their rights

Skills: Learners do not seek help because their educators and peers lack counseling and containment skills to appropriately refer or offer support

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INSTITUTIONAL

School Governing Bodies (SGBs): Provide oversight of reported cases and hold schools principals/administrators accountable for receiving, investigating, and managing reported cases

Department of Justice: Build capacity of learners to understand human rights, the benefits of reporting, arresting, follow up on court case proceedings, victims' rights and the role of police front liners

School Counselors: Assist learners to report SRGBV and access services

School Management Teams (SMTs): Actively communicate with all staff and learners about SRGBV, interventions, confidentiality, etc.

District Psychosocial Services: Train and guide schools to implement procedures and processes for reporting and managing SRGBV.

District Education Department: Orient educators on Code of Conduct for Educators and relevant laws and policies

NGOs: Provide or support the provision of psychosocial services, referrals, follow-up, monitoring or capacity building in schools.

Circuit Manager: Provide oversight on SRGBV case management by principals and hearing commissions

School-based Support Teams (SBSTs): Model exemplary behavior and encourage learners to respect other's rights

Department of Social Development: Equip learners and educators on basic counselling skills, including knowing when to refer

Department of Social Development: Deploy social workers in schools

Department of Social Development: Monitor responsiveness of social workers in schools

Police: Treat SRGBV survivors fairly, with compassion, and in accordance with relevant laws and guidelines

Police: Respond to SRGBV cases immediately, investigate systematically, and report back on SRGBV complaints professionally

Police: Provide learners with information on survivors' rights and the role of police

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ENABLING ENVIRONMENT

Institutional Capacity Building: Workshop teachers and support staff on techniques to address all incidents of SRGBV without bias or discrimination using best practice case studies, tools and relevant materials

Institutional Capacity Building: Support orientation of all school staff and parents on what constitutes SRGBV and processes, procedures for reporting all forms of SRGBV

Partnerships and Networks: Monitor implementation and feedback to DPS

Partnerships and Networks: Engage schools to conduct SRGBV information sharing open days (jamborees) e.g. encourage all relevant stakeholders to actively participate.

Policies and Governance: Work with Education Department to assist SGBs to streamline school codes, reporting and disciplinary procedures to align with national policy and guidelines.

Policies and Governance: Support orientation of teachers, parents, school support staff and learners on endorsed policies, Codes of Conduct and Disciplinary Procedures on SRGBV.

Policies and Governance: Monitor implementation of school codes of conduct and feedback to school administrators at quarterly meetings.

SYSTEMS, PRODUCTS AND SERVICES

Quality Improvement: Work with Department of Social Development to form and train small cadres of teachers within schools on basic counselling skills, containment, referrals and follow-ups ensuring that these teachers are able to provide support and build trust with learners

DEMAND AND USE

Communication: Use media (e.g. local radio stations, social media) to engage staff, learners, parents, and the community on human rights, harmful gender norms, reporting SRGBV and to promote SRGBV services.

Communication: Support and monitor learner driven advocacy, awareness, education, monitoring, skills building campaigns in schools.

Communication: Develop/adapt and use targeted content messaging that encourages learners to seek help (in complement to the school curriculum)

School Management Team: Effectively implement policies and guidelines aimed at addressing SRGBV

District Psychosocial Services: Respond, monitor and follow-up on reports of SRGBV

School Governing Bodies (SGBs): Make reporting of SRGBV within a school a positive and progressive action through training, awareness-raising, and monitoring how reports are handled

School Governing Bodies (SGBs): Take immediate and decisive steps to sanction those who violate the confidentiality code

School Governing Bodies (SGBs): Appoint a trusted staff member or external social service provider for learners to report to and confide in.

School Governing Bodies (SGBs): Review, align (to relevant national policies, laws, and guidelines), implement, and monitor the School Code of Conduct, policies, and reporting and disciplinary procedures

School Governing Bodies (SGBs): Orient and actively communicate with learners, teachers and parents on school code of conduct, SRGBV and child protection laws, confidentiality and reporting and disciplinary procedures

School Governing Bodies (SGBs): Collaborate with police to lodge and investigate all reported SRGBV cases and ensure adequate communication is relayed to survivors

COMMUNITY

Families and Communities: Hold school management accountable for ensuring learners have a way to report and that reports are followed through.

Collective Engagement: Work with groups of learners, teachers and administrators together to collectively determine appropriate school-specific solutions to address issues of communication, authority and school image

Collective Engagement: Empower learners to conduct peer dialogues on gender attitudes and norms as well as human rights (to be free from violence and discrimination).

Collective Engagement: Empower learners to conduct advocacy, awareness, education, monitoring, skills building campaigns in schools

Collective Engagement: Monitor, document and share learnings from learner driven advocacy, awareness and education activities.

Skills Building: Hold series of workshops with student leaders to build skills and efficacy in learners' rights, reporting SRGBV, and providing support to peers