

Preventing SRGBV: Facilitator's Guide

Module 4: Reporting, Response, and Referral



UNGEI



United Nations
Educational, Scientific and
Cultural Organization



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Session 10: Appropriate Responses to SRGBV

Module 3: Prevention Through Curricula & Pedagogy

Primary Source of Information:
[UN Women Global Guidance Document on SRGBV](#)



Slide numbers: 1

Slide title: Introduction

Duration: 5 mins

Strategy: Lecture



Welcome to this module on reporting, responses, and referral.

By the end of this module, you will be able to understand the appropriate responses to SRGBV, including the confidential reporting mechanisms needed, as well as the provision of counselling and support.

Let's look at our agenda for this session in a little more detail.

- List the reporting mechanisms required to report SRGBV
- Define the mechanisms needed for appropriate counselling and support for SRGBV survivors
- Explain the support provided by multiple countries for SRGBV survivors

Session Objectives

Session 10: Appropriate responses to school-related gender-based violence (SRGBV)



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Slide numbers: 2 - 3

Duration: 5 mins

Slide title: Introducing the objectives and the agenda

Strategy: Lecture



In this session, we will talk about the appropriate responses to SRGBV, including the mechanisms needed for confidential reporting, counselling, and support.

By the end of this session, you will be able to:

- List the reporting mechanisms required to report SRGBV
- Define the mechanisms needed for appropriate counselling and support for SRGBV survivors
- Explain the support provided by multiple countries for SRGBV survivors

Let's start by talking more about reporting mechanisms.



Defining reporting mechanisms

Slide number: 4

Slide title: Define reporting mechanisms

Duration: 5 mins

Strategy: Lecture & discussion



A crucial step in addressing SRGBV is to ensure that people have access to reporting crimes or violations through the right systems.

Victims, witnesses, or their advocates would need to be provided with safe and easy-to-access reporting mechanisms. In addition, any relevant reporting mechanism should be confidential as well to protect victims and witnesses.

In the absence of a strong reporting mechanism, it would be almost impossible to hold perpetrators accountable.

Unless a violation is reported, obviously there can be no action against it. Let's talk about what you think are the challenges that reporting mechanisms need to address.

Activity: Why
SRGBV incidents
go unreported



Slide number: 5

Duration: 30 mins

Slide title: Why SRGBV incidents go unreported

Strategy: Activity



In your groups, read the case examples of SRGBV incidences and determine why the victim or witnesses possibly chose to not report the incidents.

Provide participants with 5 minutes to read the examples and collect their individual thoughts.

After that, they can take 15 minutes to discuss within their groups and use the last 10 minutes to present their thoughts to the larger group.



Scenario 1: Shaina was slapped by a boy in her class, because she told him his new haircut was a little funny. When she told her mother about wanting to report this, she was told, “You’re a girl. Learn to behave around boys first. If you insult a boy, this is what is going to happen.”

Scenario 2: Arif did not finish some of his home assignments, so his science teacher caned him. His friend Adil suggested he should report the beating, but Arif said, “I think it must have been my fault. What else would a teacher do if a student does not study?”

Scenario 3: Julia is in a relationship. Her boyfriend often ridicules the clothes she wears and how she talks. She wants to end the relationship, but some of her friends tell her that her boyfriend says these things only because he cares about her and loves her. She is not so sure but decides to stay quiet.

Scenario 4: Eko was beaten up by a group of older boys. His school has recently started making children aware of SRGBV, so he wants to report the incident. However, he fears that the boys will get angrier and seek revenge.

Scenario 5: One of Kayla’s classmates photoshopped her face onto a nude photo and shared it with some friends. Kayla wants to report the incident but is not sure if it will end up with more people seeing the picture and causing further trauma to her.

Listen to the groups and the key challenges that they report with respect to reporting incidents of SRGBV. Guide them and ask them questions that explore their understanding of the challenges that people may face.

Let’s talk further about some of the challenges that victims may face in reporting SRGBV.

Challenges in reporting SRGBV

A UNESCO review of SRGBV in the Asia-Pacific region (UNESCO, 2014) identified several challenges for reporting mechanisms:

- power relations between males and females, as well as between children and teachers violence is seen as a 'normal' part of school life –
- deeply ingrained social and cultural norms that condone or justify violence can also mean that young people may have difficulty recognizing physical and sexual abuse. Young girls in particular may perceive emotional abuse and controlling behaviour as signs of love
- lack of systems for reporting SRGBV – often reporting mechanisms simply do not exist
- students do not trust reporting mechanisms – the fear of reprisals, victimization, stigma, punishment or ridicule can make reporting SRGBV a risky undertaking.

Slide number: 6

Duration: 10 mins

Slide title: Challenges in reporting SRGBV

Strategy: Lecture & discussion



As you saw in the scenarios, our own biases and prejudices as humans affect how we think about SRGBV and reporting incidents.

This creates challenges on multiple fronts in reporting:

- Due to patriarchy and the inherent belief in male superiority in society, girls and women may justify SRGBV to themselves and consider it their own fault. Hence, they may be unlikely to report it. Also, the person they report to may also believe in the same aspects and discourage reporting.
- In schools, corporal punishment may be considered acceptable because it was the norm in earlier generations. Hence, parents, caregivers, and teachers may believe that a 'regular' school occurrence does not need to be reported.
- Since dating and relationships may not have social approval from families and teachers, victims of abusive relationships may be reluctant to come forward and speak up. They may even falsely believe that someone's love for them is causing the physical/emotional violence and does not need to be reported.
- Based on prior experience or even assumptions, victims and witnesses might have little or no faith in the system. They might be fearful of approaching someone to report occurrences of SRGBV.
- Victims and witnesses may not also be aware of the systems that exist for reporting. In addition, functional reporting systems may not even be available.

Now, let's talk about what some reporting mechanisms could look like, beyond the obvious ways of talking to teachers or parents.



Options for reporting mechanisms

Slide number: 7

Duration: 10 mins

Slide title: Options for reporting mechanisms

Strategy: Lecture & discussion



Because of the sensitivity involved and the fact that victims may fear speaking up, we need safe and confidential mechanisms that they can use without fear.

Hence, we need different alternative reporting mechanisms.

In your respective groups, think about one reporting mechanism you have come across. Discuss its pros and cons and present it to the whole group.

Listen to the participants and make a note of the mechanisms that they highlight. In addition, guide them to the following mechanisms:

- **Telephone helplines** – there could be helplines connected to support groups and nonprofits that address SRGBV. Providing easy access to them will be crucial in ensuring that people report incidents.
- **Chat rooms** – setting up virtual spaces to talk about facing SRGBV could help victims. However, it would be crucial to maintain safety and security of victims and witnesses online and prevent further violence.
- **‘Happiness and sadness’ boxes** – putting up drop boxes where victims can drop notes about instances of successful addressing of SRGBV or reporting of incidents they are facing.
- **Teachers or other focal points** – training and enabling staff members or administrators to hear out SRGBV-related incidents with sensitivity.

In addition to these, you can also create informal reporting mechanisms such as written notes slipped under an office door.

The whole idea is to ensure that reporting mechanisms are accessible to all and break down barriers that prevent reporting. Let's do an activity that helps us to choose the appropriate reporting mechanism.

Activity:
Considerations
in designing
reporting
mechanisms



Slide number: 8

Duration: 5 mins

Slide title: **Considerations**
in designing reporting
mechanisms

Strategy: **Activity**



A crucial step in addressing SRGBV is to ensure that people have access to reporting crimes or violations through the right systems.

Victims, witnesses, or their advocates would need to be provided with safe and easy-to-access reporting mechanisms. In addition, any relevant reporting mechanism should be confidential as well to protect victims and witnesses.

In the absence of a strong reporting mechanism, it would be almost impossible to hold perpetrators accountable.



Scenario 1: Shaina was slapped by a boy in her class, because she told him his new haircut was a little funny. When she told her mother about wanting to report this, she was told, "You're a girl. Learn to behave around boys first. If you insult a boy, this is what is going to happen."

However, Shaina is not satisfied and wants to report this incident.

Scenario 2: Arif did not finish some of his home assignments, so his science teacher caned him. His friend Adil suggested he should report the beating, but Arif said, "I think it must have been my fault. What else would a teacher do if a student does not study?"

Adil decides to report the incident as a witness, but he is also concerned that the teacher may further hurt Arif once he comes to know.

Scenario 3: Julia is in a relationship. Her boyfriend often ridicules the clothes she wears and how she talks. She wants to end the relationship, but some of her friends tell her that her boyfriend says these things only because he cares about her and loves her.

She is not convinced and wants to report the incident.



Scenario 4: Eko was beaten up by a group of older boys. His school has recently started making children aware of SRGBV, so he wants to report the incident. However, he fears that the boys will get angrier and seek revenge.

Nevertheless, Eko starts searching for the process to report this.

Scenario 5: One of Kayla's classmates photoshopped her face onto a nude photo and shared it with some friends. Kayla wants to report the incident but is not sure if it will end up with more people seeing the picture and causing further trauma to her.

Her friends have been encouraging her to report the incident.



Check if the participants address some/all of these considerations. Based on their responses, provide them with feedback to take a holistic view of the considerations.

- Are students aware of the reporting process – do they know what will happen when they report an incident of violence or abuse, and what the subsequent process is likely to be?
- What is the process for dealing with reports of serious incidents of violence or abuse that violate national or local laws?
- How is reporting linked to local referral and support networks, including in the community and through the formal social services?
- How can reports be effectively followed up through formal protection systems without reprisals?
- How can the reporting mechanism feed into awareness-raising activities?
- How can girls and boys be involved in the design and implementation of reporting systems?
- Would it be beneficial for the reporting mechanism to be anonymous?
- If the reporting mechanism is anonymous, how do you provide support to the individual who needs it?
- For reporting mechanisms that are school based, how do you ensure the system is confidential? For example, if using boxes, how do you ensure the perpetrator does not open the box and read the message?
- Is there a data management system in place for monitoring reporting trends?
- What is the appropriate role for local, traditional or religious leaders in the process? Have they been adequately consulted?

That was a great effort! Now, let's look at the mechanisms instituted by some of the countries to ensure reporting takes place.



Telephone Helpline in Kenya

Slide number: 9

Duration: 10 mins

Slide title: Telephone
helpline in Kenya

Strategy: Lecture & discussion



In Kenya, a national helpline number was setup for 24x7 support to children. They also created a web-based helpline.

Trained counselors provided support on various issues, including SRGBV. The helpline got a lot of calls from girls on sexual abuse by teachers, leading to over 1,000 teachers being dismissed in a 2-year span.

The helpline also runs a school outreach service to raise awareness and train teachers and students.

In addition, the nonprofit Childline has partnered with the Teachers Service Commission to develop a Teacher Sexual Offenders database to track abusive schoolteachers.



Ask the participants to identify the components that made this mechanism effective. Listen for their answers and provide guidance, as needed.

Some of the responses you might hear are:

- Accessibility due to 24x7 availability and phone/web options
- Easy to remember
- Toll-free number
- Availability of trained volunteers
- Outcome – of 1,000 teachers being dismissed
- Awareness-building as part of school outreach
- Offender tracking database

**Absolutely, all these aspects have made the mechanism much stronger.
Now, let's also look at an example from the Netherlands.**



Anonymous Helpline in The Netherlands

Slide number: 10

Duration: 10 mins

Slide title: Anonymous Helpline in the Netherlands

Strategy: Lecture & discussion



The Netherlands set up an anonymous helpline for children under 18, to discuss sex, relationships, bullying, and life at home.

Children can use a phone line or the website to chat with a trained volunteer for up to 30 minutes.

A study indicated that children who contacted the helpline using chat and the website experienced higher wellbeing and reduced severity of problems.



Ask the participants to identify the components that made this mechanism effective. Also ask them about the gaps that might render this program somewhat ineffective. Listen for their answers and provide guidance, as needed.

Some of the responses you might hear are:

- Anonymity is great
- Building trust over a single 30 min call can be tough
- Multi-channel support (phone and website)
- Volunteers are trained
- Effectiveness in terms of wellbeing and reduced severity of problems
- Debatable long-term benefits because of lack of continuing support

Despite the positive outcomes noted in the study, it was also noted that there was a decrease in the effect of seeking support about a month after the interaction.

Why do you think this effect decreased? Is it possibly because there were no planned follow-ups or support, or because people who made reports did not see any action resulting from contacting the helpline? Though the study does not answer for this, it is one thing we should bear in mind.

Interesting mix of pros and cons, isn't it? Let's now take an example that's geographically closer to us.



Happiness Boxes in Malawi

Slide number: 11

Duration: 10 mins

Slide title: Happiness boxes
in Malawi

Strategy: Lecture & discussion



Malawi started a project called 'Learn without fear' and introduced boxes for children to anonymously report cases of SRGBV.

The boxes were placed in accessible areas of schools for children to write about any issues they were facing and drop them in – anonymously, if they wished but with sufficient details to identify perpetrators.

Some of the issues that came up included bullying, corporal punishment, denial of food, working at teachers' houses, and witchcraft.

Teachers and learners rated the boxes very highly and agreed that reporting had increased.

Issues were referred to the police and child protection organizations, as needed.



Ask the participants to identify the components that made this mechanism effective. Also ask them about the gaps that might render this program somewhat ineffective. Listen for their answers and provide guidance, as needed.

Some of the responses you might hear are:

- Anonymous boxes are a great idea
- Some children might be vindictive and leave fake messages
- A bully could open the box. How do you keep it secure?
- Clearly effective because the participants said so
- The fact that cases are being referred to authorities is great

Let's discuss one more example from sub-Saharan Africa before we move forward.



Focal Teachers in DRC

Slide number: 12

Duration: 10 mins

Slide title: Focal Teachers
in DRC

Strategy: Lecture & discussion



As part of the USAID [Communication for Change](#) (C-change) project, teachers were trained to be focal points for reporting.

Some female teachers were handpicked based on earlier experiences with another USAID project.

Boys complained that they felt uncomfortable reporting SRGBV to women so the project designated male and female teachers as focal points at each school.



Ask the participants to identify the components that made this mechanism effective. Also ask them about the gaps that might render this program somewhat ineffective. Listen for their answers and provide guidance, as needed.

Some of the responses you might hear are:

- Picking female teachers might have only a narrow pool of focal points
- Female students may hesitate to talk about male teachers to their female colleagues
- There may not be enough comfort with teachers for children to trust them

Let's talk about the next steps after a reporting mechanism is established.



Following up after reporting mechanisms

Slide number: 13

Duration: 5 mins

Slide title: Following up after
reporting mechanisms

Strategy: Lecture & discussion



A victim would feel confident to report an incident only when they believe that the system will see it through.

Studies show that students rarely report SRGBV because they believe no action will be taken, or they may even face negative repercussions. For example, a research study across multiple African countries found that girls rarely report violence. In Mozambique, only 6 per cent of girls who experienced violence had reported it, with figures only slightly higher in Ghana (15 per cent) and Kenya (35 per cent). (Source: UN Women Global Guidance on SRGBV)

Homophobic bullying is one of the most common forms of bullying. Studies by UNESCO found over 60 per cent of LGBTI children in Chile, Mexico and Peru were bullied while over 55 percent of self-identified LGBTI students in Thailand reported that they were bullied; in the UK, more than 90 percent of secondary school students reported homophobic bullying in their schools.

Reporting may be voluntary or mandatory, but mandatory reporting can be a problematic issue. It can create undue pressure on people and sideline the key issue of protecting children.

Post reporting, victims and witnesses need to be provided with adequate support to make reporting mechanisms truly effective. Let's discuss a few ways of providing support.



Introducing counselling and support

Slide number: 14

Duration: 5 mins

Slide title: Introducing counselling and support

Strategy: Lecture & discussion



Emotional support in the form of counselling is needed to help people in dealing with the trauma caused by SRGBV.

While reporting is to be done by victims and witnesses, the support provided needs to be extended to perpetrators so that psychological or other problems can be addressed.

In addition, support needs to be extended to teachers and staff as well, because they can be victims of SRGBV, too.

Post reporting, victims and witnesses need to be provided with adequate support to make reporting mechanisms truly effective. Let's discuss a few ways of providing support.

Activity: Providing Counselling and Support



Slide number: 15

Duration: 90 mins

Slide title: Providing counselling and support

Strategy: Activity



Let's look at the scenarios that we discussed earlier once again. Now, with your guidance and support, the victims have come forward to report the incidents. What support do you need to think about to make sure that they get adequate support and counselling? Design a checklist to create a structured view to counselling and support.

For 20 minutes, discuss within your group and brainstorm on ideas. In the next 20 minutes, present your approach to the larger group. After that, let's take 20 minutes to collect feedback from various groups and create a consolidated checklist.



Scenario 1: Shaina was slapped by a boy in her class, because she told him his new haircut was a little funny. When she told her mother about wanting to report this, she was told, “You’re a girl. Learn to behave around boys first. If you insult a boy, this is what is going to happen.”

However, Shaina has reported this incident and as a group of school administrators, you need to provide support.

Scenario 2: Arif did not finish some of his home assignments, so his science teacher caned him. His friend Adil suggested he should report the beating, but Arif said, “I think it must have been my fault. What else would a teacher do if a student does not study?”

Adil reported the incident as a witness, but he has constant nightmares about being caned or beaten up by the angry teacher.

What kind of support would you provide to Arif and Adil?

Scenario 3: Julia is in a relationship. Her boyfriend often ridicules the clothes she wears and how she talks. She wants to end the relationship, but some of her friends tell her that her boyfriend says these things only because he cares about her and loves her.

She reported the incident but is not sure of the support she can expect.

Scenario 4: Eko was beaten up by a group of older boys. His school has recently started making children aware of SRGBV, so he wants to report the incident. However, he fears that the boys will get angrier and seek revenge.

Nevertheless, Eko reports it. However, he is traumatized by the incident and wonders if he should talk to someone about this.

Scenario 5: One of Kayla’s classmates photoshopped her face onto a nude photo and shared it with some friends. Kayla wants to report the incident but is not sure if it will end up with more people seeing the picture and causing further trauma to her.

Based on encouragement from her friends, she reported the incident. However, she fears what may happen next.



Guide the participants to think about the survivor support that may be needed. Ask them to think about the following areas that may need to be addressed.

- Environment and surroundings
- Resources (supportive and qualified counsellors with sufficient availability of time slots)
- Emotional support
- Skills needed by various stakeholders
- Risks that need addressing
- Other factors (such as time/effort needed, eligibility for support, how to help students during holidays etc.)

Introduce the participants to the items that contain various aspects of counselling and support:

1. Multi-stakeholder collaboration across education, child protection, law enforcement, young people and community to create user-friendly and effective mechanisms
2. Clear framework, owned by the ministry of education, giving structure and guidance to all schools and personnel
3. Balance efforts to improve reporting with work to address the root causes and drivers of violence and shift harmful norms
4. Strong guidelines and/or school codes of conduct that provide clear responsibilities for reporting and referral
5. Innovative and multiple reporting channels, including those that allow anonymity and do not require reporting face-to-face
6. Curriculum-based approaches to teach help-seeking skills, the ability to say no and distinguish acts of violence
7. Invest in research to strengthen the evidence base on what a good, functioning reporting system looks like

Check if the participants address some/all of these considerations. Based on their responses, provide them with feedback to take a holistic view of the considerations

Now, let's look at examples from Jamaica



Guidance Counsellors in Jamaica

Slide number: 17

Duration: 15 mins

Slide title: Guidance counsellors in Jamaica

Strategy: Lecture & discussion



In groups, read through the information provided for Jamaica and note the support provided in your checklist template.

In case you spot any additional elements, be sure to add them as needed.



Make sure that the participants can highlight the key aspects that would be a part of the checklist. Ask them to keep the checklists for a group activity later.

Now, let's look at examples from the US as well.



Collaborative approaches in the US

Slide number: 18

Duration: 15 mins

Slide title: Collaborative approaches in the US

Strategy: Lecture & discussion



In groups, read through the information provided for the US and note the support provided in your checklist template.

In case you spot any additional elements, be sure to add them as needed.



Make sure that the participants can highlight the key aspects that would be a part of the checklist. Ask them to keep the checklists for a group activity later.

Now, let's look at examples from Ghana and Malawi



‘Doorways’ Training in Ghana & Malawi

Slide number: 19

Duration: 15 mins

Slide title: ‘Doorways’ training in Ghana & Malawi

Strategy: Lecture & discussion



In groups, read through the information provided for Ghana and Malawi and note the support provided in your checklist template.

In case you spot any additional elements, be sure to add them as needed.



Make sure that the participants can highlight the key aspects that would be a part of the checklist. Ask them to keep the checklists for a group activity later.

Now, let's look at one final example from Sierra Leone



Counselling in Sierra Leone

Slide number: 20

Duration: 15 mins

Slide title: Counselling in Sierra Leone

Strategy: Lecture & discussion



In groups, read through the information provided for Sierra Leone and note the support provided in your checklist template.

In case you spot any additional elements, be sure to add them as needed.



Make sure that the participants can highlight the key aspects that would be a part of the checklist. Ask them to keep the checklists for a group activity later.

Let's bring together some of this understanding into another activity.

**Activity:
Comparing
Country
Approaches**



Slide number: 21

Duration: 15 mins

Slide title: Compare the
approaches of different
countries

Strategy: Lecture & discussion



Let's think about what works or what doesn't for each country – what are the pros and cons of each one and how you would fix the cons.

Take about 10 minutes to discuss and gather your thoughts as a group.



Assign 1-2 countries to each group and ask them to discuss the pros and cons of each country's approach.

After they have spent about 10 minutes discussing, invite them to share their thoughts with the larger group and provide them with feedback on their respective approaches.

Alternative approach: Assign participants in equal numbers to read the case study for each of the five countries (Ghana and Malawi will be considered one country for this exercise). Then, ask participants to discuss the pros and cons of their country's approach. Next, have each of the five groups present their analysis to the others and then have a whole group discussion on the pros and cons of the different approaches taken.

With that, we come to the end of this session. Thank you for your participation and great discussions! Let's check our understanding of some of the aspects we learned.

Knowledge Check



Slide number: 22

Slide title: Knowledge check

Duration: 15 mins

Strategy: Lecture & discussion



Let's now recap and test our knowledge of what we have learned so far. I'll ask you some questions – please raise your hands to answer them.

Q1. Rachel and Ross are two teenagers at your school who have been dating each other. Occasionally, Ross gets drunk and beats her. Last week, he slapped Rachel and damaged her ear drum. Rachel wants to report this incident to the school counselor. Which of these would be an appropriate response from the counselor:

- This is not SRGBV, because what students do in their private lives is their personal matter.
- Guide Rachel to report to the police because this is unrelated to the school.
- Guide Rachel on the process to report this as an SRGBV incident and notify the school authorities as well as other stakeholders.

Q2. It would help to make reporting a mandatory process, with penalties in case someone does not report an SRGBV incident. State True or False, and why.

Q3. Disciplining a child with corporal punishment is not SRGBV. State True or False, and why.



Listen to the participant responses and provide feedback

Q1. This is certainly SRGBV and needs to be reported. Provide Rachel with emotional support as well as the right channels to make her complaint heard so that action is taken.

This is certainly school-related and also an incident of gender-based violence. Therefore, it needs to be treated in that manner.

Q2. False. Victims need to be encouraged and not forced to report incidents. Forced reporting can actually cause more psychological trauma than the original incident itself.

Q3. False. Children need to be taught discipline using positive techniques and not forms of punishment such as beatings.

Now, I'd like to take up any questions that you may have for me.



Q & A

Slide number: 23

Duration: 5 mins

Slide title: Conclusion

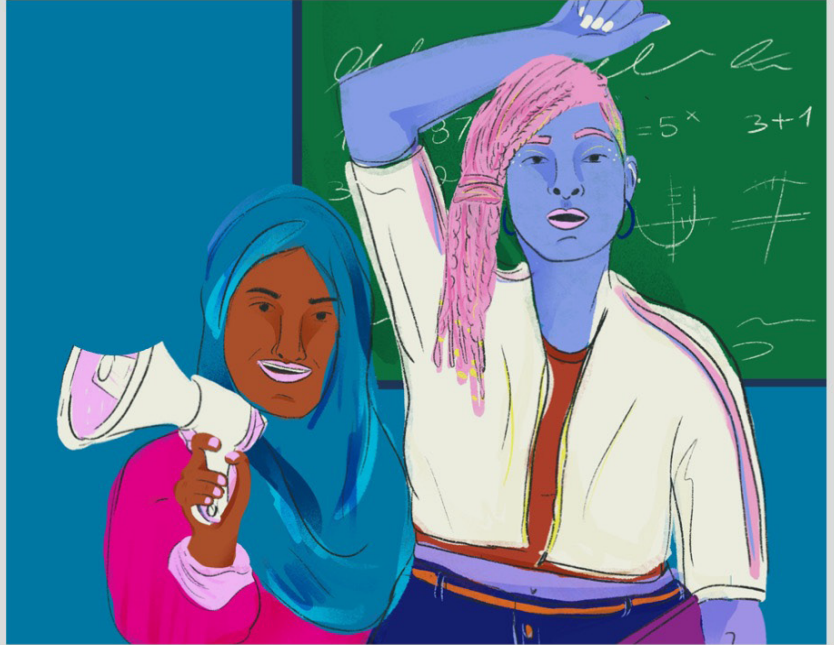
Strategy: Lecture & discussion



Ask the participants to ask any questions they may have, before closing the session.

Session 11: Referral Structures for Dealing with SRGBV

Session 11: Referral Structures for Dealing with SRGBV



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Slide numbers: 24

Slide title: Introduction

Duration: 5 mins

Strategy: Lecture



Welcome to this session, which talks about the formal and informal referral structures that exist for dealing with SRGBV.

Let's look at our agenda for this session in a little more detail.

- Provide an overview of how to refer and report cases of SRGBV
- Describe the structures that exist to address SRGBV
- Highlight the importance of working with child protection, women, and youth organizations

Session Objectives

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Slide number: 25

Duration: 5 mins

Slide title: Introducing the objectives and the agenda

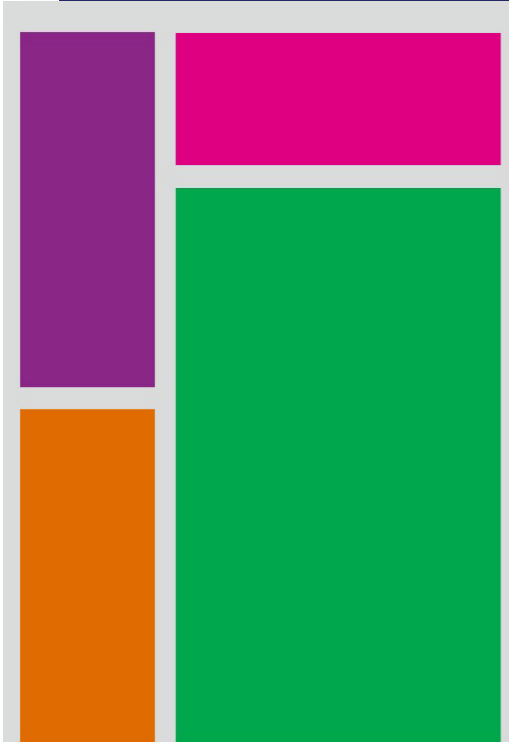
Strategy: Lecture



In this session, we will talk about the formal and informal structures that help in addressing SRGBV. By the end of this session, you will be able to:

- Provide an overview of how to refer and report cases of SRGBV
- Describe the structures that exist to address SRGBV
- Highlight the importance of working with child protection, women, and youth organizations

Let's begin by discussing some of the considerations in reporting incidents of SRGBV.



Understanding referral and reporting systems

Slide number: 26

Duration: 10 mins

Slide title: Understanding referral and reporting systems

Strategy: Lecture & discussion



People who have gone through SRGBV need a wide array of support. Referral structures are systems where people can be directed to sectors operating in health, protection, law enforcement, or justice.

Schools should be aware of the reporting and referral processes to be followed to support all those affected by SRGBV.

Specifically, some of the aspects they should be aware of are:

- The laws that protect students, teachers, or staff from SRGBV
- The code of conduct of the school and its anti-SRGBV provisions
- Local services and organizations that can step in to help victims



Tell the participants that simply being aware is the first step and it enables you to take concrete actions to address SRGBV. Information needs to be readily available and in easy-to-understand formats to help people.

Now, let's participate in an activity that helps us to identify the key considerations in reporting and referring instances of SRGBV.

Activity: Why
SRGBV incidents
go unreported



Slide number: 27

Duration: 20 mins

Slide title: List some of the ways to make referral
systems more effective

Strategy: Activity



In our respective groups, let's discuss a scenario and comment on the features of the referral system. Then, let's discuss whether the system is equipped to handle SRGBV cases or not.



Alina is a rape survivor, who was attacked and assaulted by a school staff member as she made her way home after school. Ever since the incident, she has been aloof and distant from others. Her grades have become poorer as well.

She has been referred for psychotherapy and counselling to Maputo's best facility, but she finds the staff there rude and inconsiderate. In addition, she has to go there alone, which traumatizes her further.

Not only that, but her neighbors are also aware of the details of the incident because someone at the school told them the details.

What do you think about the considerations that should be kept in mind to address this scenario and referrals in general?



Listen for what the participants say and check if some of their responses include the following aspects:

- It is great to know that there is a referral program for physical and mental wellbeing of victims
- Staff behavior at the center is not right and needs fixing
- There should be a provision to counsel friends or family to go along
- Alternatively, a counselor should be able to come to the school or home to provide support
- There seems to be low confidentiality in the system in general, which is not acceptable

Ask them to convert these responses into considerations that would go into the design of a referral system and provide feedback on their responses.

Great! Let's also look at some similar considerations for reporting

Considerations for schools to support reporting of SRGBV

- Legal requirements for teachers, to report SRGBV to the school
- Legal requirements for school or governors to report SRGBV to the police
- Procedures for reporting rape, including medical protocol and timing
- Procedure for school to report a violation of the Teachers' Code of Conduct
- Existence of a youth advocate, youth-specific expert or school-based ombudsman within the judicial system
- Protection provided to the person reporting and to the victim
- Timelines to report an SRGBV incident
- Role of the customary or traditional legal system in reporting

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Slide number: 28

Duration: 30 mins

Slide title: Considerations for schools to support reporting of SRGBV

Strategy: Lecture & discussion



There are many considerations that schools need to address to make reporting SRGBV more effective. Read through the list on the screen and think about some of the answers to the questions.



Ask the participants for their suggestions for each of the points. Some of the answers could be:

Q1. As soon as they become aware of the incident

Q2. As soon as they are made aware of the incident

Q3. Typically, as per the law of the land – but broadly, by calling the police and requesting them to file a complaint under appropriate laws

Q4. Assault should be reported at the earliest, but can be reported within X days

Q5. The school could report a violation to senior school or district education officers as well as any teachers' unions involved

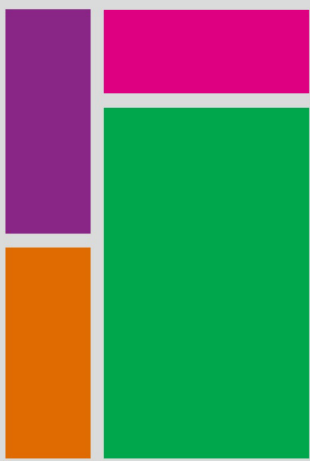
Q6. Would depend from area to area

Q7. The school needs to ensure that there is a non-retaliatory policy in place. Also, the perpetrator needs to be told that contacting the victim is prohibited.

Q8. At the earliest or within a stipulated timeframe

Q9. To carry out an impartial analysis based on evidence and provide support to victims/witnesses and counselling/punishment to perpetrators

Sometimes, the official referral pathway might need to be supplemented with informal pathways for maximum effect. Let's learn a bit more about this.



Mapping out the official referral pathway

Slide number: 29

Duration: 15 mins

Slide title: Mapping out the
official referral pathway

Strategy: Activity



In a situation where a child has been beaten by a teacher and has had to be hospitalized, what would be the official referral pathway?

Think about it and discuss with your group. Draw the actual referral pathway and present it to the larger group.



Listen to the participants' responses and see if they come close to the actual scenario.

Step 1: Since the child has already been sent to hospital, the medical staff is aware of the situation

Step 2: The medical staff will need to notify the police at the earliest.

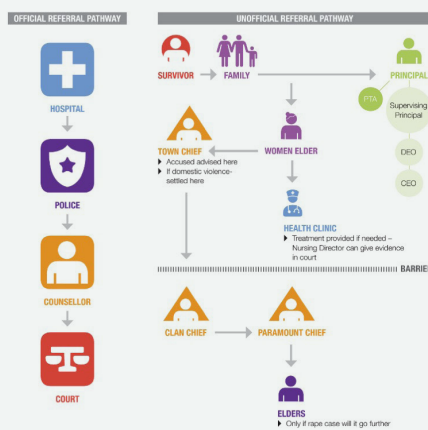
Step 3: The police will enable the victim to see a counselor and the perpetrator to be produced in court

Step 4: The court will decide on the course of punishment based on applicable laws and the evidence produced

Nudge them towards these steps and guide them that the formal referral process is simple and straightforward, but because of various factors, the informal referral process can be much more complicated.

Let's talk about what the informal referral process could be.

Understanding the informal referral process



Slide number: 30

Duration: 30 mins

Slide title: Understand the informal referral process

Strategy: Activity



Think about a scenario where a child has been beaten up by a teacher at school.

Discuss in groups about what will be the referral process followed on an informal basis.



In particular, listen for insights on the opinions of:

- Friends and family members
- Village elders or clan chiefs
- School authorities

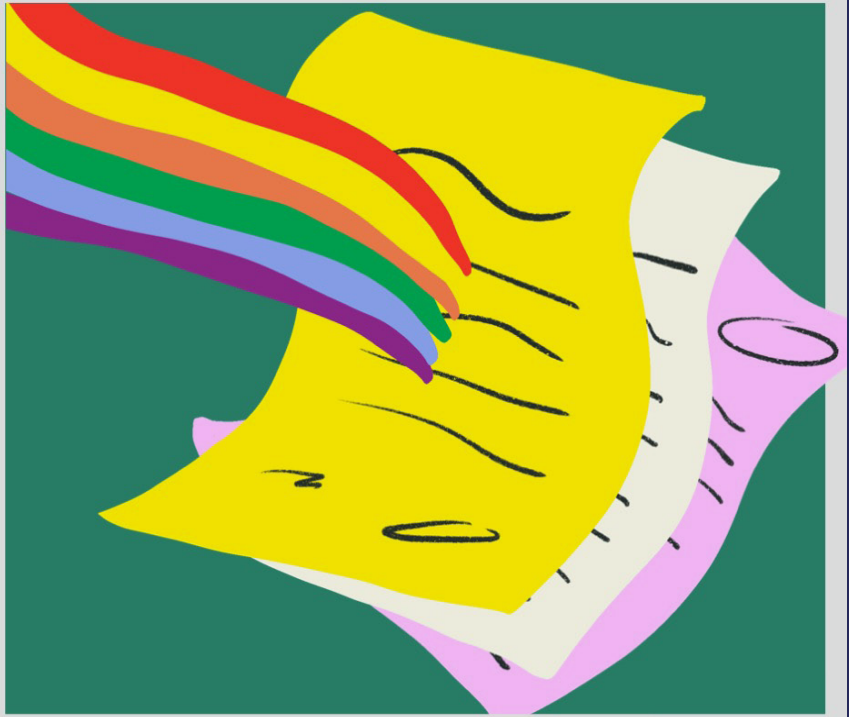
Discuss with the participants about multiple situations where the informal stakeholders in the referral process could become important touchpoints.

Show them the slide and discuss the similarities or differences with the referral process that they designed.

Thank you! Now you understand the differences and similarities between the informal and formal referral processes. Also, I hope it is clear that no matter how many formal processes we design, there will always be an informal component that will creep in.

With that, we come to a close of this session.

Knowledge Check



Slide number: 31

Slide title: Knowledge check

Duration: 10 mins

Strategy: Activity



Let's now recap and test our knowledge of what we have learned so far. I'll ask you some questions – please raise your hands to answer them.

Q1. The responsibility of reporting an SRGBV incident lies only with the victim and not with anyone else. Teachers should stay away from any such reports. State True or False, and why.

Q2. Families and elders play no part in the referral process. Schools need to keep them out of it. State True or False, and why.



Listen to the participant responses and provide feedback

Q1. False. Teachers and/or witnesses can definitely report SRGBV, though the ideal way is to support the victim in making the complaint.

Q2. False. Families and elders are crucial components of the surrounding ecosystem. Without their awareness and being on board, it may be tough for victims to speak up.

Now, I'd like to take up any questions that you may have for me.



Q & A

Slide number: 32

Duration: 20 mins

Slide title: Recap and Q&A

Strategy: Lecture & discussion



Ask the participants to ask any questions they may around referrals and reporting.

Ask each of them to pair up with another participant to identify things they could immediately commit to implementing to address SRGBV through better reporting and referrals.

Close the session and thank them for their participation.

Now, I'd like to take up any questions that you may have for me.