

Preventing SRGBV: Facilitator's Guide

Module 4: Reporting, Response, and Referral



UNGEI



United Nations
Educational, Scientific and
Cultural Organization



Activity: Why SRGBV incidents go unreported

Read the scenarios and discuss why incidents go unreported.

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.

Activity: Considerations in designing reporting mechanisms

Let's assume that the victims and witnesses are now willing to report incidents. What are some of the factors that you will consider to ensure that the reporting mechanism addresses their needs?

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.

Activity: Providing counselling and support

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.

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.

<p>Training teachers as 'guardians' or 'mentors'</p>	<p>Tanzania: As part of the 'Guardian Project' in 185 primary schools, one female teacher was selected in each school by her colleagues to be a 'guardian' or mlezi to female students. Mlezi's were trained to take on a counselling role for girls who experienced sexual violence or harassment, as well as to report rape cases to school boards, courts and district authorities. An impact evaluation of 40 schools with a guardian and 22 'control' schools found:</p> <p>three out of five (61 per cent) girls consulted the mlezis during the first year</p> <p>over half (52 per cent) of girls in schools with a mlezi said they would report sexual harassment by a teacher, compared to none (0 per cent) in control schools</p> <p>the programme increased awareness of sexual abuse of female students by teachers, and the negative publicity of being accused of abuse probably acted as a deterrent to other teachers (educational authorities removed at least two teachers accused of raping students) (Mgalla et al, 1998).</p>
<p>School counsellors</p>	<p>Jamaica: Guidance counsellors in Jamaica are trained to counsel students experiencing personal problems (including violence), but also have wider responsibilities including providing career and academic guidance. Guidance counsellors are well positioned to play a key role in responding to SRGBV in Jamaica. However, a 2005 report by the Jamaica Safe Schools programme noted that counsellors were over-burdened with teaching and administrative duties, and recommended that counsellors had increased access to in-service training. Recent developments in the Jamaica Association of Guidance Counsellors (JAGCE) include developing and establishing accredited certification and an internationally regarded code of ethics for guidance counsellors.</p> <p>United States: An approach to disciplining troubled and violent children in schools - called Collaborative and Proactive Solutions (CPS) and promoted by the non-profit Lives in the Balance - has been piloted in schools in the US. Initial results were very promising with schools reporting 80 per cent drops in suspensions, disciplinary referrals and incidents of peer aggression (Reynolds, 2015). The approach places counsellors in schools who work closely with the most disruptive and aggressive children, developing strategies that work better than traditional punishments at addressing the needs of the child and effecting real behaviour change.</p>
<p>Community volunteers</p>	<p>Ghana and Malawi: Through the Doorways training programme, trusted community volunteers were trained to work as counsellors for the USAID Safe Schools programme. These volunteers included village leaders, school staff and trusted individuals from parent-teacher associations or community committees. Community counsellors were trained in basic listening skills, children's rights and responsibilities and methods to prevent, respond to and report SRGBV incidents. Counsellors were also trained to provide student-friendly, confidential support and to properly report and refer students to service providers. In addition, ongoing technical support and monitoring was provided by district counselling coordinators. Refresher training was provided due to the complexity of SRGBV concepts. A total of 120 community counsellors were trained in 30 schools, reaching 30,000 students over the length of the programme. During the final assessment, students (especially girls) expressed that the counselling services had helped them. Many said they felt overwhelmed with fear and confusion about SRGBV. Primary education officers and head teachers also expressed appreciation of how counsellors were helping victimized children, but also dealing with conflict and anger management issues (DevTech, 2008 and 2005).</p>
<p>Referral to psychological counselling services outside of school</p>	<p>Sierra Leone: The charity Concern is currently working in Sierra Leone with the International Rescue Committee and Médecins Sans Frontières to provide training on rape counselling and supporting a survivor-centred GBV case response system. Currently, girls have to repeat their stories multiple times, in unnecessary detail, which can be harmful and retraumatizing. As part of the Coordinated Action for Protection and Empowerment (CAPE) project, this activity aims to streamline the number of individuals who see it as their role to take the history of survivors and to provide counselling, and to improve the quality of counselling offered. The primary targets of this training are the district mental health officer, any other often self-appointed 'counsellors' who play an active role in case-response, as well as women identified as having the potential to play this role.</p>

Knowledge Check

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.

Making referral systems effective

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?

Mapping out the official referral pathway

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.

Understand the informal referral process

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.

