Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Everyday Heroes

2. Country or countries where the practice is implemented *

Uganda

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- [x] Action Track 1. Inclusive, equitable, safe, and healthy schools
- [ ] Action Track 2. Learning and skills for life, work, and sustainable development
- [ ] Action Track 3. Teachers, teaching and the teaching profession
- [ ] Action Track 4. Digital learning and transformation
- [ ] Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

   Save the Children

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

   SBC; SRGBV; teachers; end corporal punishment, humiliating language and punishments; sexual abuse by teachers; social media; What's App

6. What makes it a best practice? *

   Uses an SBC approach to challenge widely accepted norms and behaviours related to punishing children, and sexually abusing children

Description of the best practice

7. Introduction (350-400 words)
   This section should ideally provide the context of, and justification for, the practice and address the following issues:
   i) Which population was affected?
   ii) What was the problem that needed to be addressed?
   iii) Which approach was taken and what objectives were achieved? *

   i) girls and boys in primary school
   ii) Physical and humilating punishment is widely practiced by teachers in schools. Some teachers also engage with chidren sexually - from making comments, touching, grooming, to sex for grades, coecion and rape. This is very demotivating and harmful for children, and can have long-term effects on their well-being and life outcomes.
   iii) Carried out qualitative research with teachers to identify their 'emotional drivers'. Identified social status as their main driver. Gathered testimony from community - parents, children, professionals, elders etc. as to the behaviour that they admire from teachers, and the behaviours they reject in relation to SRGBV. Posted their words and photos on a closed Facebook and a What's app's group for invited teachers twice a week. Added 'conversation starters' as prompts. Monitored the responses through a 'social listening' project led by the School of Adolescent Health at UCSD.

   Teachers were highly engaged with the What's App group, not at all with FB. Very diverse views were expressed. Evaluation is underway.

8. Implementation (350-450 words)
   Please describe the implementation modalities or processes, where possible in relation to:
   i) What are the main activities carried out?
   ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
   iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
   iv) What were the resources needed (budget and sources) for the implementation? *

   > i) Posted community words and photos on a closed Facebook and a What's app's group for invited teachers twice a week. Added 'conversation starters' as prompts. Two administrators monitored the site for agreed standards related to child safeguarding, respect etc.
   > ii) Focused on teachers from Wakiso, where Save the Children has a sponsorship project, but teachers from around teh country participated, invited by friends or colleagues. a 6 month intervention, from July 2021 to December 2021. the site is still running, participants are active sharing education resources, livelihoods ideas - it has become an independant social network for teachers.
   > iii) save the children designed and delivered the initiative. Local teacher coaches participated and supported; UCSD evaluated.

9. Results – outputs and outcomes (250-350 words)
   To the extent possible, please reply to the questions below:
   i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
   ii) What were the concrete results achieved with regard to outputs and outcomes?
   iii) Has an assessment of the practice been carried out? If yes, what were the results? *

   > Evaluation is yet to be completed. Quotes from interviews with teachers reveal that some did change their attitudes positively around the acceptability of corporal punishment. Children in the intervention group reported feeling safer after the intervention, whereas children in the control group reported feeling less safe.

10. Lessons learnt (300 words)
    To the extent possible, please reply to the following questions:
    i) What were the key triggers for transformation?
    ii) What worked really well – what facilitated this?
    iii) What did not work – why did it not work? *

    i) powerful community voices that teachers will not normally hear; peer pressure on the site
    ii) What's App group was very popular with teachers - high levels of engagement with the posts
    and also on topics they raised themselves. group is ongoing, despite no more postings. COVID
    lockdown may have helped the group coalesce around their shared problems, also they had more
    time due to schools being closed for much of the time.
    iii) Face Book did not work well - large numbers enrolled, but then very passive engagement.

11. Conclusions (250 words)
    Please describe why may this intervention be considered a "best practice".
    What recommendations can be made for those intending to adopt the
    documented "best practice" or how can it help people working on the same
    issue(s)? *

    An exciting innovation for using SBC to change long-standing problematic teacher behaviour,
    which teacher training alone has not been able to address. Creating a community helps teachers
    well-being, and makes them more likely to sustain the behaviour changes.

12. Further reading
    Please provide a list and URLs of key reference documents for additional
    information on the "best practice" for those who may be interested in
    knowing how the results benefited the beneficiary group/s. *

    https://savechildrenusa-
    my.sharepoint.com/:b:/g/personal/ckennedy_savechildren_org/EeslzVBL9wdCsUASVN89aQ8B7Djc
    oTOgWrWvFLsMGVc2Ig?e=GEULV8