BEHAVIOR PROFILE: LEARNERS PROMOTE A CULTURE OF RESPECT

DEMOCRACY AND GOVERNANCE GOAL	Reduce school-related gender-based violence
BEHAVIOR	Learners promote a culture of respect for human rights, diversity (including gender, sexual orientation, disabilities/differently-abled, etc.) and inclusion
	⟀ % of school community members who believe learners respect the human rights of all people regardless of gender, sexual orientation, disability, or other characteristics

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 AND STEPS

Behavior

Learners promote a culture of respect for human rights, diversity (including gender, sexual orientation, disabilities/differently-abled, etc.) and inclusion

Steps

1. Treat all peers and staff with courtesy, politeness, and kindness
2. Encourage peers to express opinions and thoughts
3. Listen to what peers have to say before expressing own viewpoint
4. Actively participate in discussions and activities on human rights, gender identity, sexual orientation, disability/differently-abled, other forms of diversity, and GBV prevention
5. Share information about human rights and diversity with peers
6. Mediate and respond to discrimination on school premises
7. Model fairness in dealing with peers
8. Adhere to school codes of conduct
9. Be mindful of and respect personal boundaries (physical, sexual, social)
10. Participate in establishing and monitoring safety measures
11. Advocate for the right to safety

FACTORS

STRUCTURAL

Accessibility: Learners cannot promote a culture of respect because a gap exists between policies, laws, and implementation, especially with regard to diversity, inclusion, general bullying, and intimidation

Accessibility: Learners cannot promote a culture of respect because a lack of measures for peer and educator accountability on human rights make compliance difficult to identify

Accessibility: Learners cannot promote a culture of respect because inclusivity and diversity are not always an integral part of the standard school curriculum

Service Provider Competencies: Learners cannot promote a culture of respect because teachers lack competency to discuss, practice, and teach diversity acceptance, inclusion, and self-reflection

SOCIAL

Gender: Learners do not promote a culture of respect because discussion of gender in schools often is narrowly focused on learner participation rather than a deeper discussion of learners' experiences of respect or discrimination

Norms: Learners cannot promote a culture of respect for human rights because a culture of silence in many schools makes it difficult for learners to call out instances of marginalization or discrimination

INTERNAL

Attitudes and Beliefs: Learners do not promote a culture of respect because they do not always consider school as a place where they have responsibility to promote human rights

Knowledge: Learners cannot promote a culture of respect because learners, especially those NOT being marginalized, do not always recognize the marginalization of others nor know what to do about it

Skills: Learners cannot promote a culture of respect because they

SUPPORTING ACTORS AND ACTIONS

INSTITUTIONAL

District Education Department: Orients educators on Codes of Conduct for Educators and relevant laws and policies related to SRGBV

NGOs: Educate learners to respect other's human rights and practice inclusion and diversity (to complement school curriculum).

Circuit Manager: Provide in-service training, mentorship and coaching of School Management Team, School-based Support Teams (SBST), and teachers.

Circuit Manager: Monitor and provide feedback on implementation of in-school activities to promote a culture of respect in schools.

School-based Support Teams (SBSTs): Implement peer-support and mentorship plans for teachers to assist learners to respect other's human rights and practice inclusion and diversity.

School Governing Bodies (SGBs): Revise, implement and monitor the School Code of Conduct, policies and disciplinary procedures.

COMMUNITY

Teachers: Model exemplary behavior to encourage learners to respect human rights and practice inclusion and diversity.

Teachers: Actively participate in school training, mentorship, and coaching.

HOUSEHOLD

Parents/Guardians: Model exemplary behavior to encourage learners to respect human rights and practice inclusion and diversity.

POSSIBLE PROGRAM STRATEGIES

ENABLING ENVIRONMENT

Institutional Capacity Building: Orient teachers on new/revised School Codes of Conduct and protocols for the response and management of SRGBV. 📢

Partnerships and Networks: Monitor and provide feedback to the DED key departments on implementation of School Codes of Conduct, disciplinary procedures, and guidelines. 📢

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

Policies and Governance: Participate in SGB meetings

SYSTEMS, PRODUCTS AND SERVICES

Quality Improvement: Workshop educators on techniques to promote a culture of respect in schools using best practice case studies, tools, and relevant materials 📢

Quality Improvement: Monitor and provide feedback to the DBE and relevant department on capacity gaps and areas for improvement to enhance teacher's abilities to promote a culture of respect.

DEMAND AND USE

Advocacy: Mobilise parent advocacy

Communication: Engage schools to conduct SRGBV information sharing open days (jamborees), facilitating the active participation of all relevant stakeholders 📢

Communication: Provide technical support and monitor learner-driven advocacy, awareness, education, monitoring, and skill-building campaigns in schools using best practice case studies, tools, and relevant materials

Communication: Develop/adapt and use targeted human rights, diversity, and inclusion messaging to complement to the school curriculum

Collective Engagement: Monitor, document and share learnings from peer dialogues among learners on gender attitudes and norms.

Collective Engagement: Empower learners to conduct dialogues on gender attitudes and

	frequently lack skills to proactively change the status quo, including appropriate language and capacity to navigate peer networks and widely held beliefs	norms.

Skills Building: Complement School Based Support Team activities with activities to educate and build skills of learners on human rights, diversity, and inclusion. |