



BEHAVIOR PROFILE: SCHOOL MANAGEMENT TEAMS PROMOTE A CULTURE OF RESPECT

DEMOCRACY AND GOVERNANCE GOAL

Reduce SRGBV among in-school youth in grades 8-11

BEHAVIOR

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

71% of school community members who believe school management respects 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
<p>What steps are needed to practice this behavior?</p> <p>Behavior</p> <p>School Management Teams promote a culture of respect for human rights, diversity (including gender, sexual orientation, disabilities/differently-abled, etc.) and inclusion</p> <p>Steps</p> <ol style="list-style-type: none"> 1. Treat peers, teachers and learners with courtesy, politeness and kindness 2. Encourage peers, teachers and learners to express opinions and thoughts 3. Listen to what teachers, other staff and learners have to say before expressing own viewpoints 4. Learn about human rights, gender identity, sexual orientation, disability/differently-abled, and other forms of diversity 5. Share knowledge about human rights and diversity with all staff 6. Mediate and respond to discrimination on school premises 7. Demonstrate or incorporate a diverse perspective in meetings (e.g., using examples to normalize diversity) 8. Model fairness in dealing with peers and learners 9. Use gender-inclusive language 	<p>What factors may prevent or support practice of this behavior?</p> <p>STRUCTURAL</p> <p>Accessibility: School Management Teams can promote a culture of respect because needed policies exist that espouse ideals of respect, diversity and inclusion; e.g., constitutional values have been introduced into the curriculum that promote understanding, empathy and tolerance for all differences, including gender and sexuality (1, 3, 4, 6, 16, 18) M</p> <p>Accessibility: School Management Teams cannot promote a culture of respect because of lack of resources, limited funding and resources, e.g. scarcity of curriculum materials and tools for implementation; insufficient prioritization of budgets to support a respect-rich environment; etc. (20, 8, 14; 6, 15) B</p> <p>Service Experience: School Management Teams cannot promote a culture of respect because of limited engagement with Vulnerable Groups, e.g. tend to engage vulnerable groups (LGBTI, refugees, learners with disabilities, learners who are heads of households, etc.) as though they require special treatment, i.e., the supposition that children with disabilities are a homogenous group, and that there is a distinction between children with and without disabilities, embrace LGBTI rights in schools as a must, but acknowledge it is a complex task; over distinction between (separated into another group, isolating) or don't distinguish at all between differing vulnerable groups (10, 20, talking taboos, ANE)</p> <p>Service Experience: School Management Teams cannot promote a culture of respect because they are demoralized by school violence (2,6)</p> <p>Service Experience: School Management Teams can promote a culture of respect because they allow for the creation of space for programming, i.e. allow teachers to dedicate time to non-academic activities within their classrooms in which they can be more successful in creating respectful space for learners (10; 13)</p> <p>SOCIAL</p>	<p>Who must support the practice of this behavior, and what actions must they take?</p> <p>INSTITUTIONAL</p> <p>Other relevant CBOs: Complement District Psycho-Social Support Services in awareness, monitoring and linkage to services.</p> <p>Registered NGOs: Use existing materials to educate and guide in-school activities.</p> <p>South African Council of Educators: Monitor and enforce Codes of Conduct.</p> <p>Department of Basic Education (DBE): Collaborate with the Human Rights Commission, Commission for Gender Equality, and Disabled People of South Africa (DPSA) to provide workshops and materials to empower school administrators to deal with diversity and human rights.</p> <p>District Education Department: Partnering with NGOs and CBOs, orient educators on Codes of Conduct for Educators and relevant laws and policies related to SRGBV.</p> <p>District Education Department: Provides oversight on SRGBV materials developed for the project.</p> <p>District Psych-Social Support Services: Provide guidance to schools on procedures, protocols and processes in responding to alleged cases of SRGBV.</p> <p>Circuit Manager: Ensures Principals and hearing commissions manage reported incidents of sexual abuse and harassment (provide oversight on case management).</p> <p>Circuit Manager: Facilitates engagement with parents/guardians and family when necessary.</p> <p>Circuit Manager: Develop and implement a comprehensive support plan for SMTs, educators, school support staff and learners</p> <p>School Based Support Teams (SBST): Identify support interventions required for policy/code of conduct/disciplinary procedure implementation eg. counselling services, court preparation, referral to removal to place of safety, legal representation, medical assistance, admission to rehabilitative programmes and tracking follow up appointments.</p> <p>School Based Support Teams (SBST): Develop and implement a comprehensive support plan for SMTs, educators, school support staff and learners</p>	<p>What strategies will best focus our efforts based on this analysis?</p> <p>Strategy requires Communication Support</p> <p>ENABLING ENVIRONMENT</p> <p>Institutional Capacity Building: Host workshops to review and align school codes of conduct and protocols for the response and management of SRGBV to national policy and guidelines</p> <p>Institutional Capacity Building: Orient teachers on new/revised School Codes of Conduct and protocols for the response and management of SRGBV</p> <p>Partnerships and Networks: Monitor and provide feedback on implementation (gaps and challenges) of School Codes of Conduct, disciplinary procedures, guidelines to the DED, SACE and key departments linked to the Masiphephe Programme</p> <p>Partnerships and Networks: Provide a platform for the various actors e.g. DBE, SAHRC, CGE, COGTA, District House of Traditional Leaders, DSD, SAPS and DPSA to engage, support and help school administrators.</p> <p>Partnerships and Networks: Engage schools to conduct SRGBV information sharing open days (jambores) e.g. encourage all relevant stakeholders to actively participate.</p> <p>Research: Compile a catalogue of existing resources and identify gaps.</p> <p>Research: Research context and interventions in schools.</p> <p>SYSTEMS, PRODUCTS AND SERVICES</p> <p>Quality Improvement: Hold bi-annual progress meetings with all stakeholders in the MSP (share behavioral outcomes from project M&E reports).</p> <p>DEMAND AND USE</p> <p>Communication: Based on the catalogue, develop/adapt and use targeted content messaging in the project.</p> <p>Collective Engagement: Provide technical support and monitor learner driven advocacy, awareness, education, monitoring, skills building campaigns in schools using best practice case studies, tools and relevant resources (handouts).</p> <p>Collective Engagement: Empower learners to work with SBST to conduct peer and intergenerational dialogues on gender attitudes and norms (e.g. during ongoing</p>

coaching and mentoring, during breaks, meetings during school hours).

Skills Building: Provide information using best practice case studies, tools and relevant resources (handouts) and ongoing mentorship and coaching for SMTs and educators on techniques to promote a culture of respect in schools. 📌

Gender: School Management Teams cannot promote a culture of respect because of subtle, discriminatory gender-related practices towards female principals, e.g. lack mentors, rejection of/resistance to their authority, jealousy, isolation, marginalized, harassment from male counterparts and senior colleagues, leadership is doubted and is tested; lack of support from families, colleagues and SGBs etc. make it difficult for women to establish their leadership (19) (ageism – intervention intergenerational dialogues)

Norms: School Management Teams cannot promote a culture of respect because there is a lack of accountability, i.e. no stringent systems of accountability to address work ethic and the ability to deliver within set standards; do not hold teachers accountable for their professionalism; are not themselves held accountable for a culture of respect, etc. (14, 16)

INTERNAL

Knowledge: School Management Teams cannot promote a culture of respect because of their lack of knowledge and skills around human rights, i.e., unable to define diversity or human rights (some define human rights as 'who you are' while others define it as 'things you have'); do not know then how to promote it; no shared language that reflects a shared understanding of respect, inclusiveness, etc.; grapple with their own identities and their understandings of what is normative (1, 3, 21, 22)

Skills: School Management Teams cannot promote a culture of respect because they have insufficient ability to address health and well-being of teachers, e.g., unable to identify psycho-social risks of teachers (6)

Skills: School Management Teams cannot promote a culture of respect because they inadequately implement, e.g., not "contextually responsive" to deal with the challenging circumstances within which schools operate; a gap between the human rights values being promoted by the education department's policy makers and the personal values held by school administrators and staff; inadequate use of existing tools to monitor, evaluate and guide teachers in their efforts to do what is right (ANEC/EXP) (6, 9, 18, 21)