



REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

COPPERBELT PROVINCE

CHILD RIGHTS, CLASSROOM AND SCHOOL MANAGEMENT

PROJECT REPORT

CHILD RIGHTS IMPLEMENTATION IN ZAMBIA: EVALUATING THE  
IMPACT IN THREE PILOT SCHOOLS

CHANGE AGENTS: BATCH 10

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## 1.0 ACKNOWLEDGEMENTS

We extend our profound and sincere thanks to various individuals, organizations, teachers, pupils and our families for their support and immeasurable commitment to the Change Agents during the period of our “Tour of Duty” on child rights activities in the three – pilot schools in the Copperbelt Province, as well as outside Zambia.

Our gratitude is therefore extended to the following:

- (i) The Swedish International Development Agency (SIDA) in liaison with Lund University for facilitating our international training in child rights phase one in Sweden and a follow up phase two international training and seminar in Jakarta and Semarang in Indonesia.
- (ii) The Government of the Republic of Zambia through the Permanent Secretary for granting us permission to attend and participate in the international training both in Sweden and Indonesia.
- (iii) The Provincial Education Officer for his support and participation in the child rights programmes despite his busy schedules at his office.
- (iv) Our special appreciation and tribute go to the late Provincial Education Standards Officer (PESO), Mrs Tabeth Choobe Chisanga and her team comprising Mrs Florence M Chikalekale and Mr Mathias Banda for their encouragement and advise to our team.
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- (vi) We also extend our appreciation to all pupils, Link Teachers and Headteachers for the support and commitment rendered to our team as we carried out our CRC project work at Temweni, Luanshya Boys and Luanshya Girls High Schools in the Copperbelt Province of Zambia. They were also very supportive during the mentor’s visit to the Copperbelt in March, 2010.
- (vii) We express very special gratitude to the following lecturers and officials at Lund University:

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❖ Bodil Rasmusson	-	Lecturer
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- ❖ Ulf Leo - Lecturer
- ❖ Per Wickenberg - Lecturer
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We acknowledge their vast knowledge and experience on CRC work. We also appreciate their interactive methodologies particularly the learner centered methodologies inculcated into us.

## 2.0 INTRODUCTION

After about twenty seven years of one – party participatory democratic dispensation, Zambia reverted to a multi-party political system in 1991. The emphasis was to promote ethos of democratic values. The tenets of democracy are now slowly finding their place in schools.

Educating our future, the national policy document on education states that:

“...importance of children’s rights should awaken concern for the promotion of civil liberties and human rights, for the consolidation of the democratic character of Zambian society.” (Ministry of Education document of 1996). The policy states further that topics such as human rights will be promoted through normal classroom experiences and through extra – curricular activities like sports and clubs.

The foregoing shows that the Ministry of Education is determined to promote democratic behaviour among children and foster respect for human rights. In promoting human rights for the child, it is important to consider the provisions of the United Nations Convention on the Rights of the Child (UNCRC). This is an international convention, which sets out the civil, political, economic, social and cultural rights of children. (Toolkit for Establishing Class and School Councils, 2006, page 1).

The Zambian culture and customary ethos are perceived to be oppressive and dominant in the family set up. The Zambian government has acknowledged this problem and has made steps to change the attitude as evidenced in the National Policy on Education thus;

“.... In many parts of the country Child-rearing practices promotes submissiveness and passivity, but discourage qualities which the school system strives to develop such as child independence, self-assertion, question and inquiry”. (Ministry of Education, 1996 page 5)

Child rights activities have taken centre stage in our schools. The Zambian government has introduced civic education as a subject now being taught in schools. The government’s realization of the importance of promoting the rights of the child has led

to the introduction of School Councils in schools in keeping with the provisions of the Child Rights Convention (CRC). Just like any other programme, child rights implementation needs monitoring. The establishment of class and school councils was piloted by Batch 7 Change Agents (Batch 7) in following schools:

Temweni High, Luanshya Girls High and Luanshya Boys High school. Our team evaluated the impact of the earlier team's project.

This was done based on the principles spelt out in the National Policy document on Education "Educating Our Future 1996"

The aim of the project was to explore pupil participation by way of confirmation as to whether pupils indeed express their views in a democratic way in the three – pilot high schools. The outcome of the evaluation was to be used to help identify gaps and suggest corrective measures to strengthen democratic values in a more Child – friendly school.

### 3.0 PROJECT BACK GROUND

The education of children is rendered inadequate if their rights are not considered by all stakeholders. For an education system to have an effective service delivery it must foster certain democratic values that must be welcomed and appreciated by both the learners and their teachers. Appreciating child rights is a long-term process developing principally on an incremental basis. It has both the positive and negative outlooks, which consequently through a continuous harmonization process of goals and objectives, will yield results that are in conformity with both the United Nations and the African Charter of 1989/90. This is further illustrated by Thomas Hammarberg who states thus; "..... The Convention on the Rights of the Child provides a new opportunity to make respect for children's rights and Welfare truly universal."

Children's rights are now a universal phenomenon. Their inalienable human rights and liberties through a guided process must be acknowledged and appreciated by both society and schools. It is important for all stakeholders to ensure that the three P's (protection, provision and participation) are strengthened and enhanced in classroom management and school councils to foster the rights of the child.

The project undertaken by Batch 10 was anchored on exploration of avenues through which pupils participate in a democratic setup by way of expressing their views regarding matters affecting them through school councils in a guided way.

### 4.0 PROJECT DESIGN

#### a. Project Title:

“Child Rights Implementation In Zambia – Evaluating the Impact in three pilot Schools on the Copperbelt”

b. What is the Impact: Classroom and School Management on Copperbelt”

To what extent has the establishment of school and class councils enhanced the participation of pupil in the management of their schools? This question could only be answered by visiting and evaluating the impact in the three Pilot Schools.

c. Aim of the Project

The aim of the project was to explore pupil participation by way of expressing their views in a democratic set up in three pilot High Schools through:

- (i) Creation of classroom and school councils
- (ii) How the classroom and school councils were operating in relation to the three P's (participation, protection and promotion) in the three pilot schools.
- (iii) Administration responses to pupil's views
- (iv) The relationship between the prefect body and the School Councils.
- (v) Coming to a common understanding of the meaning of bottom up approach by pupil, teacher and administration.

## 5.0 TARGET GROUPS OF THE PROJECT

The target groups were as herein outlined:

- Headteachers
- Teachers
- Pupils
- Link teachers

### Target Schools

- Temweni High School
- Luanshya Boys High School
- Luanshya Girls High School

### Stakeholders

- Pupils
- Parents
- DEBS
- PESO
- Teachers
- Headteachers

- Community Development

## 6.0 EXPECTED PROJECT OUTCOME

The expected project outcomes were:

- To identify gaps and suggest corrective measures regarding participation by pupils.
- To identify any change in behaviour by way of pupils participation in classroom and school management process.
- Identify democratic expression of views by children
- Identify way of strengthening democratic values in schools governance.
- Relationship between prefect body and school councils

## 7.0 MAIN ACTIVITIES OF THE PROJECT

The main activities of the project were:

- To describe and evaluate the establishment of School Councils.
- To evaluate what the various target groups were doing and how the implementation activities were comprehended.
- To identify the gaps in the establishment and implementation of the classroom and School Councils and suggest ways to address them.

## 8.0 PROJECT IMPLEMENTATION SCHEDULE

MAY 2009	JUNE 2009	JULY TO AUG 2009	SEPT TO OCT 2009	NOVEMBER 2009	MARCH 2010	
Phase I Lund	Preparing Instruments		Impact assessment of the on going project	Phase II Indonesia	Mentors visit to Zambia	

### 8.1 MAY 2009 PHASE 1 IN SWEDEN

#### 8.1.1 Programme Content

Phase 1 of the training was in Sweden at Lund University. The Swedish International Development Agency (SIDA) in collaboration with Lund University and through a Human Rights Education Programme covering Child Rights, Classroom and School Management invited participants from ten (10) different countries, including Zambia.

#### 8.1.2 Derived Benefits

Arising from this training, participants increased their knowledge and understanding of the CRC, relevant international concepts such as child-friendly schools, inclusive education and education for democracy and human rights. The training also increased the knowledge and understanding of experiences, methods, and tools for organizational change in general.

The participants were exposed to other international methods for translating children's rights and democratic values into practice in schools and in the classroom.

The participants from various countries had an opportunity to interact and created an international network which would not end as the programme came to the end.

The well designed methodology used by different experts in various fields assisted the participants to learn new aspects of classroom democracy. The training took the form of discussions, study visits, mentoring, identifying projects and was most importantly, learner centered.

## 8.2 JUNE 2009

Preparation of instrument and piloting them in the schools targeted to validate their reliability.

## 8.3 SEPTEMBER TO OCTOBER 2009

The Change Agents visited the 3 pilot schools to assess the impact of Classroom and School Councils on school governance.

## 9.0 SCHOOLS ASSESSED

The programme on Child Rights, Classroom and School Councils was piloted in three schools on the Copperbelt Province namely;

- (a) Temweni High School – Co-Education
- (b) Luanshya Boys High School
- (c) Luanshya Girls High School

The 2007 Changes Agents from the province had concentrated on sensitizations and implementation of Child Rights, Classroom and School Management. The sensitization had continued in all schools. School Councils had been established in all high schools but progress in terms of pupil/teacher involvement varied from one school to another.

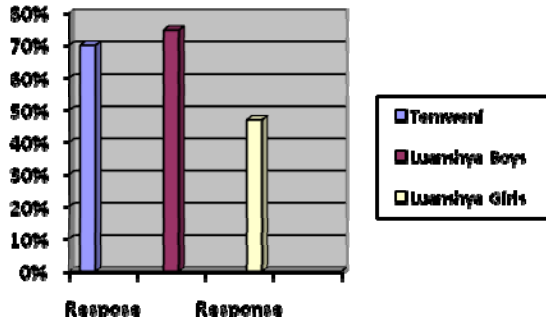
Therefore, batch ten's project was undertaken to evaluate the extent to which pupils, teachers and head teachers had understood their roles in school councils and how involved they had been.

## 10.0 EVALUATION METHODS EMPLOYED

Two methods were employed to assist in the evaluation.

- (a) Individuals answering questions.
- (b) Group focused using tailored questionnaires. The questionnaires which were used are attached.

## 11.0 PROJECT IMPLEMENTATION FINDINGS



### 11.1 Temweni High School



The school had a total pupil population of 1000 that is, 495 boys and 505 girls. The total number of teachers was 40 represented by 20 male and 20 female teachers.

Fifty (50) questionnaires were given to pupils and thirty five (35) were received back. The thirty pupils indicated the establishment of a school council, pupil participation in decision making and practicing of democratic ideas in the school.



The remaining fifteen questionnaires indicated that the pupils were not sure.

These pupils who did not know could have been new pupils in the school and had not yet understood what was going on.

The following aspects were established from 70% of the responses:

- Class and School Council existed at the school and had been received well by the pupils.
- Pupils were part of the decision making process and were represented on the school board.
- Pupils claimed their rights such as to be taught, protected and to be heard.
- Pupils understood their responsibilities

### 11.2 Luanshya Boys' High School



The school had a total pupil population of 1049 boys. The total number of teachers was 56 represented by 32 male and 24 female teachers.

Fifty three (53) questionnaires were given out, and out of the total number of questionnaires.

Forty (40) pupils responded that they had understood and participated in the decision making in the school. The rest of the respondents (thirteen questionnaires) were not clear about their roles. Some pupils had mixed the roles of the school council and that of prefect body.

The recommendation we made was continued sensitizations of pupils and teachers.

The following aspects were established from 75% of the responses:

- Classroom and School Councils had been established and pupils were working well with school management
- School Council executive helped management in matters of school discipline.
- School Council together with the Child Rights Club educated other pupils on child rights issues
- The pupils' understanding of the role of school councils in fostering their rights was good.

### 11.3 Luanshya Girls' High School



The school had a total pupil population of 1116 girls. The total number of teachers was 46, represented by 23 male and 23 female teachers.

Fifty six (56) questionnaires were given out. Thirty three (26) questionnaires were received back indicating that pupils were happy to hear about school council, but it was not functioning in the school.

Thirty (30) clearly stated that they did not know about school councils.

The following aspects were established from 47% of the responses:

- School Councils had been established but the new entrants (grade 10s) had not been sensitized and this had contributed to the poor overall understanding of the issues at hand in the school.
- Generally, the pupils understood their rights and responsibilities in classroom and school management.

- Pupils were very happy with the establishment of pupil school councils, but looked forward to the functioning of the same in their school.
- Management was advised to quickly organize the school administration and make the school council function effectively.

#### 11.4 Parents and other Stakeholders

At the three Schools, parents expressed gratitude on the introduction of School Councils. They appreciated that pupils were not robots but rather human beings who should be given an opportunity to contribute to their welfare at the school level.

#### 11.5 Teachers, Link Teachers and Head teachers

##### **Teachers**

- The above group expressed mixed feelings about school councils. Some understood the subject matter while others did not.
- Generally most of the teachers appreciated the establishment and role of the school councils.

##### **Link Teachers**

- These were matrons and patrons of the school councils
- They were teachers of civic education or teachers who had the passion on issues of child rights
- They guided the school councils and provided a link between management and pupils
- The link teachers also helped to explain to their fellow teachers the child rights activities

##### **Head Teachers**

Head teachers initially felt the school councils were meant to challenge their management but the introduction of the school councils helped to change the mindset of the administrators. The head teachers sensitized all the stakeholders in the school about the importance of school councils.

#### 11.6 Focus Group Discussion

- These were mainly pupils. The discussion was informal and pupils gave their understanding on school councils; they asked the Change Agents questions which were clarified there and then.

- Teachers also found an opportunity to express their fears on school councils in the schools such as insubordination on the part of pupils. Such responses as “You are here to make our children unruly” were heard.
- They felt that it was important that they participate in decisions which affect their well-being.
- They gave their opinions on many issues in their schools.
- Understood that rights go with responsibilities
- The pupils took it upon themselves to educate their fellow pupils on issues which affected them.

Change Agents explained the role of school council and responsibilities of the learners.

#### 11.7 Differences in Responses between Boys and Girls

The evaluation did not find any differences in responses especially at Temweni High School which is co-education. Both girls and boys understood the subject in the same way.

At Luanshya Girls, our finding was that the school administration had not done much to sensitize the pupils and teachers. Ever since the school councils were established, council meetings had not been held and the rest of the pupils were not oriented.

#### 12.0 SITUATION ANALYSIS AND WAYFORWARD

The evaluation of the three pilot schools indicated the following;

- All the schools had established the school councils but the assessed participation and in depth understanding differed from one school to the other.
- The 2009 change agents needed to work with the other team to ensure that the programme was sustained by way of continued sensitization of pupils, teachers, head teachers, education officials and all the stakeholders.
- Most teachers did not have the knowledge on rights of the child. Teacher training colleges needed to teach the component on child rights so that as they go to schools they would fully be aware of these rights and what would be expected of them.
- School Councils were predominantly in high schools not primary and other lower schools. There is need to take school councils to the lower part of schools so that

children would grow with the knowledge of their rights and could claim these only when they understood them.

- Ministry of Education officials, needed to ensure that ministry programmes (such as child rights) were institutionalized and be implemented by all stakeholders.
- The relationship between prefect and school councils was good, the two bodies worked together in the school and both were given authority by the school administration

### 13.0 NOVEMBER 2009 – SECOND PHASE IN INDONESIA

#### 13.1 Indonesian Workshop

This was a follow up workshop attended by all the ten (10) teams in Batch 10. The Change Agents shared various experiences from their countries regarding the different projects undertaken. It was learnt that though countries differ the challenges faced were similar hence the need to learn from one another. The give and take principle was largely employed.

The Change agents also participated in an international seminar organized by SIDA/Lund University in collaboration with Indonesia Teacher Association. The theme was “Developing Child Friendly Schools to Strive for a Better Education”.

Eleven countries were represented and each gave a report on their project. Participants were allowed time to comment on the projects.

The Zambia team project outlined what was done in phase 1 of the project and what the findings were.

#### 13.2 School Visits

Selected schools and teacher education departments were visited in order to strengthen/enhance the understanding of the give and take principle in the Indonesian context.

#### 13.3 Country excursion

Various sites (including Brobodu) were visited

### 14.0 7 – 13 MARCH 2010 - MENTORS' VISIT

The event was organized and hosted by the CRC Change Agents from the Copperbelt Province.

#### 14.1 School Visits

The mentor (Dr Bodil Rasmusson) visited a number of schools in Ndola, Copperbelt to see how child rights issues were being implemented. Apart from the pilot schools, the National Technical School for the girls was visited and the girls shared their understanding of school councils. They were glad to hear from the mentor.

#### 14.2 Regional Conference

A regional conference on child rights was held during the mentor's visit. Many schools and speakers were invited to the conference. The key note speech was delivered by the Provincial Education Officer, Copperbelt who emphasized on democratic values. He challenged all educationists in the province to embrace school councils because these would help schools and the country in promoting the rights of the child.

The mentor looked at the global overview and emphasized that a school was an important area for change and that a child needed to be empowered.

#### 15.0 CHALLENGES

- Child participation is one thing but to what extent does a pupil participate.
- In their effort to speak out pupils may speak against their teachers who may in turn harm them silently (ignoring them in class).
- It is difficult to draw a line between the roles prefects play and those for school councils.
- Zambia has child rights policies but they lack implementation.
- Various organizations work to promote child rights but each works independently, sometimes duplicating the efforts.
- Child right issues are concentrated in high schools instead of lower grades where pupils are more vulnerable because of their age and level of education.
- As a nation, we still have a long way before we reach a level where children are able to freely speak about the abuses that may be going on in the school environment.

#### 16.0 RECOMMENDATIONS

- There is need to organize an international conference through the Minister of Education and bring all stakeholders on board and appoint a committee to oversee all child rights activities.
- There is need to have a model of a child friendly school so that it is easy to measure performance of various child right activities against the set standard.

- The school councils must be introduced to pupils at lower levels so that children may grow with the knowledge of child rights and be able to claim these rights.
- The government should pay particular attention to the full implementation of article 4 of the CRC which recommends budgetary allocation of resources to child rights activities.
- The lecturers in colleges of education must be actively involved by way of training some of them who will foster the implementation of CRC at colleges.
- Change Agents must form a formal association which should meet at least twice a year and share ideas on how they are working to bring about change in the various parts of the country and organizations they are working for.

We are convinced that the above recommendations will be implemented because we live to make a difference in the issues of child rights. The formation of an association for change agents is already underway except that it is not formal. In certain districts such as Lufwanyama, there are Non Governmental Organizations looking at child rights and are already coordinating with the change agents. The pilot schools are taking the lead in showing other schools and also improving on what they know. The change agents have a lot of " dreams " on child rights and the achievements will be sent, from time to time, to the mentor for the information

## 17.0 ACTIVITIES UNDERTAKEN AFTER THE MENTOR'S VISIT TO ZAMBIA

### 17.1 School Councils' visit to the national parliament

The Ministry of Youth and Child Development in collaboration with Ministry of Education invited representatives of the school councils to Lusaka to attend a parliament session. All the ten districts on the Copperbelt were represented. The council members were accompanied to Lusaka by a change agent. The aim of the exercise was to expose children to a democratic debate so that they could adopt the same principles and apply them in their school council meetings. The children witnessed how live parliament debates were conducted in a democratic atmosphere.

The two ministries later organized a provincial Child Parliament to which all the school councils in the province were invited. The theme was: **Budgeting for the well being of the Child**. The meeting was graced by high ranking government officials who received the resolutions by the pupils.

As change agents, we felt that each year we needed to advocate for such programmes and through sensitizations learners will be encouraged to lobby for their needs from the government.

### 17.2 Copperbelt Social Science Fair

A Copperbelt social science fair was held in the province for the first time in May 2010. The objective of the fair was to help pupils taking social science subjects bring out

concerns which affect their day to day life. Among the prominent issues which come out were issues of child abuse and a call to the government to implement the provisions of the various CRC articles. The fair was open to the public thereby giving pupils chance to educate members of the public on child rights issues. It was interesting to learn that some members of the public were not aware of child rights matters enshrined in the Zambian constitution.

As change agents, we advised the organizers to ensure that meetings of this nature should be held yearly and adequately publicized.

### 17.3 Education for All Re-launch

Zambia is one of the developing nations whose goal is to achieve all the Millennium Development Goals by 2015 and one of the goals is 'Education for All'.

The Ministry of Education decided to hold a national conference at which the need to educate the Zambian child would be re-emphasized. A change agent from the Copperbelt was asked to accompany two pupils to be part of the important gathering which was graced by the president of Zambia. The theme was 'Because Education Matters'. Girl children gave testimonies on how they had dropped out of school on account of pregnancy and how they were re-entered after they had given birth. The children further thanked the government for implementing the constitutional provisions on children's rights one of which is the right to education.

The invitation of change agents to that meeting showed the value government placed on the contributions made by change agents in child rights matters. We will continue to offer advice to the various stakeholders on issues of child rights.

## 18.0 IMPLEMENTATION OF CRC IN SCHOOLS

CRC activities have been implemented in schools because school councils have been taken as a Ministry of Education programme. The Ministry of Education Inspectorate department now has an instrument used every time schools are monitored and child rights matters have been included as a component to be checked and where school councils are not doing well appropriate advice has been given.



**19.0 SAMPLE QUESTIONNAIRES**

**19.1 Pupil Questionnaire**

Dear Pupil,

We are conducting a research on School Councils on the Copperbelt. The purpose of this research is to establish the extent to which school councils have been able to bring out democratic views acceptable to school administration and management.

You are kindly requested to answer all the questions in this document and we assure you that the information will be held in strict confidence. Further you are not required to indicate your name on this document.

For questions with optional answers, please indicate your response with a tick ( ).

Q1 Do you have a school council in your school? Yes

No

Q2 If your answer to Q1 is 'Yes', for how long have you had the school council?

. Less than one year

. One Year

. Two years

. More than two years

Q3 What do you understand by school council? Please give a very brief answer.

.....  
.....

Q4 How do you rate the ability of the school council to represent you to school administration or management?

Adequate

Fairly adequate

Poor

Q5 Does your voice or opinion matter in class councils? Yes No

Q6 Are there any school council's suggestions or views which have been implemented in your school?

Yes

No

Q7 In my view, school councils are

Good

Bad

Give reason(s) for your answer

.....  
.....  
.....  
.....

Q8 Do you accept that as a child you have certain rights?

Yes

No

Q9 Do your friends in the school understand that they have certain rights?

Yes

No

Q10 If your answer to Q9 is 'No', what have you done to help your friends appreciate the various articles in the UN Conventions? Please give a brief answer.

.....  
.....  
.....  
.....

Q11 If your rights are violated, what do you think is the correct remedial procedure?

.....  
.....  
.....

.....  
.....

Q12 What benefit have you derived from the school council?

.....  
.....  
.....  
.....

Q13 What is your parents' or guardian's view on school councils?

.....  
.....  
.....  
.....

Q14 Do you think there is another way through which your views may be heard by administration other than through a school council?

Yes

No

If your answer is 'Yes', which other way(s) do you suggest?

.....  
.....  
.....  
.....

Q15 What do you think should be done to enhance your contribution to the effective running of your school?

.....  
.....  
.....  
.....

Q16 As a pupil, what are your responsibilities?

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.....  
.....  
.....  
.....  
.....

## 19.2 Teachers and Link Teachers Questionnaire

### Instructions

1. Do not write your name on the questionnaire
2. You are kindly requested to provide answers to all questions

District:\_\_\_\_\_ Date:\_\_\_\_\_

School:\_\_\_\_\_

Gender of Respondent:\_\_\_\_\_

Professional Qualification:

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Year of teaching experience:\_\_\_\_\_

1. Do you have a school/classroom, council?  
\_\_\_\_\_

2. When did you last attend a school council meeting?  
\_\_\_\_\_

3. Do you have a programme/work plan for the school/council?  
\_\_\_\_\_

4. Is your school friendly and welcoming to visitors?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Does your school have a policy regarding the establishment of a school council?  
\_\_\_\_\_

6. How regularly do you hold meetings?

7. Have you been spending time working together to solve problems with the pupils?

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8. Does your school have policy on child rights?

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9. Do you encourage/support physical/corporal punishment as an acceptable disciplinary procedure? \_\_\_\_\_

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10. Do you have a policy or procedure that allows learners to voice out concerns about inappropriate or abusive behavior? \_\_\_\_\_

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11. How does the school administration react to your suggestion as a School council? \_\_\_\_\_

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12. Has your school put in place a policy on homework?

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13. How often do you hold review meetings with the school council?

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14. Do you keep any records on meetings/Activities of the school Council?

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Thank you very much for participating

### **19.3 Head Teachers Questionnaire**

#### **Instructions**

1. Do not write your name on the questionnaire
2. You are kindly requested to provide answers to all questions

District:\_\_\_\_\_ Date:\_\_\_\_\_

School:\_\_\_\_\_

Gender of Respondent:\_\_\_\_\_

Professional Qualifications:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Year of teaching experience:\_\_\_\_\_

1. Do you have a school/classroom, council? \_\_\_\_\_
2. When did you last attend a school council meeting?  
\_\_\_\_\_

3. Do you have a programme/work plan for the school/council? \_\_\_\_\_
4. Is your school friendly and welcoming to visitors?  
\_\_\_\_\_  
\_\_\_\_\_

5. Does your school have a policy regarding the establishment of a school council?  
\_\_\_\_\_

6. Do the teachers support the formation of school councils in schools? \_\_\_\_\_
7. How regularly do you hold meetings? \_\_\_\_\_
8. How have your teachers reacted to the establishment of school councils?  
\_\_\_\_\_
9. Have your teachers been spending time working together to solve problems with your pupils?  
\_\_\_\_\_
10. Does your school have a policy on child rights?  
\_\_\_\_\_
11. Do you encourage/support physical/corporal punishment as an acceptable disciplinary procedure? \_\_\_\_\_  
\_\_\_\_\_
12. Does your school have a policy or procedure that allows learners to voice concerns about inappropriate or abusive behavior?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. How does the school administration react to your suggestion as a school council?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. Has your school put in place a policy on homework?  
\_\_\_\_\_
15. How often do you hold review meetings with school council?  
\_\_\_\_\_  
\_\_\_\_\_
16. Do you keep any records on meetings/Activities of the school council?  
\_\_\_\_\_

Thank you very much for participating

## 19.4 Parents & Other Stakeholders Questionnaire

### Instructions:

1. Do not write your name on the questionnaire
2. You are kindly requested to provide answers to all questions
3. Please read each statement and put a tick (√) in the brackets provided against your answer

District:.....School:.....

Gender:.....Date:.....

- 1) Parents are informed about policies and codes of conduct in the School.

How much is this like at your school?

Not at all ( ) A little ( ) Quite a lot ( ) Very much ( )

- 2) Parents are encouraged by the school to help their children consolidate their learning at home.

How much is this like at your school?

Not at all ( ) A little ( ) Quite a lot ( ) Very much ( )

- 3) Parents know that the school should be told about any major changes in the child's home life so that help can be provided, if needed.

How much is this like at your school?

Not at all ( ) A little ( ) Quite a lot ( ) Very much ( )

- 4) The school invites parents to discuss the child's work with the teachers.

How much is this like at your school?

Not at all ( ) A little ( ) Quite a lot ( ) Very much ( )

- 5) Parents feel welcome at the school

How much is this like at your school?

Not at all ( ) A little ( ) Quite a lot ( ) Very much ( )

- 6) Parents have the opportunity to discuss the school's policies and codes of conduct and to contribute to decision-making by the school.

How much is this like at your school?

Not at all ( ) A little ( ) Quite a lot ( ) Very much ( )



- 7) Parents know that the school actively promotes cooperation, inside and outside the classroom.

How much is this like at your school?

Not at all ( ) A little ( ) Quite a lot ( ) Very much

### **Assessing Child-Friendly Schools**

- 8) Parents feel able to go to the school to ask questions or discuss worries they have about their child.

How much is this like at your school?

Not at all ( ) A little ( ) Quite a lot ( ) Very much

- 9) There are regular opportunities for parents to inform the teacher and other appropriate authorities about what is happening at home and the community.

How much is this like at your school?

Not at all ( ) A little ( ) Quite a lot ( ) Very much

- 10) There are opportunities from parents to be involved in activities linked to the school life and work, e.g., outings, funding-raising

How much is this like at your school?

Not at all ( ) A little ( ) Quite a lot ( ) Very much

- 11) Parents are involved in discussion and decisions about what students are taught at school.

How much is this like at your school?

Not at all ( ) A little ( ) Quite a lot ( ) Very much

- 12) Parents are involved in discussion and decisions about how students are taught (i.e., teaching methods).

How much is this like at your school?

Not at all ( ) A little ( ) Quite a lot ( ) Very much

- 13) The school regularly communicates news to parents about the school and its activities.

How much is this like at your school?

Not at all ( ) A little ( ) Quite a lot ( ) Very much

Thanks you very much for participating

### **19.5 General Questions – Focused Group Discussions**

- 1) Is there a difference between the school council and the preferential body? Discuss

- 2) How are the roles different (Prefects and Council Board)? Discuss

- 3) How bet can the two bodies work in harmony together? Discuss
- 4) Which body is preferred most by
  - a. Pupils
  - b. Teachers
  - c. Administration
- 5) What are the objects of the:
  - a. Prefects
  - b. School Councils

## 20.0 REFERENCES

- *A School for Children with Rights*, By Thomas Hammarberg (1997)
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- *Taking Child Rights Seriously*, By Bodil Rasmusson et al
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