

PROGRAMME CHILD RIGHTS, CLASSROOM AND SCHOOL MANAGEMENT
(19 September – 11 October 2009)
SIDA and University of Lund, Sweden

Project Title:

Encourage democratic learner participation in three schools around Phillipolis with the intention of addressing corporal punishment in the context of the Convention on the Rights of the Child.

Mentor: Bodil Rasmusson

COUNTRY TEAM: SOUTH AFRICA

The team comprise of three officials from the Free State Province in South Africa. In terms of their occupations they are employed by the Free State Department of Education whereby they perform different tasks or duties. The officials at Provincial Head Office is mainly responsible for the interpretation and formulation of policy, the district official ascertain that the policy is implemented in the different schools whilst the third official who is the school principal make sure that learners, educators and parents are informed of the developments within the department. It is also the duty of the principal to be in no doubt that learners do learn and educators teach;

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1. Introduction:

The demise of apartheid in 1994 was heralded nationally and internationally as a victory for democracy and human rights. To facilitate reconstruction of the country, the South African government placed great emphasis on the development of policies, as enshrined in the South African Constitution of 1996 that aimed at creating a uniform education landscape underpinned by quality education for all. Educational reforms were central aspects of this reconstruction effort. As South Africa is part of the global world it became imperative for the country to fulfill international obligations such as the implementation of the values of the Convention of the Rights of the Child. Over the past 14 years, the South African society was faced with hasty democratization of the country which in itself caused a breach between legislation and policies on the one hand, and practice on the other.

With new legislative changes coming into place, the education system had to undergo a complete transformation. The South African Constitution (Section 29, 1a, Act 108 of 1996) states that everyone has the right to basic education, including adult based education. The Department of Education has been transformed and democratized in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. The South African Schools Act (No 84 Of 1996) (SASA) aims to promote access, quality and democratic governance in education, and makes schooling compulsory for all South Africans aged 7 to 15 years. As one of its outcome the National Curriculum Statement aims

at developing learners who are responsible, active participants, exercising their democratic rights as defined by the South African Constitution.

Rationale

According to Chapter 2 of the Constitution of the Republic of South Africa it is illegal for anyone to use corporal punishment as a measure of discipline as this is a punishable offence by law. It has since become apparent that some schools in the Free State province are still practicing corporal punishment as a tool to maintain discipline in schools. South Africa has together with other 170 countries (with the exception of USA and Somalia) ratified the Convention of the rights of the child which implies that any act of corporal punishment effected on the child should form part on the report that is submitted after every 4 years.

3. Expected Project Outcomes:

1. Children, learners and school principals are aware of programmes that discourage corporal Punishment.
2. Children's participation in school activities is supported by parents, teachers and the school principal.
3. Child Rights Focus Schools

4. Indicators:

- 4.1 The attitude and behavior of the principal and educators towards the administration of corporal punishment have changed and in accordance with Child Rights Convention.
- 4.2. The understanding of democracy and Child rights amongst learners has been deepened.
- 4.3. Teachers articulate Child rights appropriately and accordingly.
- 4.4. Parents will understand and embrace the principles of Child Rights Convention.
- 4.5. Change Agents have developed CRC related activities to harmonize sound relations amongst all stakeholders at schools.

5. Aim of the Project:

The aim of the project is to encourage democratic learner participation in three schools around Phillipolis with the intention of addressing corporal punishment in the context of the Convention on the Rights of the Child.

Attention was centered around three focus schools in Phillipolis which is one of the poverty stricken towns in the Xhariep district. This area was used as a microcosm of the District and the province at large. The Free State province is largely a semi rural and with few towns that have industries and mines e.g. Sasolburg, Welkom. The level of poverty particularly in the southern part of the province is very high, which causes a lot of societal problems.

The team worked closely with the following groups:

- 15 Primary School Learners
- 6 Secondary School Learners
- 6 Parents
- 9 Teachers
- 3 School principals

5. 1. Methodology for Focus Schools:

At the beginning our initiated meetings which not materialize because one or two of us was not available, which necessitated us distributing tasks amongst ourselves. A report on the visit to Sweden was prepared and submitted to management as part of report back. Letters requesting principals to grant us permission to involve their schools were written and posted to schools. The response from the principals was very positive with parents willing and prepared to participate.

Different methods were used to gather information from learners, educators, parents and school principals in an endeavor to address the challenges. The team decided to gather data through interviews, observation and questionnaire. The team compiled interview questions and a questionnaire.

We took the opportunity to inform the educators regarding the Convention on the Rights of the child and Chapter 2: Human Rights of the Constitution. The three principals managed to invite parents who are members of the School Governing Body to come to school and be informed about the rights of the child. The interaction with parents, educators, learners and principal was very enriching for both parties.

From the responses of the four stakeholders it became clear that they viewed child rights differently. Learners narrated some disturbing stories on how they are treated by educators at school. Corporal punishment is administered at school and in their homes without fear of the consequences. Learners are beaten and some claimed that they are beaten with objects by educators. Ten questions were prepared and the stakeholders responded to the in the form of an interview and questionnaire. The following aspects helped to formulate questions that gathered informative data;

1. Do Learner's have rights and freedom?
2. Do Learners' right to protection and security exist?
3. Are children's problems listened to and given proper attention?
4. What methods are used to discipline the children by parents, educators and school principals?
5. Is the respect for others' religions?
6. Are learners protected from cruel punishment?
7. Do parents take part in school activities?
8. Is the school environment healthy?
9. Are learners satisfied with the kind of education offered at school?

Although parents, educators and the school principals do give learners to an opportunity to air their views, there are those who don't. Some parents encourage educators to punish their children if they misbehave.

The team decided to organize different activities in order to discourage educators, parents and school principals from applying corporal punishment in schools. These activities took place at local and provincial levels.

5.2. Meetings:

The team visited the three schools as a strategy to give more clarity on the programme. Educators, school principals and parents were informed on the Chapter 2 of the Constitution of Republic of South Africa and the Convention on the Rights of the Child and what they imply. Parents were invited by the school principals to enable to hear for them to get more clarity. The interaction was very encouraging and enriching for both parties.

5.3. Advocacy and Workshops:

To advocate the importance of the rights of the child the team organized workshops for learners. Thirty learners from the three schools at Phillipolis attended this very informative and interesting workshop. The presentations managed to generate discussions and learners contributed a lot. We managed to discuss the admission policies, corporal, punishment etc.

An opportunity to address newly appointed School principals was grabbed with both hands. 170 newly appointed school principals attended an induction workshop for three days. We were invited to make presentation of the rights of the child, which was did with fervor. Principals were for the first time able to understand why children's rights were so important. The fact that South Africa together with 190 countries (with the exception of Somalia and USA) ratified the Convention on the Rights of the Child was emphasized. Chapter 2 of the Constitution of South Africa talks about Human Rights which imply that the rights of the child should be protected and respected.

The sub directorate Values in Education and SYRAC conducted Roadshow with the intention to inform school principals of the projects and activities implemented by the directorate. Again we used this opportunity to talk to principals about child rights. More that 1/3 of the Free State principals was addressed and an opportunity for interaction was created. It came as no surprise when some of the principals felt uncomfortable with our presentation.

6.1 School Level

Child Rights Festival

To emphasize the importance of child rights at Phillipolis, a successful festival was hosted. Amongst those who attended were members of the community, learners, educators, school principals, parents and officials from the education department and other interesting parties. The event was also grazed by the presence of our mentor from Sweden and Lund University. The beneficiaries of this festival that is learners had the opportunity to air their views and express themselves on child and human rights issues. The central message was to rise and take up your rights and exercise the responsibility that goes with it. All those who attended the festival pledged to respect and embrace the rights of the child.

Adopt a Cop project

Under the leadership of the local station commander a vibrant adopt a cop project was initiated and is still sustained. Through this project a police officer is assigned to the three schools in Phillipolis. Amongst his tasks he or she is expected to visit schools and talk to learners and members of the staff. On Fridays the officer is given a report by the schools. It is also expected of him to give feedback on issues raised during previous visits. This initiative has really won the confidence of learners to open up and report issues that concern them. Many tears were speared through this because learners are willing to report any unbecoming behavior or acts towards them.

Partnership with University of the Free State

A healthy partnership through the community engagement programme of the University of the Free State helped the local schools to address serious challenges we encounter. The departments involve here are social, dietitians, and occupational therapist. Their involvement in our schools are of great value with success stories from the various schools i.e. a learner with a speech deficiency was identified and

referred for treatment, learners with learning barriers were early identified and intervened. Teachers were trained on numerous aspects they have identified.

Parenting Skills

Through the inclusive section of the education department a workshop on parenting skills was hosted. Parents are coached on how to identify unbecoming behavior within their children, they are also taught of the rights their children poses and how to respect them. Parents are encouraged to take good care of their children and avoid or refrain from practicing corporal punishment as method of disciplining the child.

Doll Project

This project was launched to highlight the burden of early pregnancies and sexual activities at an early age. Girls and boys are given a doll to take care of for two weeks. The objective here is to emphasize the responsibilities of parenthood. A child must be and remain a child as long as it need be. The frustrations that the learners whilst taking care of the doll are really enormous. They are made aware of what to expect when you have a child.

Toilet paper/ hygiene project

The providing of toilet paper to our learners had a tremendous impact on them and their rights. It really restores their human dignity and boosted their confidence and self esteem. Their personal hygiene was lifted.

March against rape and abuse of girls and women

The emphasis that was placed on the importance of the Convention on the Rights of the Child has encouraged members of the community voice their dissatisfaction on child abuse. The community has taking ownership of their women especially their girls. A protest march was organized to go to the police station and magistrate office and hand over a memorandum to put child and human rights issues on the fore in Phillipolis. This march was well supported by all girls, women and men who have the interest of their children at heart.

6. 2. District Level

The work of strengthening the Child Right's as underpinned in the National Curriculum by the District of Xhariep became a continuous assignment after the visit from Ethiopia as the Third Phase. The following activities took place in the classroom situation under the theme: Human Rights. The theme Human Rights was informed by the syllabus under the auspices of the Changed Agent in collaboration with Learning Facilitator of Learning Area called Life Orientation.

The learners were sensitized through different activities such as: to mention the correct rights appropriate to the pictures given to them. Here the learners were working in pair so that they could learn to listen to each other and solve problems together as this is encouraged by the principle of National Curriculum which is underpinned in the Constitution of the country.

The other activity was that, on privileges and Child Rights. They were listed and the learners were expected to choose from the list and write them in the appropriate columns provided to them. The learners were working in groups to promote participation and tolerance to one another.

A further activity was on Matching of items in column A with column B. In column B, the responsibilities were wrongly placed and have to be matched to the appropriate Rights in column B. As part of the project, this activity was done with learners: the instruction on the body ownership. The songs go like this:

My body's nobody's body but mine
You run your own body
Let me run mine
My body's mine
From my head to toe!
Please leave it alone
When you hear me say "NO!"

This advocacy was done in collaboration with the Social workers, Police and the University of the Free State whereby the learners were empowered on how to take care of themselves when accompanied by strangers so that they should not be victims of rape. Every citizen has a right to movement including the child.

In addition to what was done, a collage was also done of the pictures drawn by the learners on Human Right and were be pasted on walls. The activity was used so that learners should express their understanding on Human Rights.

Furthermore the Change Agent used Team Teaching as a strategy to address language as a barrier to teaching and learning in the Xhariep District. The success of this strategy is measured by promotions done at the end of each year. Language issue has been embedded in the Bill of Right, that every citizen has a right to use his language, Chapter 2.

The programme on Child Rights has encouraged Mamaipato as a Change Agent to write a book based on the theme Human Right and is going to be used in the schools for the whole country from 2012. Mamaipato is presently busy with the book which entails the following topics: child trafficking, right to safety, right to education, right to human dignity, etc.

6.2 Provincial Level

A number of workshops and other programmes that promote the rights of the child were organized in different districts across the province.

At this workshops emphasis was put on the rights of the child and in particular the following articles on the Convention on the Rights of the Child, respect for the views of the child, child's right to privacy, child's right to freedom of expression, child's right to education and child's right to leisure, play and culture.

The Free State province has a diverse society and challenges differ from district to district. The one common challenge that is faced by all districts is learners who have to attend 'lebollo' which is commonly known as a circumcision school. Learners sometimes leave school in the middle of their studies to attend the circumcision school. The result is that they miss a lot for being absent from school and many of them at up having to repeat the grade. The relevant article that was used as a guide to try and strike a balance was child's rights to leisure, play and culture. The culture of the child should be respected and whilst doing this it should also be emphasized that the rights of other children including those educators should not be compromised.

During the workshops we informed both educators and learners about the importance of respecting the views of the child, which is paramount in building the confidence of the child. A child who is given an opportunity to air his/her views feels accepted and respected and by so doing the child will be comfortable in the presence of adults and will communicate freely.

It is the right of every child to receive education. Chapter two: Bill of Rights as enshrined in the Constitution of South Africa, 1996. The challenges that are faced by South Africa since birth of democracy are also shared with educators and learners. Although education is supposed to be free for all children it is not possible because of the many economic, social and health challenges the country is faced with.

These workshops encourage learners to participate competently in school, local, provincial and national government policies. It engages them to actively learn on how to monitor and influence public policy. The right of the child to participate is encouraged through these workshops. During the workshops an opportunity is created for learners and educators to interact freely. The two parties enter into robust debate and for them to dialogue convincingly they are forced to research on their topics. This programme has been rolled out to many schools in the province. Educators, school principal and parents show signs of understanding the importance of letting learners to enjoy their rights in classrooms and assist in the management of the school.

As the team interacted with the stakeholders an idea emerged to thank learners who showed good understanding of the programme, learners emulate the Convention on the rights of the child. We termed this project *Ambassadors of child rights*. The project aims to encourage learners to know and understand their rights. It gives them an opportunity to understand the importance of being responsible and active citizens. By being exemplary to others the learners will be conferred as Ambassadors of Child Rights. At the end of the year these learners will be commended and given some incentives for being exemplary to others. For now the programme will focus at the three schools in Phillipolis.

7. Results

The team managed to make learners, educators, parents and school principals aware of the dangers of corporal punishment through the different programmes. Although not all parents, educators and school principals respond to the programmes we have made great strides in changing the mindset of some of them. Many of the learners interviewed complained of the aggression of some of the educators when applying corporal punishment. Some of the Educators, parents and school principals corroborated what the learners said.

Learners feel safe whilst in the school premises but claim that it is sometimes not safe for them in the community. Parents are most of the times not at home which makes them vulnerable to all sorts' violations. It is not all educators who give them the needed attention. The educators tend to focus on those learners who do well at school. The kind of punishment that is applied by some educators is really appalling. Some learners end up leaving school because they can't stomach it. Educators tend to blame parents for the ill discipline of the children which in itself does not solve the problem.

Parents rarely participate in school activities, which create a big gap between the school and the community. Parents expect educators to do all the work including punishing learners when they misbehave.

By interacting with the parents, educators and school principals the attitude started to slightly change for the better. The team organized a very successful Child Rights Festival that was attended by parents, learners, school principal and some members of the community. The festival which took place during the Mentor's visit gave all stakeholders an opportunity to articulate their understanding of child rights. It was amazing to realize how these learners really know and understand their rights. All stakeholders committed themselves to respect the rights of the child. There is a positive sign of improvement on the side of some principals.

It was not easy for the team to achieve all of the above. The industrial strike of 2010 impacted on the project and delayed the process. The team intended to organize an Essay competition for the three schools. Unfortunately this did not happen, but the idea is to hold the competition in October 2011. Different topics will be given to learners of different grades to compete. Because we have other commitments it became difficult for some of us to honour appointments. Progress that was made had to be started over again. The cultural challenges that we experienced posed a serious challenge to us and school principals.

The team members visit the three schools as part of monitoring progress. Although there are some signs of progress, there are those educators who are still applying corporal punishment. The team has also managed to organize some recreational games (monopoly, scrabble and 30 seconds) that will keep the learners busy after school time.

Phillipolis is a community that has a high rate of unemployment and poverty. Parents do not work and this sometimes results in high level of alcohol and substance abuse.

It is not the intention of the team to stop the project but to continue engaging the community, educators, learners, parents and school principals until the project is accepted and understood by all.

7. Conclusion:

In an endeavor to ascertain that schools refrain from using corporal punishment and fully understand and embrace rights of the child, we intend to have a team of change agents in each of the five districts in the Free State province. This is certainly a long term perspective that we wish to achieve. In Phillipolis we are going to use one Primary School as our focus school for Child Rights (Rodney Engelbrecht is the Principal of Begrmanshoogte Primary School). The primary objective of a Child Rights focus school is to take the lead and be exemplary to other schools. Such a school will be supported by all stake holders to achieve the desired objective. With the pool of officials attending the programme it is our intention to have Child Rights focus schools in all the five districts in the Free State province. Meetings will be held with all change agents to sustain the Child Rights programme.

Neighboring schools will be informed of programmes that take place in these Child Rights Model schools. The team will continue to work together and achieve its goals. A network of the different teams will be formed to sustain the programme. The network will indeed have challenges in terms of their work related activities. The majority of the network team members will be from the Sub-directorate: Values in Education which is also responsible advocating child rights. Meetings will be organized for members to give progress report and for them to given the appropriate support. The support and guidance of the Mentor will be required and accepted all the time.

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20 January 2010

To: Mr./Ms./Mrs

**PROGRAMME CHILD RIGHTS, CLASSROOM AND SCHOOL MANAGEMENT
(19 September – 11 October 2009 and 11-22 March 2010)
SIDA and University of Lund, Sweden**

An invitation is hereby extended to you to take part in the **Child Rights, Classroom and School Management Programme** that aims to encourage democratic learner participation and address corporal punishment in the context of the Convention on the Rights of the Child at the three schools around Phillipolis. This activity will be conducted in the form of an interview and the process will unfold as thus;

1. You are assured of your confidentiality.
2. Your name will remain anonymous.
3. You are not obliged to participate in the interview.
4. Feel free to ask for clarity when in doubt.
- 5 You will be asked ten questions with some follow ups, were necessary.
6. Thanking you in advance for your cooperation.

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INTERVIEW QUESTIONS

1. Learners/Teachers/ Principals/Parents:

1. Do you think that the school gives you the right to freedom of Expression?

Learners:

It became evident from the responses of the learners that they are afforded an opportunity to express themselves. This in particular is obvious during their Life Orientation lessons where teachers involve them in dialogues and discussions. The knowledge and understanding of the Bill of Rights is highly emphasized. Some learners feel that they are not given chance to explain when they are late for school but instead are beaten by the educators. Learners are allowed to elect their own Representative Council of learners. They are involved with the drawing up of the Code of Conduct.

Teachers:

According to teachers learners are allowed to plait their hairs as they like. Some of these schools are not strict on the wearing of school uniform.

2. Are you as children accorded the right to protection and security?

The level of violence and crime is not that high in this community of Phillipolis. The schools has School Based Support Teams which are responsible for maintaining good behavior among learners, giving necessary support to learners affected and infected by HIV.AIDS. As part of safety some of the schools have an Adopt a Cop programme, which allows learners to have interaction with the police and not see them enemies but protectors of the community.

This does not mean that there is 100 percent safety and security at schools in Phillipolis. Bullies are still exercising their authority over other learners; there are still fights with knives. Some learners bring weapons as a means of self defense or to intimidate others.

The schools are fenced, but access to schools by outsiders is very easy. Some of the schools have educators watching over learners during breaks.

3. Do you think that your teachers like other children more than you, and why?

Learners responded with mixed feelings, although the majority felt that their educators treated them equally and with respect. Some learners felt that some teachers treat them like their own children. Some learners are very silly in class, but still educators help when they encounter problems or are struggling.

4. What happens to children who do not do their homework or disrespect the teachers?

Those who disrespect educators are sometimes beaten up and their parents are informed of their bad behavior. As punishment such learners are barred from playing the sport they love for a particular period as punishment. Educators talk to children who misbehave as a matter of trying to encourage them to change their behavior. Parents are informed of this behavior of their children and encouraged to talk to their children. Some are reprimanded if the case is not too bad, but in instance that a leaner was really out of order the educator may sent him/her for detention.

5. Do you like the way your teachers teach and treat you at school?

The majority of learners believe that their educators really like them. They are assisted with their work and encouraged to work hard. They take extra effort to help us. Help us with our school work and provide us with clothing where necessary. Our moral is boasted.

6. Are you allowed to practice your own religion at school?

Church leaders from different faith based organizations are invited to address the school during assemblies. Learners are treated equally. The majority residents of Phillipolis are Christian which implies that generally there are no religious clashes.

7. Do teachers punish you when you do something wrong? And what kind of punishment is effected on you?

Learners with unbecoming behavior are beaten by educators. Some are forced to clean school toilets, classes as form of punishment. The common punishment is to beat the boys on the buttocks with sticks or cane. Some of these learners are given up to ten strokes as punishment. Girls are lashed on the palms of their hands. Some educators get so angry as to slap the learners on their faces.

Some are not allowed to go home after school till six o'clock in the evening. This kind of punishment may be dangerous to learners particularly during winter months because it is dark and they may be attacked. Those who arrive late at school are sent back home. It is only when learners commit criminal activities (drug abuse, violence, petrol sniffing and abuse of alcohol) repeatedly that they are sent to schools of safety which they really abhor.

8. Do you feel safe to be at this school?

Many of the learners feel safe to be at school in the sense that their teachers protect them.

9. Do your parent/s participate in school activities? Namely?

Some parents do support and participate in school activities such parents meetings, graduation ceremonies, sports and cultural activities. The area of Phillipolis has got a problem of alcohol abuse and this result in some parents not showing any interest on their children's work. Many of the parents are unemployed and depend on social grants from government. Some parents beat their children badly for various reasons. Learners are send by parents to go and buy liquor from taverns or Shebeens.

10. Are you given free time to play? And is the environment safe and healthy?

The facilities are not safe for play due to the fact that if learners fall down they liable to get badly injured as the surface is solid ground and has no grass. Learners do play a lot during breaks and after school. Some of the schools have good playing grounds and equipment.

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INTERVIEW QUESTIONS

2. Teachers/Educators:

1. Do you think that the school gives children/learners the right to freedom of Expression?
2. Are children accorded the right to protection and security?
3. Are problems of children listened to, and taken care of?
4. How do you administer discipline to children who do not do their work and disrespect teachers?
5. Do you think that children get the right education?
6. Does the school respect the right of the child to his/her religion?
7. Does the school have the copy of Convention on the Rights of the Child?
8. Are children protected from punishment? And what kind of punishment is effected to you?
9. Do parents participate actively in school activities?
10. Are children given free times to play in a healthy environment?

Answers from the interview questions:

PHILIPPOLIS HIGH SCHOOLS PRINCIPAL

- 1 Yes, learners are involved and discussion is made before & come to an agreement: on matters that concern them. Issues like: extra classes RCL selection; painting of the colour of the fence.
- 2 Yes, during school hour learners are at the custody of the school and if parents are not legal parents, permission is not granted; permission letter issued when necessary; guardian teacher has been selected to assist where necessary; food and clothes are distributed to the needy learners; the school a proper security is in place because there is a fence around; the school has made partnership with other departments like, SAPS & social dept.
- 3 YES, RCL & class teacher; guardian (report discussion) once a month; home visits are also made when necessary.
- 4 There is a Code of conduct known to all stakeholders: there are different kinds of punishment stipulated and learners are punished depending on kind misconducts.
- 5 No, because there is practically no proper support from home, education department because the schools do not receive LTM on time or at all in some instances; apparatus-science, calculators-maths and math literacy do not receive it.
- 6 Yes, learners are predominately Christians, it been practiced by holding assembly on certain days.
- 7 No, Life Orientation teacher touches on those RAGS
- 8 Yes, psychologist teacher, counseling & SMT, are systems in place specifically to protect the learners.
9. Partially, others are ignorant.
- 10 Yes, clean and fenced

PHILIPPOLIS HIGH SCHOOL

Learner .1

- 1 Yes, use our time to study, teacher guide us with information.
- 2 Yes, teachers tell us that they care and love us.
- 3 No, they treats us equally.
- 4 Punishment: they on us slap or we clean toilets, written warnings are issued and the 3rd time parents are called.
- 5 Yes, they are punctual and feedback is not immediate sometimes.
- 6 Yes, we have assembly Monday and Friday.
- 7 Yes, they slap us, hit us with a stick or duster and bruises appears on nails, sometimes they use vulgar language or calling names.
- 8 Sometimes, because they walk long distances, others stay too far, others never bother to come.
- 9 Yes premises are clean and fenced.
No, toilets stink; need chemicals to clean them especially boys.
- 10 YES

Learner .2

1. Yes, because here at the school everyone respect our privacy and listen to our problems, they even support us at all times.

2. Yes, here at school the gates are closed for the criminals not to enter and that they should not be able to break the school property.
3. No, because there is no one important than the other, all of us are equal. They treat us in a good way.
4. Teachers try their level best to talk to them and advise them all the times, but if they do not want to listen they call their parents or punish them.
5. Yes, because it keeps us out of trouble.
6. No, because at school you are not allowed to do your religion you do it at home.
7. Yes, because if you do something they must punish us.

Learner. 3

1. Yes, we use our time to study, teacher guide us with information.
2. Yes, teachers tell us that they care and love us.
3. No, treats us equally.
4. Punishment: slap or clean toilets, written warnings are issued 3 times and are expected to call parents.
5. Yes, they are punctual and feedback is not immediate.
6. Yes, have assembly twice a week.
7. Yes, they slap us, hit us with a stick or duster and bruises appears on nails, sometimes they use vulgar language or calling names.
8. Sometimes, because they walk long distances, others stay too far, others never bother to come.
9. Yes premises are clean and fenced nicely.
No, toilets stink; need chemicals to clean them especially boys.
10. YES

Educators 1

- 1 Yes, according to the rules of the school.
- 2 Yes, free to go to other teachers/counselor guardian teacher or the SMT.
- 3 Yes, counselors are present at all times.
- 4 Reprimand, clean toilets, there is an incident book, SGB
- 5 Yes, punctual, give feedback, prepare for the lessons
- 6 Yes
- 7 NO
- 8 YES, no tolerance to bullying
- 9 Sometimes, work, long distance, not interested
- 10 YES, NO obstacles where they play. toilets are clean, although they are few.

Educator 2

1. Yes
2. Yes

3. Yes
4. Call parents
5. Yes
6. Yes
7. Yes believe so, do not know.
8. Yes
9. No
10. Too much

Educator 3

1. Yes, because they are able to complain if there is something upsetting them, ie, they have freedom of speech.
2. Yes, if any learner assaults the other, he/she is suspended for a week. The school is discouraging carrying of weapons to school. We have adopted a cop, he comes and address learners about crime.
3. Learners with barriers, eg. Are referred to DBST and also help when they are hungry or to have soap. The school involves social workers for behavioral patterns. Grants are given to those who qualify.
4. Parents/ guardian are called for that. Teachers write their names in the incident book and during parents meetings some of those problems are addressed.
5. Yes, educators are always updated by the department of the changes in the curriculum. The school has strategies in place for insuring that educators teach and learners learn.
6. Yes, unfortunately we do not have other religious beliefs like Hindus, and others.
7. Yes in the Life Orientation class.
8. Yes the principal intervenes and the educator is called for a hearing.
9. Not that much, like in meeting s they come with large numbers but for fund raising they sit back.
10. Yes

Educator 4

1. Yes, they are taught every day
2. Yes, the gate is locked always. When learners fight the school act accordingly
3. Yes, school based team has been formed abd educators listen to them individually
4. Do extra work like cleaning or call parents if the is serious, disciplinary action is conducted.
5. Yes, mostly
6. Yes, because they are Christians all of them
7. No
8. Yes
9. Yes, mostly
10. Yes, during breaks and on Wednesday is sports day

