

# TANZANIA

## Establishing Student Councils in Primary Schools in Tanzania

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### List of Abbreviations

CRC – Convention on the Rights of the Children

ACRWC – African Charter on the Rights and Welfare of Children

LCA – Law of the Child Act

UNCRC – United Nation on the Rights and Welfare of the Child

### 1. Frame of Reference

Children's rights can be defined in numerous ways, including a wide spectrum of civil, cultural, economic, social and political rights. Rights tend to be of two general types: those advocating for children as autonomous persons under the law and those placing a claim on society for protection from harms perpetrated on children because of their dependency. These have been labeled as the **right of empowerment** and as the **right to protection**. One Canadian organization categorizes children's rights into three categories:

- **Provision:** Children have the right to an adequate standard of living, health care, education and services, and to play and recreation. These include a balanced diet, a warm bed to sleep in, and access to schooling.
- **Protection:** Children have the right to protection from abuse, neglect, exploitation and discrimination. This includes the right to safe places for children to play; con-

structive child rearing behavior and acknowledgment of the evolving capacities of children.

- **Participation:** Children have the right to participate in communities and have programs and services for themselves. This includes children's involvement in libraries and community programs, youth voice activities and involving children as decision-makers.

While, the 3 P's as per the International Convention on Child Rights include **Provision, Participation and Protection** as discussed in the following sections:

- **Provision:** is the right to provide access to certain goods and services, the rights to food and health care, the right to education and the rights to enjoy social security.
- **Participation:** is the right to act in certain circumstances and the right to be involved in decision making. This enables children to solicit their ideas, sharing and involve them in all discussions relating to their development. However, children have the rights to be consulted in all decisions concerning their lives. Also, they must be asked to give their opinions about all matters affecting them, including legal matters. In order to encourage children to participate, there is a need of ensuring that they are encouraged by family members, principals and teachers.
- **Protection:** under the international law/Article 12 of the Convention on the Rights of a child, the right of protection is the right to be protected in certain activities, the right to be protected against maltreatment and neglect and the rights to be protected against all forms of discrimination are very crucial to children's development.

In a similar fashion, the Child Rights Information Network categorizes rights into two groups:

- **Economic, social and cultural rights**, related to the conditions necessary to meet basic human needs such as food, shelter, education, health care, and gainful employment. Included are rights to education, adequate housing, food, water, the highest attainable standard of health, the rights to work as well as the cultural rights of minorities and indigenous peoples.
- **Environmental, cultural and developmental rights**, which are sometimes called "third generation rights," and including the right to live in safe and healthy environments and that groups of people have the right to cultural, political, and economic development.

Amnesty International openly advocates four particular children's rights, including the end to juvenile incarceration without parole, an end to the recruitment of military use of children, ending the death penalty for people under 21 and raising awareness of human rights in the classroom. Human Rights Watch, an international advocacy organization, includes child labor, juvenile justice, orphans and abandoned children, refugees, street children and corporal punishment.

Scholarly study generally focuses children's rights by identifying individual rights. The following rights allow children to grow up healthy and free:

- Freedom of speech
- Freedom of thought
- Freedom from fear
- Freedom of choice and the right to make decisions
- Ownership over one's body

Children's rights to be heard or the right to participate is one of the core right of a child. It is internationally and nationally recognised and protected. The United Nations Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC) both were established in order to protect the rights of child. Tanzania like any other country, has ratified to these two important instruments for example, UNCRC Convention was ratified in 1991 and the ACRWC in 2003. At the National level, the Tanzania Law of the Child Act (LCA) No. 21 of 2009 recognises that children have the rights to participate in all decisions concerning them. Thus, the rights apply to all contexts of a child's life, including family, school and wider community. Children therefore, possess the right to participate on how their communities including schools are controled by adults. Making the right to participate effectively, is challenging because of the deep cultural value held by adults with regards to the low or limited status and capacity of children under this care. Hence, in this study the CRC act can be summarized in figure 1.

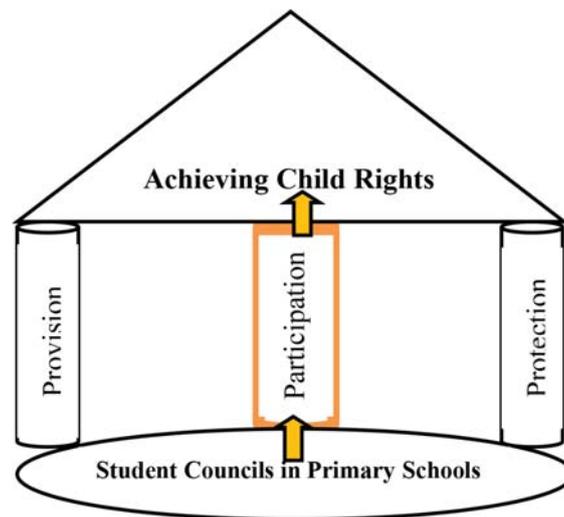


Figure 1: The three pillars of CRC: Particiaion is one of the strenghts in students councils.

In this regard, the basic rights of the children include; survival, development, protec-tion, non – discrimination and participation are not considered. According to Article 3

of the convention of the Human Rights, which emphasizes the best interest of a child, children rights therefore need to be valued. However, since then the rights of children have been, and are still being violated at all levels. Therefore, these children need to be given their rights because if not; they will be discriminated and there will be continuous violation of children's rights in homes, schools, and in communities as a result children will have inadequate access to health care, they will get poor nutrition, lack of quality care and they will not have opportunities even to participate in all matters pertaining to their education and development.

So to make sure that child rights is implemented positively, the ratification of the convention and the charter was followed by establishment of policies, legislation, services, resources and administrative reform to accommodate the rights of a child and implementation the CRC. Despite the fact that these significant steps have been taken, fully realization of those rights is far from being a reality in our communities and schools in particular. There is little child rights to education for teachers as professionals, parents, community and for the children. There are only limited materials developed to facilitate this process. Among them was the formulation of The Nation Child Development Policy in 1996 which was reviewed in 2008. This was followed by enactment of the landmark Law of the Child Act No. 21 of 2009. Establishment of the student councils in schools is very important as it enables children to build confidence and in this case having opportunities in discussing and airing their views. Selected activities were used to in order to establish the student councils in the respective primary schools.

## **1.2 The purpose of establishing student councils in schools**

The visit to Lund University, in Sweden by the Tanzanian team members was an opportunity to train on the Rights, Classroom and School Management and it was an eye opener in the preparation of training materials that were used to build awareness among teachers and pupils in two selected primary schools on the importance of students councils (See annex 1). The preparation of the materials was undertaken by the team members themselves. The first step was to translate the concept of Child Rights into *Kiswahili* (which was later on translated into English) by making it simple to be read by both the teachers and pupils in the selected primary schools. The content of training materials covered the following areas:

1. Concept of child right;
2. Types/kinds of child rights;
3. Types of participation; and
4. Communication and mutual relation between teachers, students and parents.

The purpose of the project was to ensure school children employ their right of participation in their respective schools and their comments and discussion are taken into con-

sideration seriously by the teachers and other stakeholders within their communities. The team members realized that child participation could enable them to solicit ideas from colleagues, share and involve themselves in all discussions relating to their development and the school environment. Therefore, participation of children in the School Council becomes particularly important especially in voicing out their grievances, their concerns and also their suggestions. Moreover, the establishments of School Councils have a role in ensuring that children are given an opportunity to participate. This later on develops skills for them to be more involved by empowering communities including teachers to care for them and listen to their grievances and ideas; having an opportunity to participate in community life after finishing their school, participate in setting up children's club or council in the communities; involving children as stakeholders in all types of community development projects; developing projects with children who may not have families to care for them; enabling children to present their concerns in conferences or consultations at local, regional and international levels.

The activities in the schools was in line with the frame of reference of the project of establishing the student councils so as students are in a position to participate effectively in the councils and they can be heard, can be consulted, and give their opinions. This is well summarized in the Ladder of Participation model by Sherry Arnstein (1969) as shown in figure 2.

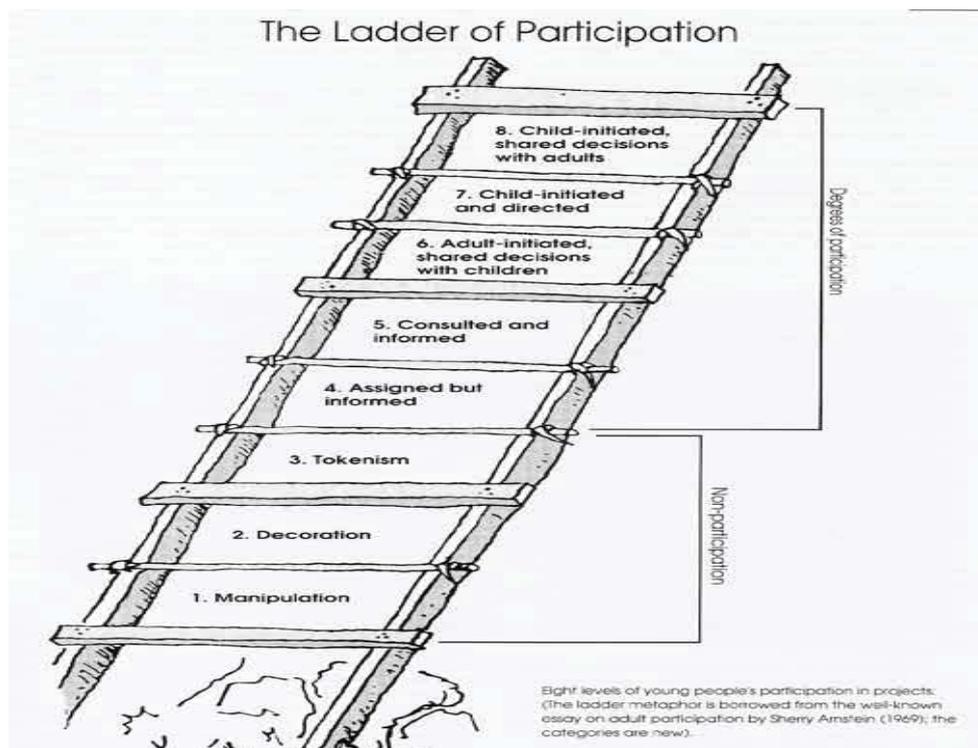


Figure 2: Ladder of participation by students in their council's increases if given opportunity.

The different levels of participation as seen in Figure 2, exposes the power children have and how they can be of value in communities. For example, children who have participated in different fora know a lot about their rights; often, decisions about children's are made by themselves based on the information provided by either adults or by themselves but based on information provided only by adults may often mislead children because adults cannot think, feel and see clear in the lives of a child. Hence, awareness rising on participation is important between teachers and students so as to build mutual relationships in making decisions on different issues. So, teachers have to be ready to listen to their students, to bring a positive impact.

In order to encourage children to participate, parents as well as families should also take the responsibility of encouraging them to have their rights. Under the international law, children have the rights to be consulted in all decisions concerning their lives. Also, according to Article 12 of the Convention on the Rights of a Child, children must be asked to give their opinions about all matters affecting them, including legal matters.

## **2.1 What is to be different?**

The culture of democracy implies that people learn to argue for their opinions and listen to the arguments of others, which they are prepared to change their views or accept defeat in a vote and this brings a big difference in the society. The earlier is practiced and learnt by the students and their teachers, the better a democratic culture is established. When children are treated in a way that promotes their sense of dignity and value, their respect for the human rights and fundamental freedom of others is strengthened.

The Convention on the Rights of the Child states that parties shall assure to the child who is capable of forming his or her own views, the rights to express those views freely in all matters affecting the child, the view of the child being given due weight in accordance with the age and maturity of the child. For this purpose the child shall in particular be provided the opportunity to be heard in judicial or administrative proceedings affecting the child, either directly or through a representative or an appropriate board in a manner consistent with the procedural rules of national law.

## **2.2 What is to be changed?**

In this regard this project aimed at establishing student councils in school governance in primary schools to enable the students participate and feel free in resolving conflicts and learn about exercising their rights as well as their responsibilities in the school community. Therefore, the pupils are expected to participate in the following issues so as to bring changes in their communities:

**1. Participate in academic issues particularly in:**

- Monitoring attendance in classes in every subject to record absenteeism.
- Identifying resources presented in their school for example; books, teaching aids and subject teachers.
- Make a follow up to ensure the timetable is available and effectively used.
- Actively participating in sports and extra curriculum activities.

**2. Participation in school safety and protection:**

- Report and prevent violence among students and students – teacher violence, against corporal punishment and other bullying activities
- Report and prevent child abuse and violence at home, their communities and environment.
- Report exploitation of children in school for example involving them in petty businesses at school and at home.
- Participate in enforcing proper discipline.

**3. Participate in helping students with disabilities:**

- Discuss how students with disabilities are and can be supported while in school.
- Discuss how students with disabilities are supported in medical services, trained staff, and devices/equipment like the use of breila and resource allocation (including financial allocation).

### **2.3 Target group and stakeholders**

The target group and stakeholders in this project was divided into two main groups: that is the primary school pupils in the identified primary schools and headteachers, teachers, parents, and the community surrounding the schools.

## **3. Methodology**

The project was more of exploratory as the members of the Tanzanian team had to conduct a survey to explore if primary schools had student councils, and identify what were the main functions of these councils. On the other hand, the team made it a point that if the student councils were absent, then new ones were to be established. Several data collection tools were used including interviews, observations and focus group discussions. The project was conducted from October 2011 – October 2012.

Selection of the schools that participated in the project was done purposively, as the whole idea was sensitive and needed teachers and head of schools that would be willing to support the student councils in future even when the project is over. Mlimani Primary School which is located within the University of Dar es Salaam campus was selected. The pupils come from middle and upper class families and the school has good performance. On the other hand, Tandale West Primary School is located at Manzese Uzuri area, with most pupils coming from low economic status families and with moderate performance. These two schools were included in the project. It was realised that Tandale West Primary school had already established a student council since the year 2009, so the members of the team decided to continue working with the council by strengthening it. But Mlimani primary School did not have one, and a completely new student council was established.

Then the members of the team had to make sure that the teachers and the students understood the whole process by raising awareness through small meetings that were held by the students alone, and then the teachers alone, and finally the teachers (the selected guardian and the students) sat together. Finally each school prepared an implementation plan which was to be used as a reference during the follow up activities by the members of the team.

## 4. Results

The introduction of student councils and strengthening of the present council was positively accepted by the teachers, students and heads of schools. This meant that the process of participation according to the 3p's of the CRC was a new phenomenon to the students and it was expected that later it will have an impact. The main outputs of the project were to:

- Establish a student council at Mlimani primary school.
- Strengthen an already established student council at Tandale West primary school.
- Elect leaders of student councils in the studied primary schools.
- Develop student council guidelines as an effect of student readiness to establish student councils.

### 4.2 Establishment of student councils:

On an overall the establishment of the student councils was a success after an awareness building was conducted by the members of the Tanzanian team using the prepared materials. The team conducted training by including members of the student councils and the teachers incharge of Mlimani primary school.

Thereafter, in collaboration with head teacher the team appointed an interim student council leader who would work in collaboration with the country team to prepare and establish a student council at Mlimani primary school while in Tandale West, the team conducted another training to the council leaders and the teacher incharge. Then, the student council leaders in collaboration with the team developed the guideline for the purpose of strengthening the existing student council. The main objective of the student council was to allow student participate in airing their views, and discuss different problems they are facing among themselves and also involve their teachers and the school management to solve any related issues (a group of happy students from Tandale West primary School).



Figure 3: Members of the student council at Tandale West Primary School



Figure 4: Members of the student council at Mlimani Primary School

#### *4.2.1 Development of guidelines / constitution of the Student councils*

After the establishment of student councils, the students sat and designed a guideline that was to be used during the implementation of the activities and hence ease of monitoring. Both schools prepared the guidelines (see appendix B). The main things which were suggested by the students and included in the guideline were council regulations, leadership and its responsibilities, members and how to elect its leaders and their duties mentioned. Finally the guideline also mentioned the meeting schedule or calendar and the functions of the student council as whole.

#### *4.2.2 Council meetings – at Mlimani and Tandale West primary schools*

The effect of student councils was evident by change in behaviour and attitude among students because they implemented one leg of the 3P's that is '**participation**' by meeting and discussing several ideas that were of concern in their schools and environment including their homes. The interesting part of the results from the meetings the students held showed that they were able to consider the school environment and how best it can be help them learn. For example, they discussed on:

- Problems of broken water pipes at the school – these needed to be rehabilitated as water flowed all the time, and there is a lot of water wasted. The students suggested to prevent more sabotage, students have to be educated on the best use of the water pipes, how to protect and prevent them from being broken and destroyed.
- There is leakage of waste water from the toilets and it flows near standard seven classes. It has to be cleared and reduce communicable diseases, not leaving aside the cleanliness of the canteen at the school premises.
- Discipline problems especially the excessive use of corporal punishment to students in both schools
- There was a request to have special sports day in the school for physical activities and health improvement, moreover identify the different talents students have (minutes from Mlimani and Tandale West primary, 2012).

All these were part of the initial discussions made by students in their meetings and meant a lot after presenting it to their guardian teachers and head of schools. The teachers found the issues raised by students as something which was true and needed to be solved by improving the water systems, school cleanliness and corporal punishment.



**Figure 5:** A group picture of student council members with team members, mentor and their teacher – Tandale West Primary School.

#### *4.2.3 Other related councils in the country*

The members of the Tanzanian team made a special visit at Temeke Municipal Council when the mentor was in Dar es Salaam city. Another form of student council was there under the government initiatives and it involved students with the ages between 14-18, and were from different schools and their main objectives were:

- To provide awareness to other students on the rights and responsibilities as children.
- To identify children who were vulnerable and living in unsafe environments,
- Inform the local government leadership on such problems e.g. students who have dropped out of school, girls engaging in prostitution, children going out of school to play pool-table during school hours, or who go to video kiosks, children who use abusive language and bullies, and finally report teachers who do not teach or mark

students work, etc. As it is their responsibility and they need to be educated in that matter. Get good and quality education.

The councils had positive results as these students pushed their concerns to the respective organs and made follow-ups and it bore fruits. Hence, the students were motivated, had confidence and were supported by government leaders to continue raising such issues in their communities. They also got support from Ngo's such as SAVE the CHILDREN and the Ministry of Community Development, Gender and Children.

## 5. Discussion and Reflections

### a. Discussions:

After the execution of the study, and exploring the presence and establishing student councils, the results showed that the students, teachers and school management received positively the idea of reviving and establishing student councils. The schools with students' councils did not have formal guidelines or proper schedule to conduct their meetings. So after reviving the councils, they established formal process of conducting the councils and this was done under the supervision of the team members and the school management.

The establishment of the Student Councils in both schools and their leaders and members was eye opener for most of the students in both schools. Since members of the research team introduced the concept of child rights and the position of each student at school level, it provided the basic knowledge of which it resulted to students arranging for the election of council leaders and its members. Then the process of electing their council members was taken positively by all schools and now has provided a place where they can air their views.

After the selection of the council leaders and members, they prepared their councils constitutions with important elements, which they are now using as a guide. This was one of the main achievements by the students who had participated in the whole process in the schools under the project.

### b. Reflections:

The team learnt that the children have their own will power to do things if they are allowed to do so. After attending the training on CRC in Lund University for three weeks, the team felt that it will not be possible for the Tanzanian children, teachers and

school management to accept the concept of child rights. But it was wrongly proved, since there was will, nothing was impossible and the children did wonders when they were guided and allowed to do things. The success in participation can be pegged to the process of child development and as a social being, where during the early years they need to be strengthened so as to develop. If children are well involved in any activities, for example, to discuss their views they can make wonders. Therefore, in some cases, it may be necessary to initially offer students an opportunity with a little push.

For sustainability purposes the established student councils will continue getting support from the team members by visiting them, read the minutes they have prepared and also provide any advice where necessary. Not only that, the members of the team are now preparing how to mobilize school visits, of which members from the different schools will get to hear from others and share their problems and different ways of how best to solve their problems. To get there it will also involve the school managements (Mlimani and Tandale West) so that they allow the interactions of which will also be supported by the school management, teachers and finally the parents of the children. In this way it will be possible to sustain the councils.

Moreover, the team members are planning to address the teachers of these schools on the importance of student councils, the need to support the leaders and representatives of the student councils and also encourage them by discussing and solving the issues that will be raised amicably, instead of keeping a distance and scaring them. For example, the use of excessive corporal punishment is both schools by their teachers, other means could be discussed and also address some of the problems these students get themselves in. this will reduce the social gap between teachers and students, hence more participation of students who will be open and friendly to their guardians and teachers.

Finally, it shows that the students are not sure of the right things to do, so inviting students from other councils for example those at Temeke Municipality could be the best opportunity to show students that it can be done, and more and more students can join the councils. For further assurance of sustainability more activities have to be designed to allow more interactions within and between schools, and media for publicity.

## 6. Conclusion

The results of the study realised that students are eager to participate (from passive to active participants) in airing their views, concerns and suggestions in their councils. It was also realised that students had the ability to do so and they should not be undermined, as they have hidden powers and talents which need to be brought up and cher-

ished. Hence, it is a prime opportunity to promote child rights in the schools, teacher training colleges and be integrated in civics subject.

## 7. Way Forward

The project has already been institutionalized in the pilot schools. The first two critical steps of establishing the councils have successfully been done. The next steps will include the following things:

- Conduct monitoring and evaluations to promote effectiveness and sustainability of the project in the pilot schools so as to build students confidence in them.
- Continue guiding both students and teachers to develop a mutual relationship in making decisions on issues raised through student councils meetings.
- Make follow up to see the possibility of using pupils opinions and views in setting school policy regarding discipline and provide grievance and appeal procedures.
- Make follow up to see the possibility of involving pupils in the planning of their school activities.
- Devise mechanisms for scale up in primary schools in Dar es Salaam and if possible in other regions of Tanzania.

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## 9. Appendices

### Appendix A: The Project Plan

OUTCOME 1	Indicator/Monitoring	Time – Frame
Changing in behavior of students from passive to active participation		
<b>1.1 OUTPUT</b>	<b>Indicator/Monitoring</b>	
Preparation of Student Councils		
<b>1.1.a Activity</b>		
Training to develop awareness (Preparing advocacy materials and distribution of these materials).	Number of meetings Training manual in place.	15 <sup>th</sup> Oct – 10 <sup>th</sup> Dec. 2011
<b>1.1.b Activity</b>		
Electing interim leadership of students council in respective schools	Names of leaders.	15 <sup>th</sup> – 20 <sup>th</sup> Jan. 2012
<b>1.1.c. Activity</b>		
Developing student council guidelines	Student council guidelines document in place.	20 <sup>th</sup> Jan – 15 <sup>th</sup> Feb. 2012
<b>1.1.d Activity</b>		
Disseminate student councils guideline through workshops, training, meetings and facilitating the preparations of T.V broadcasting.	Report in place T.V programs aired/ broadcasted.	20 <sup>th</sup> – 28 <sup>th</sup> Feb. 2012
<b>1.2 OUTPUT</b>	<b>Indicator/Monitoring</b>	
Learning how to establish student councils.		
<b>1.2.a Activity</b>		
Electing representatives of student councils from classes.	Names of elected student councils representatives.	Prepared and in place.
<b>1.2.b. Activity</b>		
Electing leaders of student councils.	Names of elected student council leaders.	Prepared and in place.
<b>1.2.c. Activity</b>		
Preparing Student Councils meeting schedules.	Meeting schedules in prepared	Prepared and in place.
<b>1.3 OUTPUT</b>		
Implementation of Student Councils.		
<b>1.3.a. Activity</b>		
Conducting Student Council meetings.	Report of the meeting in place	Prepared and in place.

<b>1.3.b. Activity</b>		
Monitoring and evaluation	Monitoring and Evaluation report	Prepared and in place.
<b>OUTCOME 2</b>	<b>Indicator/Monitoring</b>	<b>Time</b>
Teachers readiness in accepting and solving issues raised from student council meetings.		
<b>2.1 OUTPUT</b>	<b>Indicator/Monitoring</b>	
Awareness raising among teachers about student participation.		
<b>2.1.a Activity</b>		
Conducting workshop, meetings and conferences.	Teachers training manual Number of meetings conducted Minutes of the meeting	To be prepared
<b>2.1.b Activity</b>		
Monitoring and Evaluation.	M & E report	To be prepared
<b>OUTCOME 3</b>	<b>Indicator/Monitoring</b>	<b>Time</b>
Teachers and students mutual relationship in making decisions in different issues.	Responses of students during interviews in M & E process. Guardian teacher responses during interviews in M & E process. Minutes of the meetings.	
<b>3.1 OUTPUT</b>	<b>Indicator/Monitoring</b>	
Agreed schedule for teachers and students council meetings.		
<b>3.1.a Activity</b>		
Conducting meetings according to schedule.	Meeting schedule Number of meetings conducted Minutes of the meetings	Prepared and in place.
<b>3.1.b Activity</b>		
Documenting meetings proceedings and resolutions from classrooms level to teachers and students committee.	File with minutes in place.	Prepared and in place.
<b>3.1.c Activity</b>		
Monitoring and evaluation	M&E report	To be prepared in future.
<b>3.1.d Activity</b>		
TV broadcasting to be conducted after all the plans are in place between teachers and students.	TV program in place.	To be conducted in future.

## APPENDIX B: Guidelines and minutes of student council meetings

### MLIMANI PRIMARY SCHOOL STUDENT COUNCIL GUIDELINE (CONSTITUTION)

#### 1. Council Regulations:

Every member should obey all rules and regulations set by the Council like;

- i. It is not permitted to eat or talk during the Council. You will be permitted by the Chairman when you want to give your comments.
- ii. You are supposed to have a discipline in the Council.
- iii. Every member of the Council should be smart.
- iv. The time of the Council should be obeyed.
- v. Respect comments from the Students.
- vi. You should contribute during the discussions.
- vii. You should participate in all meetings unless if there is an emergency.
- viii. All comments from the students should be confidential.

## **2. Council Leadership and its Responsibilities:**

- Students Council will be headed by the Chairperson all the time, with the assistance from the Secretary of the Council.
- The Secretary will be responsible for taking minutes during the meetings.
- The report will be presented to the Teacher who is also the Guardian of the Council. Later on it will be submitted to the Head Teacher and to the Secretary of the Student Council.

### **1. Members of the Council:**

The Council will be established by elected and nominated members. There will be two types of members of the Council who will represent other members of the Council.

- i. There will be one representative who will be elected by Council members. His/her duty is to forward the agreements made by the school in the ward.

### **2. How the Council Members will be elected:**

The Council members will be elected by the Class Teachers. The Council will have 14 members in total. After the establishment of the council, members will elect leaders and the council representatives. Leaders who will be elected are:

- i. Chairman
- ii. Secretary
- iii. Ward representative
- iv. District representative

### **1. Duties of Members:**

- a. Every member is responsible to make a follow up of different issues of the students and also every member will ensure that school property is not destroyed by naughty students or people who would like to sabotage schools property.
- b. Other duties are to present different problems of the students, which will later on be presented to the council for discussions.

- c. All members are supposed to consider all matters relating to children's discrimination or as confidential.

**2. Council Calender:**

The Council meeting will be held end of the month on the second week of Wednesday.  
N.B: Emergencies will be taken into consideration.

**3. Functions of the Student Council:**

- i. To discuss students problems and working on them.
- ii. To ensure children are listened in different decision making.
- iii. To protect and safeguard children's rights: for example, segregation and discrimination in schools.
- iv. To assist and promote our fellow students especially the most vulnerable children academically and disciplinerly.

**4. Issues to be Discussed in the Students Council:**

All issues to be discussed by the Students Council is supposed to originate from the students themselves.

MLIMANI PRIMARY SCHOOL  
MINUTES OF THE MEETING OF SCHOOL COUNCIL HELD ON 23RD  
FEBRUARY, 2012

A meeting was held at Mlimani Primary school to select the school council committee members and the following is the list of these members:

**Table 1:** The list of names of council memnners at Mlimani Primary School

Sn	NAME	POSITION	SIGNATURES
1.	Innocent Beda	Chairman	
2.	Irene Prosper	Secretary	
3.	Saumu Ramadhani	Ward Representative	
4.	Thomas Jonathan	District Representative	
5.	Janeth Kapingo	Member	
6.	Jenipha Prosper	Member	
7.	Madaraka Mkwawa	Member	
8.	Viviana Steven	Member	
9.	Debora Kimbusu	Member	
10.	Maimuna Kinjenge	Member	
11.	Alice Maringo	Member	
12.	Esteryona	Member	

**2. Agenda:**

- i. Problem of School Water Pipes

- ii. Poor innovation of School buildings
- iii. Improvement of the School Canteen
- iv. Improvement of the School Toilets
- v. Requesting for special sports day in the school.

### **3. Opening of the Meeting:**

The meeting was opened by the Chairman of the School Council on Thursday at 12.30 a.m by introducing all members.

### **4. The Problems of School Water Pipes:**

Members suggested the following:

- Water pipes should be rehabilitated as there is flow of water from the pipes all the time, and a lot of water is wasted.
- Students should be educated on the use of the water pipes in order to prevent them from being broken and destroyed.
- Uncleaned water which flows near Standard Seven classes should be monitored as it was requested before.
- Cleanliness in the Canteen should be taken into consideration so as to prevent students from diseases.

### **5. AOB:**

No other issues

### **6. Closing:**

The meeting was closed at twelve fifty in the afternoon by the Chairman. He thanked members for their support in the Council.

## WEST TANDALE PRIMARY SCHOOL GUIDELINES FOR SCHOOL COUNCIL (CONSTITUTION)

### **1. Structure of the Students Council:**

- a. This Council was established by members who were nominated by the Class Teacher and other members by the students themselves.
- b. There will be a representative from the government of the student in this Council.
- c. When the Council established, it nominates a Teacher who will be its guide. It will also elect a teacher whom the Council like him/her without being forced by the School management.

### **2. Selection of Leaders:**

Leaders of the Student Council who is a Chairman and the Secretary are nominated by the students themselves in collaboration with the teachers.

### **3. Responsibilities of the Student Council Are:**

- a. Collect opinions from their fellow students.
- b. To discuss problems which were presented by members and later on submitted to the Councillors.
- c. To assist those who presented their problems to the Teachers so as to get assistance.

### **4. Responsibilities of Members:**

- a. Chairman and Secretary
  - Prepare Council meetings.
  - To conduct Council meetings.
  - To submit suggestions to the teacher who is a guide of the Student Council.
- b. Other members
  - Collect opinions from their fellows students.
  - Submit opinion and problems to the School Council.
  - Advise and propose on how to solve children problems.

### **5. Issues Discussed in the Children Council**

- i. Obtaining water in schools.
- ii. School projects.
- iii. Discipline from their fellow students.
- iv. Academic issues in general.
- v. Students cleanliness.

### **6. Council Meeting Timetable:**

The sessions of the Student Council will be held every in three months which is four times per year.

**N.B:** The Council meeting can be held before that time if there will be a need to do so.

### **7. Report of the Student Council:**

- There will be a Council report after every three months.
- The report will also be sent to the teacher who is responsible for the School Council.
- The report will also be sent to the Head Teacher and his deputy.