

# UGANDA

## The Role of School Management Committees in Creating a Conducive School Environment through CRC

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### 1. Introduction

Uganda subscribed to the UN convention on the rights of the child in 1990 and has since been implementing the various aspects of the declaration. Due to this, Child rights issues have been integrated in the various sectors of government. In the education sector, child rights are being embraced at the various levels; Pre-primary/Early Childhood Development, Primary, Secondary, Tertiary and University. The major area of emphasis has been focused on incorporating CRC in the entire school/institution system giving a holistic approach. The curriculum and management level continue to be a major target for incorporation of CRC in education.

The Education Sector is key in ensuring the implementation of the declaration at various levels due to its strategic role in handling the children/learners. Efforts to improve the quality of education have led to the various reforms that are ongoing in education. The reforms are touching all aspects like curriculum, teacher education, and school management in addition to involvement of the community among others.

To guide the improvement of quality and the creation of an enabling learning environment, government has produced various documents/tools for primary schools.

The various documents/tools include; School Management Committee Handbook 2007, Safe School Environment Hand Book for Primary School Teachers 2010, Basic Requirements and Minimum Standards Indicators' for Education Institutions 2010, The Early Childhood Policy 2007, Creating a Gender Responsive Learning Environment among others. This project focused on School management committees as part of the reform process meant to improve the quality of primary education in Uganda.

The School Management committees derive their authority from the Education Management committees Amendment rules 2008. The School Management Committees are used at the primary school level to govern the school affairs. Different committees serving similar purposes operate for secondary and tertiary institutions (i.e. Board of Governors for secondary level). At the primary level, the management committees are formed by different representations as indicated below;

- The District Education Committee (this includes local Councils)
- The Parents.
- The Foundation body.
- Old boy/girl.
- The head teacher of the school, who is the secretary to the committee.

The School Management Committee works with parents, teachers, learners, the communities, foundation bodies and NGOs on behalf of government to ensure effective teaching and learning, effective staff welfare, child friendly environment and daily school governance. This project therefore seeks to establish that School Management Committee members carry out their roles and responsibilities to create a conducive learning environment for children so that they are able to learn effectively without any hindrances.

## **2. Frame of Reference**

Government of Uganda signed to the international convention on child rights as earlier mentioned. Together with its Development partners the government has committed resources and support into the promotion of child rights issues in education through the development of a number of regulations.

The laws and strategies that have been put in place by government to facilitate the implementation of the Child rights convention include: Children's Act 2008, The African Charter on rights and Welfare of the Child (1990), Child neglect policy

(2008), Education Act 2008, the 1995 constitutions, Early Childhood Development 2008 policy, Orphans and Vulnerable Children Policy (2007), Child Labour Policy (1987) among others. All these Acts and Policies are aimed at protecting and upholding the best interest of the child and also to make the world a better place for them.

In order for the government of Uganda to provide a better learning environment for the child, the above mentioned Acts and policies have been operationalised. There has been purposive emphasis on strengthening school Management aimed at improving the quality of Education services, through the creation of governing bodies.

In Uganda, the School Management Committees were established through the Education Act of 2008. Their terms of reference range from compliance with relevant statutory instruments to having regular governing meeting, creating vision for the schools that is shared with other stakeholders to ensure proper financial management and ensuring that pupils have a conducive learning environment to reduce the dropout rate.

One of the key functions of the SMCs is supervision of school operations and reporting to parents and the wider community about the **Rights of Children**. This is quite important since it is related to working towards providing for the best interest of the child. SMCs have been put in place to guide the operations of the schools and to enhance their work with emphasis towards instituting child rights and in particular the 3 Ps, (Participation, Provision and Protection) in schools. Despite this expectation management Committees have taken their roles in schools as optional and not their obligation. In addition, their performance is not felt since they are actually dormant/non-functional committees. This is also seen through inspection reports carried out in schools which indicate that the SMCs are non-functional. This is further confirmed by a number of other monitoring and inspection reports carried out by various Departments of the Ministry of Education, especially the Education Planning Department where most of the reports published indicate that School Management Committees are not effective in performing their duties.

The above mentioned anomaly therefore calls for an intervention towards strengthening the SMCs to enable them perform their duties as expected. There is need to make them aware of the expectation of government, the community and also to train them on what it is they are expected to do as a management committee.

This project therefore seeks to sensitize and train the School Management Committees on the world wide expectations with regard to the rights of the child as detailed in Article 45 of the convention of which Uganda has subscribed.

## 2.1 Situation of CRC in Uganda Primary Schools

Uganda introduced Universal Primary Education (UPE) in 1997 aimed at creating access to all learners and reducing illiteracy level. This policy enabled children the right to Education. With increased access a number of gaps were also identified particularly the quality of education, which hinges on the curriculum, school infrastructure, management and community involvement. The policy created more of teacher centred methodologies which hindered the participation of learners.

To address some of the identified gaps such as low literacy and numeracy levels, absenteeism and low levels of achievement by learners in primary schools, Government set out a reform on Basic Education curriculum to provide quality education to learners. At the lower primary level, the thematic curriculum was introduced. This curriculum emphasizes the use of the child's familiar language as a medium of instruction, hence creating interest in schooling. Uganda has further embraced CRC through a number of Articles for example: Article 28 Right to Education, Article 2 Non-Discrimination, Article 3, best interest of the child, Article 12 participation among others. These articles are aimed at ensuring that the child grows and develops holistically. In support of the above mentioned articles, Ministry of Education and Sports has developed one key document/tool to enable the implementation of children's rights; the Safe School Environment handbook for primary school teachers 2010. This handbook highlights the following; a) Safe school environment, b) Child protection in schools c) Child participation in schools, d) Responding to child rights violation, e) The roles of and responsibilities of a teacher in response to child rights violation, f) Child protection procedures in a whole school system.

To further operationalize the implementation of the aspects spelt out in the above mentioned handbook, some NGOs working in Uganda like; APPCAN, Save the children, Plan International, UNICEF, Compassion have given support. This has been done through sensitization of the stakeholders on their roles and responsibilities, provision of technical guidance, sanitary facilities, water, toilets and some basic needs to some orphans.

At the primary school level, all schools are required by law to operate with the guidance of SMCs, with their terms of Reference clearly specified in the School Management Committee rules and regulations. These rules and regulations specify the 3 Ps to ensure that the child is at the Centre. Majority of the schools are aware and have SMCs in place but as earlier mentioned they are not functional. Some of the reasons as to why they are not functional stem from non-exposure. They are also not

inducted to their roles by the Education Authorities and as a result they don't perform their roles as required by law.

It is important that the SMCs understand and conceptualize their roles in order to work for the good of the child. This is specified in Article 3 which emphasizes the best interests of the child while Articles 19, 20, 32 -36 provide for the protection of the child.

The primary schools in Uganda are yet to achieve the expectations of the CRC convention in creating better learning environments. The school management committees are at the helm of this and need to be supported to achieve the desired goals by government. This change project was based on the 3Ps under CRC which emphasizes the aspects indicated below;-

#### *Provision*

This involves provision of basic needs such as food, medical care, and sanitary facilities to the children, which are a major challenge in schools and homes in Uganda. The project aimed at enabling School Management Committee members in primary to ensure that all children are provided with the basic needs that enable them grow and develop holistically.

#### *Participation*

It is common in many primary schools in Uganda that children do not participate fully in activities that concern them both at school and home. They are only guided to elect their leaders/prefect bodies. Therefore the project sought to enable children to fully participate in activities that concern them such as developing rules and regulations, electing their leaders, creating a talking compound, participating in school clubs, Community work, and open days, which create a sense of belonging and develops their self-esteem.

#### *Protection*

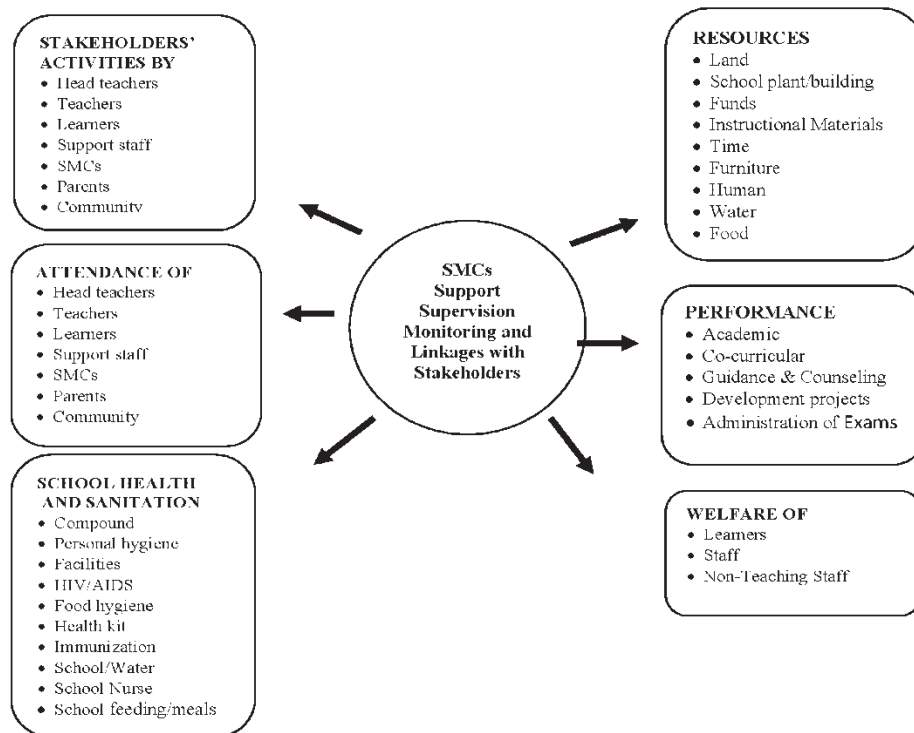
Protection of the child is critical if we are to achieve in education. Most of the primary schools in Uganda are not fenced creating insecurity and lack of protection for the children. The project was set to enable School Management Committees to provide security and create a safe learning environment for the children at school and at home through sensitization of parents and the community. Some of the areas of protection that were expected to change through this project included the fencing of the schools, encouraging pupils to wear school uniforms, providing identification cards; encouraging children to be careful on the way to school and home.

### 3. Purpose

The purpose of the project was to ensure that School Management Committees understand their roles in guiding and supporting the operations of the schools. The project anticipated that when SMCs understand their roles, they will create conducive learning environment for the child and thus promote child rights.

The project also aimed at changing the attitudes of the parents, the community and teachers on the perception of child rights. This enabled them to involve all the necessary stakeholders who appreciated the importance of having and upholding child rights issues.

Management of the school and its operations is the responsibility of the School Management Committee, who are charged with the following major responsibilities; supervision, monitoring and linkages with stakeholders. For them to operate effectively, they need to work with the following parameters shown in the diagram below;



### 3.2 Study and Project Geographical Scope

The project was conducted in two schools found in Makindye Division of Kampala Capital City Authority in Uganda (See Appendix iii). Makindye Division is one of the (5) Urban Councils that make up Kampala Capital City Authority. The Authority has seventeen (17) government grant aided primary schools which are under the Universal Primary Education (UPE) programme. The two project schools were St Paul primary School Nsambya and Katwe Primary school.

#### *Katwe Primary School*

This school was started as a community school in 1953 and was formally made a primary school in 1956. It was taken over by the then Kampala City Council in 1966.

The school has a population of 550 pupils, with 27 males and 280 females as indicated in the table below;

	Males	Females	Total
P1	28	39	67
P2	35	27	62
P3	44	38	82
P4	37	48	85
P5	40	51	91
P6	36	39	75
P7	50	38	88
<b>Total</b>	<b>270</b>	<b>280</b>	<b>550</b>

The school has a total of 14 teachers, 7 males and 7 females.

Out of the 550 students of the school 240 are refugees from the Democratic Republic of Congo, Burundi, South Sudan and Rwanda.

#### *St Paul Primary School Nsambya*

This school was started in 1956 by then Kampala City Council as a school for the natives. St Paul is church founded under the Catholic mission.

The school has a population of 591 students. 269 are females and 295 are males as shown in the table below;

	<b>Males</b>	<b>Females</b>	<b>Total</b>
P1	32	36	68
P2	51	45	96
P3	55	55	110
P4	43	42	85
P5	52	59	111
P6	33	24	57
P7	29	35	64
<b>Total</b>	<b>295</b>	<b>296</b>	<b>591</b>

The school has a total of 14 teachers, 5 male and 9 female.

The project schools were chosen because of the willingness of the head teachers and the management committees to have their schools participate. It was also due to the fact that these schools are located in areas where the inhabitants are low income earners, this posed the risk of pupils lacking in the aspects of the 3 Ps and completion of the 7 year primary cycle. A number of children in the above mentioned schools engage in child labour activities which compromise the CRC declarations.

Management of the school and its operations is the responsibility of the School Management Committee, who are charged with the following major responsibilities; supervision, monitoring and linkages with stakeholders.

## **4. Methodology**

### **From Situational Analysis**

It was necessary to establish the situation of the schools before carrying out the study. The team carried out a situational analysis to establish the role of School Management Committees in creating a conducive School Environment through CRC in the two schools. The study “The Role of School Management Committees in creating a conducive School Environment through CRC” was carried out using a number of approaches to gather data. The data that was gathered using the methods mentioned below was to make conclusions and recommendations as shall be seen later on in this report.



The project team used the following methods: Meetings, interviews, observation, focus group discussions, training workshops and desk research.

### **Meetings**

Meetings were held with the Head teachers of the two schools. The purpose of these meetings was; to get permission to carry out the project in their schools, to introduce the concept of the project, Share views and experiences and generally to put them on board about issues concerning child rights.

### **Interviews**

The team carried out interviews with the; Head teachers, teachers and the learners. The purpose of this was to establish the gaps of child rights issues in their schools to further concretize the need to make an intervention.

### **Observations**

The team observed the operations of the schools including lessons conducted by the teachers in the two schools to establish the methodologies used by the teachers. The purpose was to find out whether the methods used were learner centered/child participatory. It was also necessary to establish whether the children were allowed to participate in all activities carried out in the school and, whether this was a major concern of the SMCs. The team further observed the school Infrastructure, compound, classroom environment and all the facilities provided to establish their provision as guided by the SMCs through recommendations found in the minutes.

### **Focus group discussions**

These were held with the School management committee members, Parents Teachers Association members, Head teachers and the Teachers from the two schools. The purpose of the discussion was to carry out a situational analysis on how functional and effective the SMC members were. It was also meant to find out how they were implementing their roles to ensure that the school is safe and conducive for children's learning. The discussions further aimed at establishing whether the SMCs observed the CRC with particular emphasis to the 3 Ps.

## **Desk Research**

The team also analyzed various documents related to CRC. Particular emphasis was put on the actions done by Government of Uganda and the strategies that were enabling the implementation of CRC. These included Laws and Policies especially those that are education related.

## **Sensitization/Training workshops**

A training manual was written to facilitate the sensitization/Training of the SMC and PTA members on their roles in the two schools. (Appendix V). The training/sensitization focused on the following areas;

- Child rights. In this session we looked at the concept of child rights, its importance, Child rights and responsibilities, and Roles of various stakeholders in promoting the child rights and responsibilities.
- Roles and responsibilities of SMC in promoting child rights. In this session we looked at; the importance of SMC, the role of SMC in schools, their responsibilities and the different stakeholders they are to work with.
- Incorporating child rights issues in the school program. Here we looked at; Child rights issues, importance of promoting child rights issues in schools, ways of promoting child rights issues, the 3Ps, the different stakeholders to work with in promoting the 3Ps in schools.

## **5. Results of the Study**

During the implementation of the project, the team set out to establish what was pertaining at the schools discovered changes using the strategies mentioned below;

### **General observations**

- The School Management Committee members were not aware of their roles and responsibilities which made them not to be functional in the school. This was raised by one of the committee members and a parent at Katwe primary school during the focus group discussion held in April, 2013.

- The concept of child rights was misunderstood by the SMC, PTA, parents, teachers and the community. This was observed during the interviews and interactions held in March- April, 2013.
- Study of the attendance records of the previous meetings indicated that Parents/Guardians' involvement in school activities was a challenge, since most of them were shown as absent in the records. In addition, during the children's debates held on 23<sup>rd</sup> Oct 2013 in both schools, pupils further argued that most parents/guardians were committed in other activities outside school. They were not aware of the values of getting involved in school matters/activities.
- Through a debate exercise it was observed that most children in the two schools were aware of their rights but not their responsibilities which brought about indiscipline for some. This manifested itself during the debate i.e. where they watched films in community centers that were not related to their age brackets.
- Through interaction with Teachers of both schools it was established that most of their pupils are orphans and refugees. The pupils lacked most of the basic needs for school use like writing materials, textbooks, packed lunch and other recreational materials needed which hindered their learning.
- Katwe primary school had a fence to protect their children while St Paul did not have any and this was insecure for both the children and school property.
- Child participation in school, home and community activities was a challenge. The children were only given a chance to participate in electing their prefects at school, but they were not involved in taking decisions that concern them by both the school management/ SMCs in their school governance/policy decisions. Through the debate pupils indicated that their parents took an upper hand in taking decisions about them, they had no say about what concerns them. The same trend was similar with the community related involvement.

### Teachers' Issues

- Most of the teachers misinterpreted the concept of Child rights making them to mishandle the child.
- During the lesson observations it was established that the methods the teachers used were not Child centered, hindering child participation in the teaching and learning process. This indicated that there was ignorance in the 3 Ps by the teachers.

- During the interaction with the teachers they indicated that they were still using corporal punishments because they were convinced that this was the right way to discipline children. The provisions of the 3 Ps are contrary to this norm/belief.
- During the lesson observation it was established that teachers did not cater for individual differences because of the high teacher –pupil ratios. They were not able to give equal attention to all learners hence compromising the CRC.

### **Pupils' Issues**

- Pupils were given a chance to participate in the prefect's election, but denied a chance to participate in other activities at school.
- During the debates which were held in the two schools under the motion; **“OUR PARENTS ARE GIVING US ENOUGH SUPPORT TO ENABLE US TO PERFORM WELL AT SCHOOL”**, the children revealed;
  - i. that their parents/guardians did not have time for them
  - ii. did not provide them with enough basic needs and this affected their performance at school
  - iii. parents or guardians don't attend school meetings because they were always busy
  - iv. they were not allowed to fully participate in activities that involved them at home
  - v. the parents gave them a lot of domestic chores that made them not to concentrate on their books
  - vi. some of them stayed with guardians who did not give them enough protection
  - vii. the parents were not giving them enough time since they were most times left in the hands of maids, uncles or guardians
  - viii. most of them came from poor homes where there was major lack of many of the things they would have loved to have but these were not available

### **Sensitization/Training Session**

The change agents carried out the training of the SMCs, PTA members, Headteachers and teachers on 24<sup>th</sup> August 2013 at Katwe primary school for both schools, (Katwe Primary School and St.Pauls Nsambya Primary school) using the training manual developed. (Appendix v) The manual was divided into sessions as earlier explained. The participants were given the following documents to guide their operations;

- School management committee handbook
- Child rights and responsibility handout
- Basic Minimum Requirements (BRMS)
- Guidelines for Early childhood development Centres handbook
- Early childhood development policy
- Safe School Environment handbook

The participants appreciated the training and promised to change in their operations and to improve in all aspects in the interest of the child

As an outcome of the training each school developed a work plan indicating what they were going to do thereafter. They were also expected to implement their work plans immediately the term began.

## 6. Discussion and Reflection

The impact of this project is long term such that all the behavioral changes and improvements of the practices cannot be achieved in the immediate term. However the initial findings indicated that CRC were not being implemented. The school environment/community, most parents, and the SMCs were not aware of CRC issues in particular the 3Ps. They did not implement most of the aspects related to CRC. The environment at both schools was wanting and the school community at large seemed to be comfortable with that. Appendix iv and v show the pictures of the two schools.

As guided through the initial training at Lund University and the subsequent exposure in Sri Lanka the team members had a “GIVE AND GAIN” experience. The study established both success and challenges. The successes were achieved through exposing the SMCs to the CRC (in particular the 3Ps) and how important they were to achieving learning and comfort for the child.

Observation of the above mentioned schools clearly indicates that, there was need for intervention on some of the visible issues to improve the learning environment of the children among other things. There was also need to tackle the invisible issues which included changing the attitudes of those concerned through sensitization and training of the SMCs. Changing the attitudes of the leadership would help to enable them lead the staff and the entire community of the schools towards improving the operations of the schools through the 3Ps.

The focus group discussions also enabled the team to establish other salient issues that the SMCs needed to focus on to improve the situation of the children in those schools. These included aspects of corporal punishment, provision of meals, and linking with the parents to provide the necessary scholastic materials for the children.

The project has revealed that SMCs are an important structure in enabling the proper management of schools to create proper learning environments and especially the provision of the three Ps. Their operations are still a challenge since there has not been a purposive effort by government to ensure that they are aware of their responsibilities. There is also the need for the SMCs to honor their appointment by being proactive and perform to the expectations of the appointment given to them. Therefore Government needs to do more than what is being done to ensure full participation of SMCs in school affairs. There should be an “affirmative action” to ensure that all primary schools in Uganda have functional SMCs to achieve the intended impact.

The poorer schools are more challenged with ensuring that the SMCs perform their roles since most of the parents for the children are engaged in trying to find money for especially the basic needs which keeps them busy. They therefore have no time for school affairs and they leave most of the decisions and responsibilities with the school authorities.

Some of the members of these committees are semi-illiterate and do not understand the importance of having SMCs to support the operations of schools. They therefore have a lassie fare approach to their duties and responsibilities as SMCs. Continuous sensitization and training of members would help leverage the situation.

Some of the SMCs who have a good will to play their role are constrained by the fact that government does not have a budget provision for their operations; their role is looked at as purely voluntary. They do not have for example facilitation for transport, communication or a sitting allowance whenever they meet. Lack of provision in terms of their welfare demoralizes their effort to commit themselves to guiding the management of schools. Government should look into how this can be met at the level of budget provision for education.

The project through sensitization and training of SMCs exposed the importance of CRC and especially the 3 Ps for the good of the child. It is hoped that the findings and recommendations of this project will guide government and all stakeholders to appreciate the importance the SMCs in ensuring that there is a conducive learning environment by playing their role. This recognition will help in achieving quality education in Uganda.

It was also established that not all was bleak some of the schools that are managed by proactive SMCs were playing their roles and ensuring implementation of their resolutions without complicated bureaucracies. This means that there is some degree of performance by some SMCs towards supervising and getting involved in school operations.

Through the intervention of this project the two schools have made an improvement. At the time of this intervention the project schools were not fenced as earlier mentioned. What we see as an immediate impact here is where one of the project schools which did not have a fence has decided to build a fence and provide a watchman for the protection of the child. This is a positive trend that the project has created in the short term, we expect many more improvements as long term achievements/impact of the intervention.

It was also observed that proper ownership of the school land for one of the schools was a hindrance towards having development projects for the schools. This was observed in St. Paul's primary school Nsambya. Government should continue helping schools to have their own the land and property, or give guidelines on how to share the ownership.

Furthermore due to this project; the committees further promised during the follow-up meeting to have regular meetings for improvement of the school operations. It is at this meeting that the parents showed willingness to contribute towards the cost of meals for their children. This is one of the key outputs of this project which has seen the improvement in the provision of meals to the children so that they don't attend school on empty stomachs. Parents and the school community have been able to appreciate that the children need to eat in order to achieve in learning. One of the SMCs had this to say with regard to this intervention;

*"The sensitization and training given by the project team has helped me to be committed to the responsibility I accepted when I was appointed as a member of the SMC of this school, and I have been one those who have convinced the parents to contribute money so that they children can be provided with lunch"(November 2013)*

In another school, an SMC member had this to say " *I am proud that we have been able to plan to fence the school and hire a watchman to protect the children due to the sensitization we had from the team. I did not in that direction before and I hope we shall be able to do many more things to improve the situation of this school"* (October 2013)

## Lessons Learned

The team observed that SMCs were willing to take up their roles if they were properly inducted at the time of appointment. They needed to be exposed to the benefits of having active SMCs for them to appreciate. This means that the appointing bodies/government needs to support the SMCs with a budget to facilitate their operations and a way of motivation and encouragement. In addition the team learned that;

- School communities had discovered that for proper learning the 3 Ps had to be provided to the children to create motivation and love for school by the children
- Parents needed to be sensitized about their roles in supporting the learning of children through making a contribution and not leaving everything to government.
- Children had a role to play in what concerns them and that it was important they were involved and their voices heard/respected.

The above mentioned clearly indicate that the project has managed to achieve positive developments towards improving the conditions of the child it is our expectation that many more will be realized with time.

The project encountered some challenges as highlighted below;

- The school calendar; due to tight systemic programs like national exams, schools were busy with the national programs, creating a loss in time. It was not possible to implement the project activities as scheduled.
- It was not possible to meet all the school management committee members at the same time. The team had to make many visits to try and meet all of them.
- The children were coming mainly from the urban-poor families, some of them refugees from Democratic Republic of Congo and most of them orphans. This created a difficulty in parental responsibility i.e. discipline, welfare, and involvement in school affairs
- The children were having different cultural settings, creating a mix of norms and beliefs which was difficult to harmonize for the smooth management of the schools.
- In some instances where parents were available they were too busy to talk to their children or even attend to school calls. The children were left at the discretion of the schools without the involvement of the parents.
- The school which was church founded had issues with implementations of SMCs decisions due to the bureaucracy with the approval systems.



- Some of the SMCs were illiterate and therefore they had no serious input into the management of the schools and especially the 3 Ps. This is particularly so when they believed that children should always submit to their parents and should have no say.
- The Education Office at Kampala Capital City Authority (KCCA) had a habit of changing the head teachers which caused a difficulty in implementing critical decisions.
- The teacher strikes hindered the work plan that was made by the school management committees since the schools extended their opening for another two weeks from the scheduled time of beginning of the school term.

## 7. Conclusions and Way Forward

The change project “The Role of School Management Committees in creating a conducive school Environment through CRC” aimed at enabling the managers realize and implement school based policies that are in the interest of the child and particularly the 3Ps. The project was arrived at basing on the experiences gained at Lund University during the face – to- face session in September 2012. The study and project was able to identify that school management committees were an important component in creating an enabling learning environment for the child. Their impact was not felt due to lack of proper induction to enable them appreciate their work and perform to expectations. Lack of active SMCs had created a compromise to achieving the CRC and especially the 3 Ps.

The project set out to achieve four outcomes as follows;

- SMCs acquire knowledge and understanding of the education ACT and other relevant policy documents they are required to use in supervising schools
- Knowledge and understanding of the need for CRC by SMCs in Schools
- Improved school environment
- Encouraging collaboration between the communities and the schools

The above mentioned outcomes have been achieved to some extent, due to the fact that change of behavior and attitude is long term and the impact can only be felt after a period of time. Some of the immediate responses have seen the improvement in the school environment through provision of meals for all the children and in one of the schools preparations are underway to fence and employ a watchman. It is hoped that the other aspects that have not been realized in the short run will be realized in the

long-run. This initiation is further expected to create increased participation of SMCs in schools and improve the provision of the 3Ps.

For purposes of Sustainability with regard to ensuring that the SMCs are active towards implementing the CRC, the Education officer at Kampala Capital City Authority requested the team to be involved in the sensitization of the various schools in the authority each time they elect new ones. The team resolved that they will always monitor the implementation of CRC issues in the project schools, by attending their meetings and making impromptu calls to give further onsite guidance.

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## Appendix I

### PROJECT PLAN – OUTCOMES TO BE ACHIEVED

OUTCOME	INDICATOR/MONITORING	TIME FRAME
Project School Identified	St Paul Primary School	November 2012
	Katwe Primary School	
<b>OUTCOME 1</b>		
School Management Committees acquire knowledge and understanding of Education Act and other relevant Policy documents they are required to use in supervising school	SMCs understand the laws and policies that empower them to supervise schools	March 2013
<b>OUTPUT 1.1</b>		
SMCs members sensitized on the relevant documents	SMCs have knowledge on the relevant documents	
<b>Activity 1.1.2</b>		
Carrying out a baseline survey on the functionality of SMCs (prepare Interview guide)	Interview guides prepared and data collected from the Head teachers	End of March –April 2013
<b>Activity 1.1.2</b>		
Carrying out a focus group discussion for SMCs	Gaps identified for intervention	April 2013
Identifying the relevant policy documents regarding SMC	Policy documents identified and used during sensitization workshop ( <i>School Management Committee Handbook</i> )	April 2013
Identifying documents that	Documents promoting CRC issues identified and provided to SMC	April- May 2013

promote CRC issues	members ( <i>Children's Act 2000, Early Childhood Policy, Convention on the Rights of the Child 2000</i> )	
Reproducing the documents	The documents reproduced and provided to the SMC members, teachers and Head teachers	July –August 2013
<b>Monitoring and providing support activities carried out under Outcome 1</b>	SMC members have knowledge and are supporting schools in promotion of CRC	ongoing
<b>OUTCOME 2</b>		
<b>Knowledge and understanding of CRC by School Management Committee members</b>	SMCs are able to interpret the CRC Articles and the importance of the child at the centre.	August 2013
<b>OUTPUT 2.1</b>		
Training of SMCs on CRC and other related information	Trained SMCs on CRC and other related information	
<b>Activity 2.1.1</b>		
Writing a training manual scheduling the activities for training	Training Manual developed	August 2013
<b>Activity 2.1.2</b>		
Sensitizing/Training the School Management committees	SMCs, Head teachers and some teachers and have knowledge regarding CRC issues	24 <sup>th</sup> August 2013
<b>Activity 2.1.3</b>		
Developing work plans for school based intervention by SMC members, Head teachers, and	Developed work plans being implemented by the two schools	ongoing

teacher of the two schools		
Monitoring and providing support activities carried out under Outcome 2	SMCs members implement the activities developed in the work plan	ongoing
<b>OUTCOME 3</b>		
<b>Improved School Environment</b>		
<b>OUTPUT 3.1</b>		
<b>Creating safe and secure environment</b>	Safe and secure environment created	Dec 2013 to June 2014
<b>Activity 3.1.1</b>		
Provision of meals to all children	All children are fed at school	ongoing
<b>Activity 3.1.2</b>		
Formation of functional and effective school clubs	Functional children's on CRC related issues	Second week of September 2013
<b>Activity 3.1.3</b>		
Displaying Educative information in the class room	Educative information that supports CRC displayed in the class rooms	ongoing
<b>Activity 3.1.4</b>		
Creating a talking compound	Messages promoting CRC displayed	Second week of September 2013

Activity 3.1.5		
Provision of sanitary facilities	Available sanitary facilities	First week of September 2013
<b>Monitoring and providing support activities carried out under Outcome 3</b>	SMCs support and monitor provision of safe and child friendly environment	ongoing
<b>OUTCOME 4</b>		
<b>Increased collaboration between communities and the school</b>		
<b>OUTPUT 4.1</b>		
Schools participating in the community activities.	School participation in the community activities carried out	ongoing
<b>Activity 4.1.1</b>		
Holding school open days	Pupils and parents participate in school open days	Second week of November 2013
<b>Activity 4.1.2</b>		
Pupils participating in community work at least once every month	Pupils participate in community work	3 November 2013
<b>Monitoring and providing support activities under Outcome 4</b>	SMC members monitor and provide support supervision	ongoing

## Appendix II

### PHOTOS OF THE PROJECT SCHOOLS



Katwe P/S entrance



Katwe P/S classes



Katwe P/S pupils in the classroom





St. Paul's playground



St Paul's collapsed latrine



St. Paul P/S pupils in the classroom

# Appendix III

## QUESTIONNAIRES

- i) **For both Head Teacher and teachers** This questionnaire is to be filled by the Headteacher and some questions are directly linked to the teachers and indicated accordingly
- ii) Use simple short and plain statements where applicable.

### Section A: Background information

1. School identification

School name

Gender

Telephone

Class taught

Subject taught

2. What is the total enrolment of your school?

Category	Enrolment		Total
	Male	Female	

Total enrolment

3. What is the total enrolment of your class?

Category	Enrolment		Total
	Male	Female	

Total enrolment

### Section B: Appreciation of child rights in schools

4. Do you have a School Management Committee?

Yes No

5. Do you hold School Management Committee meetings per term?

Yes No

6. If Yes, How many meetings do you organize per term? .....

7. What child rights issues do you discuss in these meetings?

.....

8. Do you plan and sensitize parents, teachers and the community on the need to promote child rights in the school and the community?

Yes No

If Yes, what things do you talk about?

.....

9. Do you plan and sensitize parents, teachers, pupils and the community on the danger of different forms of child abuse and ways of preventing them?  
 Yes No  
 If Yes, how is it being carried out?  
 .....
10. What do you use to deliver information on child rights to the pupils? (please tick and explain how you use it)(teacher)  
 Yes No
- a) Prefects Body  
 b) Displaying hard copies (print material) on the school notice board  
 c) School assembly  
 d) Others, specify  
 .....
11. How have you ensured smooth running of the school as a manager and in particular incorporation of child rights issues? (please tick)  
 Yes No
- a) By disciplining teachers to respect children while they too demand for respect  
 b) Preparing pupils to identify and promote their rights  
 c) Prepare reports for school management committees  
 d) Prepare reports for school assembly  
 e) Communication (use of proper communication channels to the entire school community  
 f) Preparing of end of Term parents reports/circular with emphasis to their observation to child rights issues

The teacher and Head teacher are expected to respond to questions 13 to 18

12. a) Have a child rights issues been incorporated and implemented at your school?  
 Yes No  
 b) If Yes, how have they been handled/incorporated?  
 .....  
 a) If No, why?  
 .....
13. Have you had any formal training on implementation of child rights issues?  
 Yes No
14. If Yes, where did you get the training from? .....
15. Was the training relevant to the needs of your profession and in particular child rights?  
 Yes No
- Please explain your answer  
 .....
16. Was the training relevant to the needs of your pupils' requirements especially on child rights?

Yes No

If Yes, how? .....

If No, in what areas would you want help/training in relation to child rights? Please list them.  
 .....

**Section C: Availability of child rights publications in the school(both the headteacher and teacher)**

17. Do you have child rights publications in your school to guide the school in handling child rights issues?

Yes No

18. If Yes, what particular publications do you have at your disposal (please tick)

Item Total No. of copies in the school

- a Child Rights Convention publication
- b Hearing Children's Voices
- c Save the Children publication on child rights
- d Videos on children rights
- Other (specify)

19. If No, what are the problems that have blocked your access to these publications?  
 .....

**Section D: Child rights and pupil/teacher achievements**

20. Do you give guidance and counseling to pupils incase abuse has occurred?

Yes No

21. If Yes, what guidance is given?  
 .....

22. Do you give guidance and counseling to particular parents incase abuse has occurred?

Yes No

23. If Yes, what guidance is given?  
 .....

24. Do you think child rights issues have an impact on effective teaching and learning?

Yes No

25. If Yes, what are some of the benefits you have noticed in terms of:

- a) Pupil participation  
 .....
- b) Pupil performance in relation to results/exams  
 .....
- c) Maintaining discipline  
 .....

26. If No, why?  
 .....

27. What achievements have you gained by incorporating child rights issues into the whole school development plan including teaching and learning?  
 .....

28. How have you found child rights issues useful in implementing daily routine work as a Head teacher?



f) Preparing end of term parents' report

**Section G: Availability of child rights publications in the school**

5. Do you have child rights documents in your school?

Yes No

6. If No, what are the problems that have blocked your access to these publications?

.....

**Section H: Child rights and pupil/teacher achievements**

7. Do you think child rights issues have an impact on pupil performance?

Yes No

8. If Yes, what are some of the benefits you have noticed in terms of:

a) Pupil participation in class

.....

b) Results in exams

.....

c) Pupil school friendly atmosphere

.....

9. If No, what should be done to incorporate child rights issues for improvement of pupils' performance?

.....

10. What achievements have you gained by incorporating child rights issues into the whole school activities including teaching and learning?

.....

11. What benefits have you achieved as a teacher in implementing child rights issues while dealing with your pupils?

.....

12. How have you found child rights issues useful in implementing daily routine work as a teacher?

.....

13. What challenges do you face in the day to day interaction with the pupils?

.....

14. How best can we improve the implementation of child rights issues in school management?

.....

**Section I: Child rights and Women**

15. Do you think women handle child rights issues well at the school?

Yes No

16. If No what is limiting the participation of women in implementing child rights related programs at the school?

.....

17. Suggest what can be done to increase female participation in child rights related programs at the school.

i) .....

**Thank you for your valuable time**

## Appendix IV

### TRAINING MANUAL FOR SCHOOL MANAGEMENT COMMITTEES, HEADTEACHERS AND TEACHERS

#### AREAS OF FOCUS FOR SENSITISATION FOR THE SMCs

- Child rights
- Roles and responsibilities of SMCs in promoting child rights
- Incorporating child rights issues in the school programme

#### SESSION1: CHILD RIGHTS

##### Introduction

The issue of children and how we care for them has been recognized by the UN to the extent that there is the Convention on the protection of children. This is a law many countries have subscribed to, including Uganda.

Children have needs which have to be fulfilled or met if they are to grow and develop to full potential in all aspects. These needs are then translated in their rights. All children must be given their rights regardless of their race, age, colour, religion etc. These rights need to cover provision, participation and protection so that the child can be helped to develop holistically. The Uganda constitution recognizes the rights of the child which should not be violated.

This session therefore will equip you with the knowledge about: the concept of child rights, its importance, child rights and responsibilities and the roles of the different stakeholders in meeting them.

**Duration:** 2 hours

##### Competences:

- Explains what child rights are
- Gives the importance of child rights.
- Identifies the child's rights and responsibilities
- Mention the roles of various stakeholders in promoting the child rights and responsibilities

##### Content Outline

- Concept of child rights
- The importance of child rights.
- Child's rights and responsibilities
- Roles of various stakeholders in promoting the child rights and responsibilities.

##### Methods

- Group discussion
- Think-pair-share
- Brain storming
- Role play

##### Procedure

Time	Steps	Competences	Activities	Resources
10mins	I	Explains background of child rights	participants listen to the background and note the key points	<ul style="list-style-type: none"> <li>• Trainee Manual.</li> </ul>
20mins	II	Explains what child rights are	<p>Through think pair share participants explain what child rights are</p> <p>The facilitator wraps up</p>	<ul style="list-style-type: none"> <li>• Flip charts</li> <li>• Markers</li> <li>• Masking tape</li> <li>• CRC documents</li> <li>• ECD Policy</li> <li>• Children's act</li> </ul>
30mins	III	Gives the importance of child rights	<p>Through group discussion participants give the importance of child rights.</p> <p>The facilitator wraps up</p>	<ul style="list-style-type: none"> <li>• Flip charts</li> <li>• Markers</li> <li>• Masking tape</li> <li>• CRC documents</li> <li>• ECD Policy</li> <li>• Children's act</li> </ul>
40mins	IV	Identifies the child's rights and responsibilities	<p>Through brain storming participants identify the child rights and responsibilities</p> <p>The facilitator wraps up</p>	<ul style="list-style-type: none"> <li>• CRC documents</li> <li>• Children's act</li> </ul>

**Proof of learning (50 minutes)**

Participants role play how child rights and responsibilities are promoted



## **SESSION 2: Roles and responsibilities of SMCs in promoting the 3Ps**

### **Introduction**

The Government of Uganda realized that schools had many gaps which hindered the smooth running and the quality of education in primary schools. This brought about many education reforms which catered for various education managers among whom are SMCs.

School Management Committee is an organ that governs the schools on behalf of the government as provided for in the Education Act 2008. They are charged with the sole responsibility of improving the quality of education provided to the children as well as to create a learning environment which is safe and friendly to the child. SMCs as leaders are an important component in our schools; therefore, they need to know the rights of the children.

This session, introduces you to roles and responsibilities as SMCs in promoting the 3Ps, the importance and the responsibilities of the SMCs and also identify different stakeholders to work with. In this session you will look at the 3Ps and how you can incorporate the issues within your School Management Committees.

**Duration:**           **2hours**

### **Competences:**

- Explains the roles of school management committees
- Explains the importance of School Management committees
- Identifies the responsibilities of school management committees
- Identifies different stakeholders to work

### **Content Outline**

- Members of the school management committees
- Importance of School Management committees
- Roles of School Management Committees
- Responsibilities of school management committees
- Different school stakeholders

### **Methods**

- Group discussion
- Think pair share
- Demonstration
- Observation

### **Procedure**

Time	Steps	Competences	Activities	Resources
10min	I	Explains background of SMC	Participants listen to the background and note the key points	<ul style="list-style-type: none"> <li>• Trainee Manual.</li> </ul>
20	II	Explains the roles of School Management Committees	<p>Through think pair share participants explain the roles of SMC</p> <p>The facilitator wraps up</p>	<ul style="list-style-type: none"> <li>• School Management committee 2007</li> <li>• handbook</li> </ul>
20	III	Explains the importance of School Management committees	<p>Through group discussion participants give the importance of SMC.</p> <p>The facilitator wraps up</p>	<ul style="list-style-type: none"> <li>• School Management committee handbook 2007</li> <li>• Flip Chart</li> <li>• Markers</li> </ul>
20	IV	Identifies the responsibilities of School Management Committees	<p>Through brain storming participants identify the responsibilities of SMC</p> <p>The facilitator wraps up</p>	<ul style="list-style-type: none"> <li>• School Management committee handbook 2007</li> <li>• Flip Chart</li> <li>• Markers</li> </ul>
10	V	Identifies different stakeholders to work	<p>In groups participants identify different stakeholders</p> <p>The facilitator wraps up</p>	<ul style="list-style-type: none"> <li>• Flip chart</li> <li>• Markers</li> </ul>

**Proof of learning (50 minutes)**

Participants read the case study and answer questions.

## **SESSION 3: Incorporating child rights issues in the school program**

### **Introduction**

Management of the schools should appreciate the international law on the child. Knowledge of the law therefore requires that the school management endeavours to incorporate child rights issues in the school program. Uganda has incorporated child rights issues in the school curriculum and in many school programs which have brought about safe school for children to learn from. These schools have also changed the methods of teaching from teacher centred to child centred methods.

Children need to have a conducive learning environment which will create a safe and protective atmosphere free of violence. This is based on respect to children, working in partnership with schools, teachers, parents and the community. This environment will make children's rights a reality by provision of their needs, allowing active participation provision and protection.

This session, will help you understand child rights issues, the importance of promoting them in the school and suggest ways of promoting child rights in the school. It will also enable you understand the 3Ps and how you can promote these 3Ps with different stakeholders.

**Duration:**            **2 hours**

### **Competences:**

- Outlines child rights issues
- Explains the importance of promoting child rights issues in the school
- Suggests ways of promoting child rights issues
- Explains the 3Ps
- Explain how they can work with different stakeholders to promote the 3P

### **Content Outline**

- Child rights issues
- Importance of promoting child rights issues in the school
- Ways of promoting child rights issues
- The 3Ps
- Different stakeholders to work with in promoting the 3P

### **Methods**

- Group discussion
- Think pair share
- Demonstration
- Observation

## Procedure

Time	Steps	Competences	Activities	Resources
15 Min	I	Outlines child rights issues	Participants listen to the background and note the key points	<ul style="list-style-type: none"> <li>• Trainee Manual.</li> </ul>
	II	Explains the importance of promoting child rights issues in the school	Through discussion participants the importance of promoting child rights issues in the school	<ul style="list-style-type: none"> <li>• CRC documents</li> <li>• ECD Policy</li> <li>• Children's act</li> </ul>
	III	Suggests ways of promoting child rights issues	Through brain storming participants ways of promoting child rights issues  The facilitator wraps up	<ul style="list-style-type: none"> <li>• CRC documents</li> <li>• ECD Policy</li> <li>• Children's act</li> <li>• Flip charts</li> <li>• Markers</li> <li>• Masking tape</li> </ul>
	IV	Explains the 3Ps	Guided discussion participants explain the 3P  The facilitator wraps up	<ul style="list-style-type: none"> <li>• CRC documents</li> <li>• ECD Policy</li> <li>• Children's act</li> </ul>
	V	Explain how they can work with different stakeholders to promote the 3P	In groups participants explain how they can work with different stakeholders to promote the 3P	<ul style="list-style-type: none"> <li>• CRC documents</li> <li>• ECD Policy</li> <li>• Children's act</li> </ul>

**Proof of learning (10 minutes)**

Participants watch a clip and discuss how the 3Ps are promoted.