

# INQABA IMPLEMENTATION MANUAL



## A PRACTICAL GUIDE FOR HEAD TEACHERS

Prepared by the Ministry of Education and Training

2011



## Contents

Table of Contents	i
Acknowledgements	vii
Acronyms	xi
Letter to Head Teachers, Teachers and School Committee	xii
Foreword	xv
Introduction to the Inqaba Implementation Manual	xvi

### **Part 1 – Inqaba Concept**

- 1.1 Schools as Centres of Care and Support (SCCS)
- 1.2 Inqaba Definition
- 1.3 Overarching Goal of Inqaba
- 1.4 Specific Objective
- 1.5 The Impact of HIV and AIDS on Children
- 1.6 Situation of Children in Swaziland
- 1.7 Background to Inqaba Schools
- 1.8 Whom is the Inqaba Initiative Meant For
- 1.9 Categories of Vulnerability
- 1.10 The seven Pillars of Inqaba
- 1.11 Guiding Principles of an Inqaba School
- 1.12 A Proposed Cycle of Inqaba School Planning and Implementation
  - School Policy
  - School Self-Assessment
  - Draft School Development Plan
  - Consultation with Parents
  - The School Development Plan
  - Share with Regional Education Office

### **Part 2 – Implementation of Inqaba**

- 2.1 The Seven Pillars of Inqaba
- 2.2 Pillar 1: Protection and Safety
  - 2.2.1 Goal of the Protection and Safety Pillar
  - 2.2.2 Background

### 2.2.3 Safety and Protection Activities

- School Environment

- School Property

- Road Safety

- Awareness

- Abuse

- Forms of abuse

- Protection

### 2.2.4 Protection and Safety Standards and Indicators

## 2.3 Pillar 2: Psychosocial Support

### 2.3.1 Goal of the Psychosocial Support Pillar

### 2.3.2 Background

### 2.3.3 Psychosocial Support Intervention Principles

### 2.3.4 Tips about Counseling

### 2.3.5 Qualities of a Good Counselor

### 2.3.6 Ethics and Principles of Counseling

### 2.3.7 School Activities for the Head Teacher

- Clubs

- Sports

- Special Needs

- Teachers' Welcoming Attitudes

- Guidance Team

- Consultation/Counseling Room

### 2.3.8 PSS Standards and Indicators

## 2.4 Pillar 3: Food Security

### 2.4.1 Goal of the Food Security Pillar

### 2.4.2 Background

### 2.4.3 Food Preparation quantities

### 2.4.4 School Activities for food security

- Policy

- Production Plans

- Crops

- Cooks

Food Consumption

Hand Washing

Fuel

#### 2.4.5 Food Security Standards and Indicators

### 2.5 Pillar 4: Health

#### 2.5.1 Goal of the Health Pillar

#### 2.5.2 Background

#### 2.5.3 School Activities for the School Head Teacher

First Aid

Health Checks

Raising Awareness

Immunisation

Chronically Ill Children

#### 2.5.4 Health Standards and Indicators

### 2.6 Pillar 5: Water ,Sanitation and Hygiene

#### 2.6.1 Goal of the Water, Sanitation and Hygiene Pillar

#### 2.6.2 Background

#### 2.6.3 General Guidelines

Water Quantity

Toilets

#### 2.6.4 School Activities for School Head Teacher

Water

Latrines

Hygiene

Waste Collection

#### 2.6.5 Water and Sanitation Standards and Indicators

### 2.7 Pillar 6: HIV and AIDS, Gender and Life Skills

#### 2.7.1 Goal of HIV and AIDS, Gender and Life Skills

#### 2.7.2 Background

#### 2.7.3 Learning “To Know”

#### 2.7.4 Learning “To Be”

#### 2.7.5 Learning “To Live With Others”

#### 2.7.6 Learning “To Do”

#### 2.7.7 School Activities for the School Head Teacher

Information Sharing

IEC

Gender

Peer Learning

Community Mapping

Career Choice

2.7.8 HIV and AIDS, Gender and Life Skills Standards and Indicators

## 2.8 Pillar 7: Quality Teaching and Learning

2.8.1 Goal of the Quality Assurance in Education Pillar

2.8.2 Background

2.8.3 What Makes a Good School

2.8.4 Enhancing Conditions of Teaching and Learning

2.8.5 School Activities for the Head Teacher

School Committee

Teaching and Learning Material

Child Centred Methodologies

Discipline

2.8.6 Quality Education Standards and Indicators

## 2.9 Clubs

2.9.1 Safety and Protection

2.9.2 Psychosocial Support

2.9.3 Food Security

2.9.4 Health

2.9.5 Students Water and Sanitation

2.9.6 Students HIV and AIDS

2.9.7 Students Quality Assurance in Education

## Part 3 -- Annexes

3.1 School Self-Assessment Tool

3.2 Assessment Tool (to be Used by teachers)

3.3 Referral Form

3.4 PSS Student's Profile

3.5 Student Counselling Guide

- 3.6 Definition of Roles
- 3.7 Inqaba Policy Development Framework
- 3.8 Reporting Template
- 3.9 Inqaba Learners Club
- 3.10 Community Mapping
- 3.11 Role of Teachers
- 3.12 Hand Washing Poster
- 3.13 Hand Washing Bucket
- 3.14 Teachers Code of Conduct
- 3.15 Standard Infrastructure Design
  - 3.15.1 Kitchen
  - 3.15.2 Classroom
  - 3.15.3 Laboratory
  - 3.15.4 Pit latrine

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## ACRONYMS

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>CFS</b>	Child Friendly School
<b>CSTL</b>	Care and Support for Teaching and Learning
<b>DHS</b>	Demographic and Household Survey
<b>ECD</b>	Early Childhood Development
<b>ECCE</b>	Early Childhood Care and Education
<b>EDSEC</b>	Education Sector
<b>EFA</b>	Education for All
<b>FPE</b>	Free Primary Education
<b>HIV</b>	Human Immunodeficiency Virus
<b>IEC</b>	Information, Education and Communication
<b>LL</b>	Lihlombe Lekukhalela
<b>MDGs</b>	The Millennium Development Goals
<b>MoET</b>	Ministry of Education and Training
<b>NGO</b>	Non-Governmental Organization
<b>NPA</b>	National Plan of Action for Children
<b>OVC</b>	Orphans and Vulnerable Children
<b>PSS</b>	Psychosocial support
<b>PTA</b>	Parent Teacher Association
<b>REO</b>	Regional Education Officer
<b>SCCS</b>	Schools as Centres of Care and Support
<b>UNICEF</b>	United Nations Children Fund
<b>WATSAN</b>	Water and Sanitation Facilities

Dear Head Teacher, Teacher and School Committee member

Welcome to this new and exciting Inqaba Guide for all Swazi schools. This guide is meant to be used by you (Head Teachers, Teachers and School Committees) to complement the splendid work that you are already doing for children, more so the orphans and vulnerable ones. The information in the guide is not really new to most of you, but it is a child friendly way of 'spicing up' the good work that is taking place in your school.

This guide is meant to bring together, summarize, simplify and make user friendly material, policies and literature around Inqaba/SCCS that is available in Swaziland. These include:

- Education Sector Policy (2011)
- Schools as Centres of Care and Support: A Child Friendly Schools Model (2008)
- Swaziland National Children's Policy (2009)
- National Plan of Action (NPA) for Children 2011 -2015 (2010)
- Minimum Standards for Quality Service Delivery to Orphans and Vulnerable Children in Swaziland (2010)
- National Response To Psychosocial Needs of Children (2009)

The guide will help you, Head Teacher, Teacher and School Committee member to ensure that your school development plan is fully Inqaba. Making the school development plan Inqaba, does not mean changing it completely but make it focus more on the child or be more child friendly. This guide considers the School Development Plan as the key to making your school the Inqaba that it should be.

This Inqaba Guide has a self-assessment tool that will help your school to know the progress it is making on this 'journey' of making your school more and more Inqaba. The assessment tool helps you see areas that you are doing very well and areas that you can improve on. The tool is very simple and can be used by any stakeholders including teachers, head teachers, school committee, community members, government official and non-governmental organizations. Results of the assessment are best

shared and discussed so that strategies are put in place for the school to improve. There is no limit to the number of times the assessments are done although doing it at least once every year helps the school to celebrate its achievements more often.

Standards and indicators are also included in this Guide. These standards and indicators are nationally or internationally acceptable quantities or qualities of service or material to be provided or achieved at school level. For a school to be an Inqaba it has to meet some basic standards, which are clearly stated and progressively move towards achieving the indicators of excellence.

Teachers should care and love us as their own children, how would they feel if what they do to us was happening to their own children.  
Nqubeko Dlamini Grade 7

Inqaba is part of the new Education Sector Policy adopted by Cabinet in 2011. All schools in the Kingdom of Swaziland are working towards being an Inqaba for all children with special attention to orphans and vulnerable children. As you will soon realize, making a school an Inqaba, means addressing individual needs of children and giving them space and an ear. What does it take or cost to listen to children and to involve them in issues and activities that affect them?

The Inqaba Guide encourages active and meaningful involvement of children, teachers, school committees and parents in all aspects of school development and management. This involvement includes, raising awareness and providing information, consultation and training depending on the prevailing situations. Children are eager to participate in club activities with guidance and support from teachers and other stakeholders.

Your school is well placed to be an Inqaba for several reasons including that:

- i. Most children in your community spend much of their time at school.
- ii. The school is a permanent institution and can therefore sustain organisational structures.
- iii. Your school has buildings that can be used for various care and support activities.
- iv. Your school has resourceful and helpful personnel, like teachers and the school committee, who have the required skills for child protection, care and support.
- v. Your school can actively lookout for school aged children in the community who are not attending school and give them opportunities to learn. This is also in line with the objectives of Free Primary Education; to ensure every child realises his or her right to education.

- vi. The education offered in the school needs to be connected with the real situation in the learners' community and must fit its needs.

The Ministry of Education and Training would like to applaud your school for implementing this very important initiative. It further pledges its continued support in ensuring that schools are protective environments for all learners and conducive for teaching and learning.

Yours faithfully

**Pat N. Muir**

MoET Principal Secretary

## Foreword

It is my pleasure to introduce the Implementation Guide for Inqaba Schools Programme, also known as Schools As Centres of Care and Support. These Guidelines highlight minimum as well as standards of excellence in the provision of Care and Support to our learners, to ensure quality teaching and learning. The document further provides practical ways for Headteachers to promote the rights and responsibilities of children as enshrined in the National Constitution, Education Sector policy (2011) and the UN Convention on the Rights of the Child.

The Inqaba Schools programme is a comprehensive care and support intervention that promotes quality teaching and learning through the implementation of seven pillars aimed at increasing the knowledge and capacity of school management and communities to build safe, caring and child-friendly schools.

Inqaba schools are rights-based and inclusive in their approaches to management and governance, and in their classroom practices, ensuring safe and protective school environment. At the core of this programme is the promotion of healthy lifestyles, values of gender sensitivity, equality and dignity for all. Inqaba Schools are required to be community-centered and to work through linkages and partnerships with all relevant stakeholders.

I trust that this publication will challenge administrators, teachers, and learners in the education sector, as well as parents and partners in the business sector and civil society, to support our vision of providing quality education in safe and caring environments.

**Dr. Sibongile Mntshali - Dlamini**

MoET Acting Director

## **Introduction to the Inqaba Implementation Manual**

This chapter gives an overview of the Inqaba concept and a summary of the themes in the Guide. The Guide provides you with useful tools to make your school and classrooms more welcoming and lively places of learning for ALL children and teachers alike.

The activities suggested in this guide are directed at you as head of the school with a view that you do not necessarily do it yourself or alone. Your school and every other school in the Kingdom has a school committee whose mandate is to assist you to make the school fully Inqaba. When formulating the school development plan the school committee should ensure that provisions of Inqaba are catered and budgeted for. The same applies with the teachers. They are there to assist you to ensure that students make and get the most of their school time. As you are also aware, there are a lot of other stakeholders who are available and ready to work with you to achieve the Inqaba goal. These are at your disposal, please utilize them.

### **1. The Layout of the Chapters**

This guide is laid out according to the seven Inqaba pillars and introduces indicators that can help the school achieve minimum and excellent levels for each set standard.

#### **Chapter on Pillar 1: Protection and Safety**

This chapter will help you understand how the concept of protection and safety is central to education. It stresses the importance of ensuring the physical and emotional safety and protection of all the children in the school. Children will concentrate on their learning when they are happy and are not anxious about their safety, well-being and life. Several things build children's anxiety and you as school head need to be aware of them.

#### **Chapter on Pillar 2: Psychosocial Support**

This chapter helps you to have a very basic understanding of what psychosocial support is and the many different activities you can do at your school to help students. This chapter seeks to assist those who are not trained psychologists, and who have not received training in psychosocial support and counseling. You will notice that you might have already been implementing some critical activities; what you may not have understood is their significance in assisting children, especially orphans and vulnerable children.



### **Chapter on Pillar 3: Food Security**

Not all children are guaranteed adequate nutritious food to meet their physical and mental requirements. This is due to various factors including family situation, weather/climate, the economy, skills, attitudes and health status. It is in the school's interest to have all of its students well fed and eager to learn. This guide has requirements, tips and suggestions that help you to have students who get the maximum benefit from the teaching process that goes on in your school.

### **Chapter on Pillar 4: Health**

This chapter seeks to enhance your understanding of the significance of health education and promotion of good hygiene to avoid the spread of diseases. It also encourages the school to develop partnerships with different stakeholders in order to strengthen its health education programme. This intervention ensures that all children consistently participate in the teaching and learning which is the school's core business.

### **Chapter on Pillar 5: Water, Sanitation and Hygiene**

This chapter is linked to the health pillar, although it pays particular attention to water and sanitation. It stresses the importance of hygienic and sanitation practices, personal hygiene and cleanliness. It also gives information, for instance, on how much water each student requires each day, the ratio for latrines – to - students and much more.

### **Chapter on Pillar 6: HIV and AIDS, Gender and Life Skills**

The purpose of this chapter is to come up with means and ways of fighting the HIV and AIDS pandemic by addressing gender issues and building life skills. In the development of this guide, it was strongly believed that if schools successfully address gender issues and build life skills within all students, HIV and AIDS will cease to be a threat to humanity and Swaziland. The tips and suggestions provided here are not at all exhaustive, but only provide a platform for the school to build upon.

### **Chapter on Pillar 7: Quality Teaching and Learning**

This chapter will give you tools and ideas about how to deal with children with diverse backgrounds and abilities who attend your class, as well as how to make learning meaningful for all. It explains how to plan for effective teaching and learning, how to use resources effectively, how to manage group work in a diverse classroom, as well as how to assess your learners' progress and thus your own progress.

## **Chapter on School Clubs**

This chapter makes suggestions on how students can contribute towards making their school fully Inqaba. A club with open membership that meets throughout all seasons is suggested here.

Draft 5

## **Part 1 -- Inqaba Concept**

### **1.1 Schools As Centres of Care and Support<sup>1</sup>** (Extract from Education Sector Policy 2011)

Schools as Centres of Care and Support (SCCS), or Inqaba, is a rights-based concept that promotes child friendly education systems and schools. It is an inclusive strategy, which aims to promote healthy, protective and secure learning environments, accommodating all learners, thus acting in the interests of the 'whole' child.

In response to the impact of the HIV and AIDS pandemic, drought, violence and food insecurity, which together act as barriers to quality teaching and learning, the MoET will implement SCCS. This initiative seeks to ensure that every school in Swaziland delivers child-centred, quality teaching and learning while also providing care, support and protection to every child, with the active involvement of parents, community and stakeholders.

### **1.2 Inqaba Definition<sup>2</sup>**

Inqaba concept is a framework that enables each individual child to develop to his/her fullest potential through the creation of the most desirable learning environment. It promotes the mental and physical health and well-being, solidarity, tolerance, equality, freedom, and dignity for pupils. The framework is a pathway to foster the progressive realisation of children's right to a quality education, one that is constantly shaped by the full involvement and support of all parties who are in a position to facilitate this right.

The purpose of the Inqaba model is to move schools and education systems progressively towards quality standards, addressing all elements that influence the well-being and rights of the child as a learner and the main beneficiary of teaching, while improving other school functions in the process.

The Inqaba programme, in line with the Education Sector Policy, stresses the need for all children in Swaziland to access education. To ensure that this becomes reality, the Government introduced Free Primary Education (FPE) for all children. The FPE is being introduced in phases starting with lower grades and moving upwards annually. An Inqaba school ensures that enrolled students survive from grade to grade and complete

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<sup>1</sup> Education Sector Policy 2011

<sup>2</sup> UNICEF Child Friendly School 2009

the cycle on time. While the students are enrolled at an Inqaba school they are expected to be assisted to thrive, develop and achieve their full potential.

The Inqaba model embraces a concept of quality that goes well beyond pedagogic excellence and performance outcomes. The focus is on the needs of the child as a whole, not just on the knowledge part that educators traditionally feel responsible for.

Inqaba model is concerned as much with the health, safety, security, nutritional status and psychological well-being of the child as with teacher training and the appropriateness of the teaching methods and learning resources used for schooling. It has as much to do with promoting child participation and creating space for children to express their views and opinions as it does with helping children learn to follow rules and regulations or show deference to school authorities.

Being Inqaba is not absolute but is a continuum. The status cannot be attained but can only be marked by progress towards the 'infinity'. *A school becomes Inqaba not when it achieves a certain status but when it begins to walk along a certain path*<sup>3</sup>.

Schools are meant to be inclusive, meaning that they are open, welcoming environments that are seeking to serve all of the school aged children within their catchment areas. It is the community's responsibility to ensure that all children have access and thrive. The school should provide a healthy hygienic environment that also promotes hygienic behaviour.

### **1.3 Overarching Goal of Inqaba<sup>4</sup>**

To reduce the impact of poverty and HIV and AIDS on children and their schools and communities by creating environments that are friendly, safe and conducive for learning.

### **1.4 Specific Objective**

To implement an inclusive, integrated school-based model of care and support in schools around Swaziland, which will cater for the essential service needs of all learners, particularly those of orphans and vulnerable children.

### **1.5 The Impact of HIV on Children**

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<sup>3</sup> Interview with Dr. Cream Wright, Global Chief of Education, UNICEF, November 2006 answering the question "What is a child friendly school?"

<sup>4</sup> Schools as Centres of Care and Support Conceptual Framework, Swaziland 2008 UNICEF

HIV infection of a parent has so much impact on his/her children's lives. Infection of one parent may result in infection of the partner. With time HIV infection will lead to serious illness which is demanding on the family. Illness requires medical attention which doesn't come cheap, especially because the condition is not curable. HIV related illnesses are not only demanding economically, but in terms of personal attention as well. The ill parent will require nursing for the rest of his/her life depending on the severity of the illness at any given time. The heavy demand of HIV related illness economically and time wise deprives children of critical components that would have enriched their own lives. The children will not have the chance to "be children"; they will not have the chance to play, to be 'spoiled' with parental love, to be groomed, cared for and guided as they grow because they would be busy caring for the sick parent. Watching their parents deteriorate will definitely take a toll on their psychosocial well-being.

The negative economic effects of HIV on the household deny children of their basic needs. These include education and educational materials (uniforms, fees etc), medical care, shelter, clothes and adequate food. Death of the parent makes the situation worse, as children may lose their inheritance to relatives and end up without an adult caregiver. It has been observed that relatives grudgingly take in orphans as discussed in other sections of this guide. Without adequate care from an adult the children are prone to discrimination and exploitation (child labour and sexual abuse) and may end up on the streets. This increases the children's vulnerability to HIV infection themselves, thereby completing the vicious cycle of HIV.

## 1.6 Situation of Children in Swaziland

Available statistics confirm that the situation of orphans and vulnerable children is getting worse by the day. There were 110,000 orphans and vulnerable children in Swaziland in 2007 (Population and Housing Census, 2007). The situational analysis of children and women in Swaziland of 2008 indicated that 30% of children under 18 were either orphans or vulnerable. To make it worse, it has been established that 63% of the population live below poverty line (Swaziland Household Income and Expenditure Survey, 2009/10). How many of these children are in your school and what is their situation?

### OVC situation

- 30% of children in Swaziland are OVCs
- How many of them are in your school?
- Do you know their situation?
- What do you do to help them?

In Swaziland only 36% of primary school entrants complete 10 years of education and only 25.3% complete the full cycle<sup>5</sup>. How many of these pupils drop out whilst still at your school? Have you had a chance to check if conditions prevailing at your school are contributing to the national dropout rate? It has been noted that only 33% of all eligible children were in secondary school in 2007. The situation is worse for girls as 29% of those who get enrolled in school end up dropping out. How many girls has your school allowed to drop out? Sometimes it is very much beyond your control as head teacher, but because your school is an Inqaba school, it is expected to do everything in its capacity to protect all children.

Just being in school has been found to be very protective, especially for girls. Imagine what would happen to those from the 0.63% of Swazi households that are headed by children if they drop out of school. Immediately they lose out on the food, education, skills development, interaction with peers, including play and the guidance that teachers provide. When they drop out of school, many children are exposed to exploitation that includes trafficking and child labour.

## 1.7 Background to Inqaba Schools

Schools as Centres of Care and Support (SCCS) is a programme that is being implemented in Zambia, Mozambique, Malawi, South Africa, Democratic Republic of Congo, Madagascar and Swaziland. The SCCS concept is spreading globally and has been well embraced by SADC region and Swaziland in particular. It is an initiative of 13 Ministers of Education from Eastern and Southern Africa and is internationally known as Child Friendly Schools (CFS).

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<sup>5</sup> EMIS, Education Management Information System, MoET 2010

The Swaziland process of CFS took a number of steps. Initially the programme was known as SCCS since it was created through a meeting of several countries in the region. To localize the concept, the MoET ran a competition for school children to identify a siSwati name for the concept. There was widespread participation of school children from which 20 names were shortlisted; from these, “Inqaba” was chosen.

The term Inqaba is the siSwati word for fortress, which implies that Swazi schools are a safe haven for all children, with particular attention being paid to orphans and vulnerable children. The term was proposed by one primary school child. An Inqaba school is also referred to as School as Centre of Care and Support (SCCS), Care and Support for Teaching and Learning (CSTL) and Child Friendly School (CFS). These four terms mean exactly the same thing and Swaziland chose to use the term Inqaba. This guide will only use the term Inqaba.

*A School is a place that cares about every child and where every child succeeds. It is a place where children should feel all their needs are being met, whilst they are protected, confident and enjoy learning.*

The challenge in education is not simply to get children into school, but also to improve the overall quality of schooling and address threats to participation. There is an organic link between access and quality that makes quality an integral part of any strategy for achieving the education MDGs and Education for All (EFA) goals. School quality must be of central interest to policy makers and practitioners concerned with low primary education survival and completion rates. Survival rate for countries in Eastern and Southern Africa is 64.7%, whilst for Swaziland; the survival rate is 85.5%<sup>6</sup>

Challenges to school attendance include: long distances to and from school, poor education quality, child labour, HIV and AIDS, child trafficking, natural disasters, and deepening poverty. These continue to threaten gains in school enrolment and completion rates in many countries.

An Inqaba school is a comprehensive way of dealing with all factors affecting quality. The Inqaba model represents a pragmatic pathway towards quality in education that continues to evolve from the principle of education as a human right to a child-centred methodology that regards the best interest of the child as paramount at all times. This makes the child central to the educational process and the main beneficiary of key decisions in education. The Inqaba model is flexible and grounded in the reality of resource constraints and lack of capacity for designing and implementing ideal solutions.

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<sup>6</sup> SACMEQ 2010

## **1.8 Whom is the Inqaba Initiative meant for?<sup>7</sup>**

The Inqaba initiative is meant for all children in Swaziland, but targeted at the most vulnerable in the population. By targeting Swaziland's orphans and vulnerable children, it is hoped that in the not so distant future, Swaziland will be able to provide quality care, support and education to all children in the country.

## **1.9 Categories of Vulnerability<sup>8</sup>**

Any child can be vulnerable at some point in his/her life. This guide identified the conditions below as most significant as they will not change easily or at all.

- Lost one or both parents
- At least one chronically ill parent
- Parents or guardians incapable of caring for him/her
- Physical impairments
- Mental/cognitive impairments
- Emotional and behavioural disorders
- Living with HIV/AIDS and other long term diseases
- Live alone or with poor elderly grandparents
- Live in child headed household
- No fixed place of abode
- Lack access to healthcare, education, food, clothing, psychological care and/or has no shelter.
- Exposure to abuse
- Gender vulnerability

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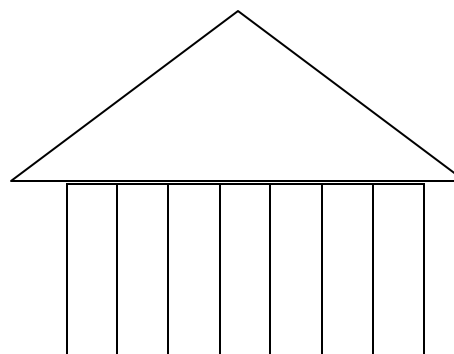
<sup>7</sup> Schools as Centres of Care and Support Conceptual Framework, Swaziland 2008 UNICEF

<sup>8</sup> Schools as Centres of Care and Support Conceptual Framework Swaziland 2008



## 1.10 The Seven Pillars of Inqaba

- 1 Protection and Safety
- 2 Psychosocial Support
- 3 Food Security
- 4 Health
- 5 Water, Sanitation and Hygiene
- 6 HIV and AIDS, Gender and Life skills
- 7 Quality Teaching and Learning



*illustration of 7 Pillars (Design)*

## 1.11 Guiding Principles of an Inqaba School

### **Seek out learners**

An Inqaba school *seeks out learners*. It is concerned with the welfare of all children in its catchment area and is proactive in reaching out to them. An Inqaba school builds very strong links with the surrounding community, particularly to make sure that no child is left out of school.

### **Quality Teaching and Learning**

An Inqaba school fully appreciates that its purpose is to provide quality education which is both academically and socially empowering. It is not only served by *qualified teachers*, but teachers who continuously upgrade themselves professionally and on issues that affect the very children they serve, most of whom are becoming orphans and vulnerable.

### **Sound administration**

An Inqaba school is one that has a *sound administration* that is not only accountable and transparent but also encompasses a wholesome and caring school environment.

### **Participation**

An Inqaba school is anchored on *strong participation and collaboration* of the school committee, teachers, administration learners, parents and community.

## Positive discipline

An Inqaba school grooms and mentors learners through the exclusive use of *positive discipline*. “Acknowledging that discipline has to be an important component of school life, the MoET aims to promote a culture of positive discipline that helps children take responsibility for making good decisions and understand why these decisions are in their best interests. Positive discipline aims to help children learn self-discipline and respect for others, without fear. It should provide them with clear guidelines and rules for acceptable behavior and support their adherence to these guidelines and rules. Positive discipline does not reward children for poor behavior but provides an opportunity for them to grow as individuals, understand their mistakes and appreciate how appropriate behavior can provide positive experiences and opportunities”, Education Sector Policy 2011.

### 1.12 A Proposed Cycle of Inqaba School Planning and Implementation

This guide seeks to assist you to successfully implement the Inqaba concept within your school. The guide provides a few basic steps that have to be followed. The school is encouraged to do more than is shared here. The school is reminded that it would benefit more if it shares its experiences with neighboring schools at cluster, regional and national level. The six basic steps are:

- |      |                               |               |                 |     |
|------|-------------------------------|---------------|-----------------|-----|
| i.   | School Policy                 |               |                 |     |
| ii.  | School Self-Assessment        | Policy        | Self-Assessment |     |
| iii. | Draft School Development Plan |               |                 |     |
| iv.  | Consultation with Parents.    |               |                 |     |
| v.   | Final School Development Plan | Schl Dev plan | consultations   | REO |
- 
- ```
graph LR; i(i) --> ii(ii); ii --> iii(iii); iii --> iv(iv); iv --> v(v); v --> vi(vi); vi --> i;
```

*Design a diagram showing cycle*

- vi. Share with Regional Education Office (REO)

- vii. Implementation of schools Development Plan NB: cycle should be complete by end of March

#### *School Policy*<sup>9</sup>

This guide assumes that each school already has a school policy although what might be missing is the Inqaba aspect. After understanding the Inqaba concept, the head teacher together with the relevant school structures is expected to include it in the school policy.

<sup>9</sup> Set of rules, guidelines, principles or regulations that govern the operations of the school.

### *School Self-Assessment*

School self-assessment is a means of getting an understanding of the state of affairs within the school and its surrounding community. It helps the head teacher and any stakeholder who uses it to have a good grasp on the situation of the school. This becomes the basis for any planning that may follow; it gives a baseline for action. This self-assessment is intended to be used as a basis for meaningful planning and for measuring progress within a given period. The assessment sets a baseline for preparing the development plan and for celebrating success. The head teacher completes the attached school assessment form (see annex....) by the end of second term time. The school self-assessment will indicate priorities of the school development plan to be developed and submitted by end of third term.

### *Draft School Development Plan* (Mr Masinga to confirm process)

A Head Teacher bases his/her actions on a clear and written plan. A good plan of a public institution like your school is best developed through consultation with the key stakeholders. The key stakeholders of the school include students, teachers, parents and the school committee. It may be useful to develop the plan towards the end of learning duration which could be a term or year. This guide would recommend towards the end of the year (third term) as the best time to review and plan for the following year; in line with the School Development Plan preparations and submission time lines.

The head teacher has to find ways of consulting with students and teachers. This guide strongly believes that children have rich input to make in relation to reviewing school achievements and desired development of their school. Teachers can be consulted during one of the staff routine meetings. Armed with input from students and teachers, the head teacher should invite the school committee to a meeting. The school committee will come up with a school development plan, budget and strategy for implementation for the following year.

### *Consultation with Parents*

At the end of year meeting with parents, the head teacher and school committee presents the annual review report and the draft school development plan. The parents should be invited to give their input and endorsement.

### *The School Development Plan*

After the end of the year meeting with parents, the school committee and the head teacher finalize the plan. Where possible, the final plan is well written and packaged for

use by the school and sharing with the MoET. This can be done through networking or making use of some of the school funds.

*Share with Regional Education Office (REO)*

The final school development plan is shared with the REO. This will include the school budget.

Draft 5

## **Part 2 – Implementation of Inqaba**

### **2.1 The Seven Pillars of Inqaba**

The next chapters explain in detail how to go about strengthening each of the seven pillars. Each section focuses on a single pillar; it starts by giving the goal of each Inqaba each pillar then gives the background to it. Activities are clearly laid out in detail, using simple language. Separate activities are provided for the Head teacher, school committee, teachers and students.

## **2.2 Pillar 1: Protection and Safety**

### *2.2.1 Goal of the Protection and Safety Pillar*

An Inqaba school should ensure the provision of comprehensive age and gender appropriate safety and protection services to all learners, teachers and support staff. This can be done through improving knowledge and skills as well as building strong partnerships and structures between the school, community and parents.

The Inqaba school should also actively create an environment that is free from any form of violence or threat of abuse, and that promotes respect, tolerance and good relations among all members of the school, family and community.

### *2.2.2 Background*

Home and school are the most common places where violence takes place, <sup>10</sup>ironically they are also the two places that have the greatest potential to protect children and provide for their physical and emotional safety. Teachers sometimes add to a child's feeling of insecurity by threatening to punish him/her or by suggesting that he/she will never be able to complete school or find a job. Teachers who do not love or care for children will have a difficult time winning their cooperation.

When children are not well protected, they may end up being exposed to exploitation in different forms that may include child labour in domestic work, street work and work on public transport. Domestic circumstances usually leave children without a choice.

When children are exploited in this way they often remain silent for fear of further harassment, not only from the perpetrators, but from the family and community as well. They would be in this situation as a way of both ignorance and survival.

Violence carries stigma for both the victim and perpetrator. If a child contracts a sexually transmitted infection, or HIV, due to sexual exploitation, that child is subject to further stigma and discrimination. Often children who have suffered violence or those who are aware of such violence keep quiet because, among other reasons, there are simply no safe or trusted ways to report the violence or to get help.

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<sup>10</sup> Ten things everyone should know about violence against children and young women in Swaziland. A brief from UNICEF Swaziland March 2008.

Violence against children erodes the foundation that children need for leading healthy and productive lives. Exposure to violence during childhood can influence subsequent vulnerability to a broad range of mental and physical health problems, ranging from anxiety disorders to heart problems and diabetes. Violence can damage the emotional, cognitive and physical development of children. The psychological consequences of violence, as well as feelings of guilt and shame, can translate into alcohol and drug abuse, eating disorders, developmental delays and even suicidal tendencies. Abused children are vulnerable to a host of physical and emotional developmental problems, which can have devastating consequences for children's health and well-being. Corporal punishment, for example, can turn into serious physical abuse, teaches children that violence is an acceptable way of dealing with issues, teaches children that it is fine to use violence against someone you love, makes children aggressive towards other children, can produce violent adults, does not teach the children why the behaviour is wrong, can affect self-esteem and can destroy relationship between the child and teacher. Teacher learner relationships.....

### *2.2.3 Safety and Protection Activities*

#### **School environment**

An Inqaba school ensures that its environment is physically safe and protective. Fencing the school appropriately controls access in and out of the school. It increases protection and, among other things, this reduces the risk of the school being part of drug peddling syndicates and girls being sexually exploited. In addition, a secure gate which is manned by a trained and equipped security guard is needed. Guards can enhance protection of the students as well as school property. Where possible, day and night guards should be engaged. Schools must define the in/out of bounds even within the school premises so as to efficiently monitor movement for security reasons; day guards can help with monitoring students and ensuring that outsiders do not come in and out of the school as they wish or uncontrolled. They can also assist students when crossing the road

The head teacher should ensure that all children, especially those with disabilities, have access to all services provided by the school. The school infrastructure should have ramps and latrine doors are required to be wide enough to fit a wheelchair, so that all children have access. You may argue that currently you do not have children with disabilities, so your school doesn't require that kind of infrastructure. The opposite may be true; children with disabilities might not even be attempting to enroll because the infrastructure in your school is not ready for them. The infrastructure may not be welcoming to children with disabilities.

The playground should be leveled so that children can play safely. Uneven ground makes children fall as they play, risking injury.

### **School Property**

As the school head you should ensure that every item in the school is in the school inventory and has a property marker. This helps to protect school property from pilferage. In as much as you protect students, you should also protect school property.

### **Road Safety**

It is in the school's interest to ensure that children travel safely to and from school. Injury or loss of life to one will terrify the whole student body for a long time and may tarnish the image of the school. The school should come up with a plan that ensures that students travel safely to and from school. Schools should advocate for and/or assist with the provision of walk ways along main roads leading to schools, road signs, road-crossing marks, speed humps and traffic controls. A lot of schools are located along busy roads or in urban areas. The volume of motor vehicle traffic is a real threat to your students' safety.

One way of reducing the risk is to request police to control traffic in front of school when children enter and leave school. Road safety may also involve community members, parents, teachers and prefects who should ensure that all children only use designated points when crossing the road. The school may procure traffic jackets and signs to be used by trained learners, parents or teachers in assisting children to cross the road near the school.

To make sure that what the school asks the students to do is fully appreciated, there is need to cap it off with full knowledge. As the head teacher, you have to organise or ask Police and/or Road Safety Council to hold sessions on road safety awareness at the school regularly. The more these are held with small groups of children the better. This should not be limited to schools in urban areas or along busy roads. Each school has a responsibility to prepare its students for future adult life which will definitely expose them to heavy traffic one day in their lives.

### **Awareness**

During school assembly, dedicate time for raising awareness about bullying, violence, abuse, toll free number, human trafficking and caring for each other. Students value the school assembly and it can be used to disseminate critical information that may not fit neatly into the academic curriculum. The guidance period may be used to give details according to the students' different levels of understanding.



Local experts and retired community members who are knowledgeable on issues of protection and safety may be invited to capacitate learners and to establish school support teams.

During staff meetings sensitise teachers on positive discipline and to be against all forms of violence in the school. Teachers' core business is to deliver specific lessons, but that can only happen when students are ready to learn, and issues of safety and protection may affect successful lesson delivery. As much as possible you, as the head, organize sensitisation for teachers on issues regarding safety and protection. Various stakeholders can assist with the training. You need to be resourceful and network extensively; if the school is not proactive it may lose the very students that it is so eager to teach.

To motivate teachers, this guide recommends that you recognize and, where possible, reward the teachers every year for engaging in positive discipline as well as good care and support rather than punishment and abuse of children. To make sure you are on the same level of thinking, it would be useful to reorient all teachers on the code of conduct every year (see annex for code of conduct...).

To enhance the school's awareness drive, you should request posters and other awareness materials from stakeholders and service providers to be displayed around the school. Material might have been developed but not distributed widely because the stakeholders may only have a budget to develop the material but not to distribute it across the country. Collecting it directly gives you the opportunity to pick the relevant ones and the right quantity for your community / school.

## **Abuse**

An abused child doesn't make the best student or future citizen as he/she is preoccupied with dealing with his/her abuse. If the teachers don't pick up on it, or they disregard it, then their teaching efforts will go to waste. All cases of abuse should be treated with the seriousness that they deserve. You as head must ensure that all children know all the emergency numbers, but more importantly those that are used to report abuse, including 9664. You should also make an effort to have public telephone booths installed at the school for easy access to students.

### **To report abuse call**

9664 (MoET, Toll Free line)

951 (Swagaa)

999 (Police)

***All cases of abuse should be reported immediately to the Regional Guidance Office. If it is sexual abuse, make every effort to ensure that the victim gets post exposure prophylaxis. The case should be reported to the police immediately. If***

***the case involves a teacher the procedural notification of the Regional Education Office should then follow shortly.***

## **Forms of Abuse**

Abuse comes in different forms which include name calling, insulting language, touching of private parts by others, excessive / unreasonable work load, corporal punishment etc.

Reporting is the first step of handling abuse, but the most critical one is to support the victim to get over it. It will take a lot of time and support for the victim to recover and sometimes they don't. The teacher should know that children become fragile if abused and require handling with extreme care and support. Follow up on reported cases is as important as the reporting; you should ensure that the school keeps providing care and support.

## **Protection**

You, as the school head, should lead the crusade of breaking the 'culture of silence' and discrimination among children as a way of protecting them. The school administration should ensure that school ethos is adhered to and that children are protected against any form of abuse. This ensures early detection of potential abuse and stopping it before it spreads. This is very critical in the grade 1 to 3 classes in which the students take what the teacher says as "holy". Children in those classes should be taught what abuse is and what they should do to avoid it and how to report. Encourage teachers to develop a relationship with their students that enables them to report the slightest suspicion of abuse.

Break time is a period when students can be hurt during play or can be bullied by older or bigger students. You should put in place a system that ensures that all students are safe and feel protected. This may include coming up with a duty roster for teachers and assigning prefects to specific play areas.

As a way of protecting vulnerable children and ensuring the right to education to all Swazi children, as set out in the Constitution, you should not turn away students who struggle to get complete uniforms. Schools can be creative in assisting OVCs who do not have school uniforms. They can lobby parents for uniform rotation that is managed by the school or set aside a small budget for it. The school committee can put in the school development plan a scheme to help some of the very desperate students with uniforms.

In partnership with the Lihlombe Lekukhalela (LLs) in your community, your school can develop means of identifying and assisting children from child headed households. Partnering with LLs ensures that a comprehensive package is worked out, covering the beneficiaries holistically.

As part of protection, the head teacher is encouraged to assist students in acquiring birth certificates. On face value it is not a school's responsibility to ensure that children have birth certificates. It is a standard Ministry of Education and Training (MoET) requirement that children should have birth certificates on enrolment. It is very clear that schools are not supposed to provide the birth certificates but should demand them. As an institution whose business is to prepare the students' future don't you feel that it's not farfetched to assist the students with acquiring birth certificates? Sometimes all it takes is just informing them of the process and the importance of getting one.

**Birth certificate**

- It is the child's birth right
- It is a requirement for accessing essential services including education grants

### 2.2.4 Protection and Safety Standards

| <b>Goal:</b> To ensure the provision of comprehensive age and gender appropriate safety and protection services to all learners, teachers and support staff |                                                                                                                        |                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD</b>                                                                                                                                             | <b>INDICATOR</b>                                                                                                       |                                                                                                                                                                    |
|                                                                                                                                                             | <b>MINIMUM</b>                                                                                                         | <b>EXCELLENCE</b>                                                                                                                                                  |
| A school's physical environment that is safe and protective to all children                                                                                 | Have a fence around the school.                                                                                        | Have a security fence or wall around the school with lockable gates.                                                                                               |
|                                                                                                                                                             | Children with disabilities have access to the classroom they use, including at least one toilet.                       | All classrooms rooms and toilets can be accessed by all children including those with disabilities, including all toilets                                          |
|                                                                                                                                                             | The playground is leveled and there is enough space for all children To play.                                          | The playground is leveled, there is enough space for all children to play and there is safe and functioning play equipment                                         |
| A school that ensures safety on roads for all children.                                                                                                     | Involve the police in controlling traffic and students use only designated crossing points.                            | Involve the police in controlling traffic and students use only designated crossing points.                                                                        |
|                                                                                                                                                             | Raise awareness on road safety at least once annually.                                                                 | Raise awareness on road safety at least thrice annually.                                                                                                           |
|                                                                                                                                                             | Involve community members, parents, teachers and / or all prefects to help children cross the road                     | Provide traffic jackets and road signs to those assisting children to cross the road.                                                                              |
| A school whose students have up to date knowledge of safety and protection.                                                                                 | School assembly utilized to raise awareness on child protection issues (bullying, violence) at least once in every two | Well-structured utilization of school assembly to raise awareness on child protection issues and the presentations involving many children from all classes once a |

|                                                                                                               |                                                                                                                                                                                                                              |                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                               | weeks.                                                                                                                                                                                                                       | week.                                                                                                                                                                                                                        |
|                                                                                                               | Teachers are aware of positive discipline and use it to assist students.                                                                                                                                                     | Teachers are aware of positive discipline and use it to assist students.                                                                                                                                                     |
| A school whose students are empowered and report any form of abuse.                                           | Toll Free numbers are publicized in the school through boards and posters                                                                                                                                                    | Students are knowledgeable of toll free numbers 9664, 977 and 951 and make use of them.                                                                                                                                      |
|                                                                                                               | Abused children receive post exposure prophylaxis and are referred to Police and health facilities.                                                                                                                          | Abused children receive post exposure prophylaxis and are referred to Police and health facilities.                                                                                                                          |
|                                                                                                               | Abused children receive continued support from the school structures, head teacher, teachers, students, Lihlombe Lekukhalela and other child protection structures in the community                                          | Abused children receive continued support from the school structures, head teacher, teachers, students, Lihlombe Lekukhalela and other child protection structures in the community                                          |
| A school that protects children through breaking the “culture of silence” and not making the situation worse. | Teachers receive and action all reports of abuse by their students.                                                                                                                                                          | Teachers receive and action all reports of abuse by their students.                                                                                                                                                          |
|                                                                                                               | Break time supervision by prefects and Guidance Teacher                                                                                                                                                                      | All teachers and prefects have a clear schedule for break time supervision.                                                                                                                                                  |
|                                                                                                               | The school does not turn away student without a complete school uniform but sets aside at least E1,500 for primary schools and at least E3,000 for secondary schools and no students are turned away for not having uniform. | The school does not turn away student without a complete school uniform but sets aside at least E1,500 for primary schools and at least E3,000 for secondary schools and no students are turned away for not having uniform. |
|                                                                                                               | Head teacher organizes                                                                                                                                                                                                       | Head teacher organizes donations                                                                                                                                                                                             |

|                                             |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                          |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | donations from pupils who complete school, transfer or whose uniforms gets small                                                                                                                                                                         | from pupils who complete school, transfer or whose uniforms get small. Serve all deserving and desperate cases and no students are turned away for not having uniform.                                                                                   |
|                                             | The school identifies children from child headed households and ensures a comprehensive support package including appropriate PSS is organized for them in partnership with Lihlombe Lekukhalela and other child protection structures in the community. | The school identifies children from child headed households and ensures a comprehensive support package including appropriate PSS is organized for them in partnership with Lihlombe Lekukhalela and other child protection structures in the community. |
|                                             | The school assists students to acquire birth certificates through talking about its relevance and the requirements and procedure.                                                                                                                        | The school assists students to acquire birth certificates through talking about its relevance and the requirements and procedure. Each term the school assists at least 20% of students in need of birth certificates.                                   |
|                                             | Teachers read and sign the school code of conduct at least once annually.                                                                                                                                                                                | Teachers read, sign and fully comply with the requirements of the school code of conduct.                                                                                                                                                                |
| A school whose property is secure and safe. | The school employs at least one night guard.                                                                                                                                                                                                             | The school employs day and night guards who also help to ensure children are safe all the time.                                                                                                                                                          |
|                                             | The school ensures that every item in the school is in the school inventory and has a property marker.                                                                                                                                                   | The school ensures that every item in the school is in the school inventory and has a property marker.                                                                                                                                                   |

## **2.3 Pillar 2: Psychosocial Support**

### *2.3.1 Goal of the Psychosocial Support Pillar*

An Inqaba school should create a welcoming, nurturing and supportive environment to strive towards emotional, mental, spiritual and social well-being of all learners, while building social and emotional capacities by strengthening the partnerships between school, community and other service providers.

### *2.3.2 Background*

The Swaziland National Response to Psychosocial Needs of Children define psychosocial support (PSS) as: a comprehensive supportive environment to meet the physical, social, emotional, mental and spiritual needs for an individual to facilitate well-being. It is a continuum of care and support by which one can influence the social environment as well as individual capacities for the benefit of individual and social development. This includes the care and support offered by parents, family members, friends, neighbours, teachers, health workers, caregivers and community members on a daily basis – on going nurturing relationships and communication of understanding, unconditional love, tolerance and acceptance to care and support.

<sup>11</sup>PSS consist of all activities directed at supporting OVCs dealing with their emotional, psychological and behavioural problems. Although psychosocial support (PSS) is a complex subject, this guide tries to simplify it so that you can assist students in your school. You do not have to be a trained psychologist or trained counsellor to be able to support children in your profession. This guide will help you to be there for your students in their time of need. You will appreciate that the psychosocial support you will provide may be beyond the call of duty, but basically it will ask you to listen to and understand your students beyond the normal academic requirements.

The HIV and AIDS pandemic is exposing children to situations they would normally not have been exposed to. Children are being forced to care for and nurse their sick parents and they have to undertake more than their 'normal' role of assisting with household chores. Some are being forced to be active contributors to household income. The pandemic has exposed children to exploitation and abuse.

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<sup>11</sup> OVC Programming Training Manual Vol 5: NAP for OVC Capacity Development Series. UNICEF, JIMAT Development Consultants, National AIDS Council and Min of Labour and Social Services Dec 2009 Zimbabwe

As children come to school, they sometimes may have gone through a lot. Students with a lot going through their minds find it difficult to concentrate on their academic work. It is useful for teachers in your school to have a good understanding of their students. They also need to get their students to relax by engaging them in various light-hearted activities. These can loosely also be referred to as part of psychosocial support.

<sup>12</sup>Human beings are known to be fully developed if they are socially, mentally, physically, emotionally and spiritually healthy, and the Government of Swaziland is aware that these aspects are interrelated and contribute to the complete state of mind of any individual. Unfortunately a large percentage of Swazi children have found themselves in a situation where normal child development processes have been disrupted because of the myriad of challenges facing our country at the present moment.

### *2.3.3 Psychosocial Support Intervention Principles<sup>13</sup>*

In order to be effective in providing support to students there are a few guidelines that must be followed. The intervention should be situated in the local context and material environment, and the prevailing culture and social values. Your plan to assist has to focus on strengthening communities, families and other social institutions, including your school, as protective spaces for children. You should work to enable children to become active agents in building communities and planning their futures.

Together with teachers at your school, you should attempt to provide additional experiences that will enable emotional healing, promote coping and positive development despite the adversities experienced. These experiences include recreation, interaction and involvement in various activities and roles.

### *2.3.7 Psychosocial Support Activities*

These activities are meant to make the child feel better or to put aside her/his worries and concentrate on other critical things in their life, like the education you want to provide. The idea is to create space for the children to share, talk about, find out more,

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<sup>12</sup> Foreword by the DPM in Kingdom of Swaziland. National Response to Psychosocial Needs of Children. Three year Strategic Plan 2008 – 2010. The Deputy Prime Minister's Office, National Children's Co-ordination Unit.

<sup>13</sup> Kingdom of Swaziland. National Response to Psychosocial Needs of Children. Three year Strategic Plan 2008 – 2010. The Deputy Prime Minister's Office, National Children's Co-ordination Unit.



identify alternatives, seek help and be able to move on with their life despite the challenges they might be facing.

## **Clubs**

One easy and comfortable way of providing psychosocial support is through clubs. Ensure that you have a club that focuses on Inqaba, or you might already be having one/several clubs running in your school. The idea is not to create another one but to ensure that the issue of psychosocial support is addressed in the existing clubs. The ideal would be to ensure that all of the issues covered by the seven pillars of Inqaba are addressed. The club can be given any name as you see fit, although others generally call them health clubs, anti – AIDS clubs, environment clubs, etc. A lot of peer support and peer education takes place within the clubs. Details of the clubs are given towards the end of this guide.

## **Sports**

This guide fully appreciates the structured sporting schedule for all students and all schools. Here we are talking about recreation and socialization activities organized by the school. The idea is not to win, but to participate, for those who have the interest but not necessarily the skill or talent. This will also keep them busy and possibly keep them away from mischief and temptation. Those with talent and skill need to be identified and referred to relevant bodies that can develop the talent further. Students are aware of their talents and what they want to try in life, but often they are not clear how to go about it.

Have a wide variety of sporting disciplines running in the school. Consult with the students on the kind of sports and games they would like to have in the school. Your students are happy to have fun through sports when they are not concentrating on their academic work. It doesn't matter even when it's exam time. It actually provides them with time to refresh.

## **Special Needs**

Children with special needs should be able to enroll in your school. It is important that you provide them with constant care, attention and support. First you will need to identify them, and class/subject teachers should be able to assist. Children with special needs include children with disabilities, slow learners and those with health conditions and illnesses. Showing your concern would spur them to reach great heights.

## **Teachers' Welcoming Attitudes**

You are encouraged to ensure that teachers develop a welcoming attitude towards the students. Some students who were consulted during the development of this guide indicated that some teachers continuously wear a serious face even during outdoor activities, such that students are afraid of them. Students would be happy to have teachers mingling with them during break and lunch time; for them, this would create an opportunity to consult on more personal issues.

## **Guidance Team**

Normally in every school there is one Guidance and Counselling teacher, who needs support in carrying out guidance activities. You, as the head of the school, should put in place a team of teachers to support the Guidance teacher.. The ideal minimum would be a team of four so as to effectively reach all children. The team would comprise two males and two females. Age differentiation may enable the students to refer different issues to different members of the team. If there is a way, it would be important to seek students' assistance in identifying members of this team.

The guidance department with the MoET can assist in training this team. They, and other stakeholders, may have literature that could be helpful for the team. Within your community there could be trained, experienced or retired counselors of which you can make use. Religious leaders and medical personnel, like nurses and doctors, have some training or experience in the field of counseling. When available their skills can be utilized.

## **Consultation/Counseling Room**

To be able to come to understand the students fully, it is helpful to have a spare room in which students can consult teachers freely, away from the imposing walls of a staffroom, office or the public classroom. This can also double up as a counseling room used by the guidance teacher and the guidance team. The room should be brightly coloured and have a table and at least three chairs. The set up should not show authority of one over the other but should show equality and partnership.

### 2.3.8 PSS Standards

| <b>Goal; To</b> create a welcoming, nurturing and supportive environment to strive towards emotional, mental, spiritual and social well-being of all learners, while building social and emotional capacities by strengthening the partnerships between school, community and other service providers. |                                                                                                   |                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD</b>                                                                                                                                                                                                                                                                                        | <b>INDICATOR</b>                                                                                  |                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                        | <b>MINIMUM</b>                                                                                    | <b>EXCELLENCE</b>                                                                                                                                     |
| A school with an active club that focuses on the seven pillars of Inqaba.                                                                                                                                                                                                                              | A club is established and is run by the students to serve their interests.                        | A club is established and is run by the students to serve their interests. The club has open membership and operates throughout the year.             |
| A school which offers a wide variety of sports that caters for all students' needs.                                                                                                                                                                                                                    | Have at least a variety of three sports disciplines.                                              | Have at least five sports disciplines that run throughout the year and some of which are played for recreational purposes by all students.            |
|                                                                                                                                                                                                                                                                                                        | Teachers identify talented students and link them to professional bodies for further development. | Teachers identify talented students and link them to professional bodies for further development.                                                     |
| A school that assists children with special needs                                                                                                                                                                                                                                                      | Identify children with special needs in your community and make sure they enroll.                 | Identify children with special needs in your community and make sure they enroll. Make sure the school infrastructure is meets their special needs. . |
| A school with an effective Guidance and Counselling team                                                                                                                                                                                                                                               | Have a team of at least 4 teachers gender balanced (with at least one trained)                    | Have a gender balanced team with at least one training on PSS and/or counseling.                                                                      |
|                                                                                                                                                                                                                                                                                                        | Ensure that at least one of the teachers have received                                            | Ensure that at least two of the teachers (male and female) have                                                                                       |

|  |                                                                                                                               |                                                                                                                              |
|--|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
|  | training in lay counselling skills                                                                                            | received training in lay counselling                                                                                         |
|  | Provide a counseling room                                                                                                     | Provide a counseling room brightly coloured with a small table and at least 3 chairs.                                        |
|  | Teachers compile PSS profiles for students seeking counselling, which is updated annually                                     | Teachers compile PSS profiles for students which is updated each term                                                        |
|  | Teachers take time to listen to students in general and those who show signs of unusual behavior.                             | Teachers take time to listen to students in general and those who show signs of unusual behavior.                            |
|  | At least 1 teacher act as Matrons/Patrons of students' clubs                                                                  | At least 3 teachers act as Matrons/Patrons of students' clubs                                                                |
|  | At least 20% of club members are OVC                                                                                          | At least 50% of the club members are OVC                                                                                     |
|  | Teachers relax and do not always wear serious faces and mingle with students during break or sports time at least once a week | Teachers relax and do not always wear serious faces and mingle with students during break or sports time at least once daily |

## **2.4 Pillar 3: Food Security**

### *2.4.1 Goal of the Food Security Pillar*

An Inqaba school should ensure the production and provision of nutritious, balanced and sufficient food to all learners.

### *2.4.2 Background*

School feeding stimulates enrolment and increases attendance<sup>14</sup>. Qualitative information, gathered through interviews with teachers, parents and school children, strongly supports the role of school feeding in helping children to concentrate and assimilate knowledge. The impact is especially visible in cases in which children walk long distances to school having had little or no breakfast.

School feeding helps to keep children in school as food is one of their unmet needs at home. Research has shown that hunger and malnutrition hinder student's learning. School feeding helps children to learn better. Orphans generally have low enrolment, low attendance and high drop-out rates. Food is just one of their unmet needs, providing it can help to keep them in school.<sup>15</sup>

The government appreciates the need for students to be fed for effective learning to take place. To ensure that schools do not struggle to feed students, government provides the basic requirements, for example, there is a component set aside for feeding within the free primary education fees. (see annex....FPE fees structure table). This guide understands that on the fees charged by each school, a significant proportion is for feeding. Considering the resources available the school can come up with a very creative menu.

The current feeding programme provides the following:

- Primary Schools get:
  - Carbohydrates (2/3 maize 1/3 rice) 150g/student/day
  - Beans 40g/student/day
  - Oil 7.5 ml/student/day
- Secondary Schools get:
  - Rice 150g/student/day

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<sup>14</sup> School Feeding Handbook, WFP, UNESCO and WHO, Rome 1999

<sup>15</sup> School Feeding Guidelines for use in primary schools, July 2008. Government of Swaziland and WFP

- Beans 40g/student/day
- 7.5 ml Oil /student/day

The rations provided by government are meant to form the basis of school feeding programme. The schools are expected to build from there by providing firewood, salt, other ingredients, variety and vegetables. Your school is expected to make use of resources at its disposal to produce a significant proportion of its food requirements. They can also come up with alternative sources of the food that they need.

#### 2.4.3 Daily Food Preparation Quantities (CEREALS, PULSES and VEGETABLE OIL)

| Number of children | Cereals (maize, sorghum...)<br>150g/pupil/day | Pulses (beans, peas...)<br>40g/pupil/day | Vegetable oil<br>15g/pupil/day                                         |
|--------------------|-----------------------------------------------|------------------------------------------|------------------------------------------------------------------------|
| 50 pupils          | $50 \times 150\text{g} = 7.5\text{kg}$        | $50 \times 40\text{g} = 2\text{kg}$      | $50 \times 7.5\text{ml} = 50 \times 7.5\text{ml} = 0.350\text{litres}$ |
| 100                | 15kg                                          | 4kg                                      | 0.700 litres                                                           |
| 150                | 22.5kg                                        | 6kg                                      | 1.050 litres                                                           |
| 200                | 30kg                                          | 8kg                                      | 1.400 litres                                                           |
| 250                | 37.5kg                                        | 10kg                                     | 1.750 litres                                                           |
| 300                | 45kg                                          | 12kg                                     | 2.100 litres                                                           |
| 400                | 60kg                                          | 16kg                                     | 2.800 litres                                                           |
| 500                | 75kg                                          | 20kg                                     | 3.500 litres                                                           |

#### *2.4.4 Food Security Activities*

##### **Policy**

In trying to develop a policy, these are the questions that you need to address. You are expected to have details of food security in the school policy and the annual school development plans. As a school, what are the intentions in terms of food production? What is the philosophy of the school? Are you seeking possibilities and means to produce food? What is the guiding principle of the school in terms of contributing towards producing the food that the students consume? It all starts with a provision in the school development plan, have you included it? The School Committee should be made fully aware and be involved in the roll out.

##### **Production Plans**

A detailed production plan can be worked out by the agriculture teacher, a teacher with farming experience or interest, or someone may volunteer to learn how to go about it. Students may have rich knowledge from outside the school. Putting in place a team or committee is critical.

##### **Crops**

It should be noted that food production for the school should be done at the school and by the school. However due to varying reasons, food for the school may be produced outside the school. There is need to think outside the box and be really imaginative for as long as the school produces some food. Drought and access to fertile land should not be excuses as there are draught tolerant crops and permaculture can be used to produce food with limited resources.

##### **Cooks**

The food committee should ensure that quality standards are maintained when cooking. The school should hire a creative and competent cook who can read labels and basic instructions on food containers, follow basic cooking and food preparation instructions and write a basic report. The cook should be identified in consultation with the parents and hopefully come from within the community. The school should provide the cook with a uniform of a light colour so that it shows dirt easily. The cook must be paid according to the current wage bill. The school should also ensure that the cook undergoes periodic health checks. This can be incorporated into the school policy and the cook should be shown the clause on employment since it is mandatory.

## Food Consumption

Enough time (thirty to sixty minutes) should be allocated for learners to be served, eat and finish their food. The school should ensure that there are enough people serving the food. There should be enough monitoring to ensure that older and bigger students don't jump the queue or bully others. Teachers on duty should take turns to maintain order, share the food with the students and mingle. When teachers consume the food, they will critique it and this will help improve the quality. Students can be encouraged to give feedback on the whole feeding programme with special attention being paid to the quality of food they eat daily. The students should be taught how to raise issues politely. Food should be dished according to classes for efficiency. Food should be in big clean containers which should be covered to avoid contamination. There should be a teacher who is in the feeding committee to monitor the students feeding.

## Hand Washing

Hand washing facilities should be available in the kitchen area. All learners should be encouraged to wash their hands before eating and after toilet use with soap and clean water.

## Fuel

Firewood should be organized or provided by parents so that student don't risk snake bites or come late to school while looking for firewood. Those who commute to school find it difficult to travel in a kombi/car with a piece of firewood.

### 2.4.5 Food Security Standards

| <b>Goal; To</b> ensure the production and provision of nutritious, balanced and sufficient food to all learners. |                                                                                                    |                                                                          |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| STANDARD                                                                                                         | INDICATOR                                                                                          |                                                                          |
|                                                                                                                  | MINIMUM                                                                                            | EXCELLENCE                                                               |
| A School Development plan that incorporates food security issues/plan.                                           | Have a food production plan in the School Development Plan                                         | Aim to produce at least 30% of the food consumed by the students.        |
|                                                                                                                  | Share the school food security plan with members of the community during parents meetings at least | Share the school food security plan with members of the community during |



|                                                                 |                                                                                                    |                                                                                                         |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|                                                                 | once a year.                                                                                       | parents meetings at least twice a year                                                                  |
|                                                                 | Consult the REO about the government feeding program plans at least once a year, preferably term 1 | Consult the REO about the government feeding program in January and reconfirm at the start of each term |
|                                                                 | The school committee ensures that parents provide firewood or make plans to buy enough firewood.   | The school committee ensures that parents provide firewood or make plans to buy enough firewood.        |
|                                                                 | Ensure fees for feeding is used for feeding only                                                   | Ensure fees for feeding is used for feeding only                                                        |
| Food production plan in place.                                  | The school develop and use a food plan at the beginning of each year                               | The school develop and use a food plan at the beginning of each year and review it each term            |
|                                                                 | Appoint a food security person/team                                                                | Put in place a food security team with at least 3 teachers                                              |
|                                                                 | Make land available for food production                                                            | Make at least 1 acre of land available for food production                                              |
| The school has creative means of meeting own food requirements  | Grow at least one type of drought tolerant crop and use permaculture methods of farming.           | Grow a variety of draught tolerant crops and use permaculture methods of farming.                       |
|                                                                 | Purchase food before stock runs out.                                                               | Purchase food before stocks run out.                                                                    |
|                                                                 | Increase variety and quantity of food and save the surplus                                         | Increase variety and quantity of food and save the surplus.                                             |
| The school maintains quality standards through use of competent | Have a standard kitchen with hand washing facilities in the                                        | Have a standard kitchen with hand washing facilities in the kitchen                                     |

|                                                 |                                                                                                                             |                                                                                                                                                     |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| cooks.                                          | kitchen area.                                                                                                               | area.                                                                                                                                               |
|                                                 | Hire creative and competent cooks in consultation with parents                                                              | Hire creative and competent cooks in consultation with parents who can assist with the menu. One can be a relief cook.                              |
|                                                 | Provide the cook with a light coloured uniform at least once a year.                                                        | Provide the cook with a light coloured uniform at least once a year.                                                                                |
|                                                 | Pay the cooks according to the current wage bill.                                                                           | Pay the cooks according to the current wage bill.                                                                                                   |
|                                                 | Ensure the cooks get medical certificates at least once a year.                                                             | Ensure the cooks get medical certificates at least once a year.                                                                                     |
|                                                 | Train cooks in food preparation at least once a year. Home Economics staff can be handy in this aspect.                     | Train cooks in food preparation at least once a year. Home Economics staff can be handy in this aspect                                              |
| The school has a food consumption plan in place | Allocate at least 30min and at most one hour for serving and consumption of food by the students                            | Allocate at least 30min and at most one hour for serving and consumption of food by the students. Ensure there are enough people serving the food   |
|                                                 | Teachers and prefects should ensure that order is maintained during feeding time by ensuring no queue jumping and bullying. | Teachers and prefects should ensure that order is maintained during feeding time by ensuring no queue jumping and bullying. A clear roster is used. |
|                                                 | Teachers share the food with students especially those on duty to monitor the feeding.                                      | Teachers share the food with students especially those on duty to monitor                                                                           |

|  |                                                                                                                                  |                                                                                                                                   |
|--|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|  |                                                                                                                                  | the feeding.                                                                                                                      |
|  | The school solicits for comments and feedback from the students about the food they are served at least every month.             | The school solicits for comments and feedback from the students about the food they are served at least every week.               |
|  | Provide an eating area with seats. The school can be creative and provide seats and cover (e.g. use stone/logs or grass thatch). | Provide an eating area with seats. The school can be creative and provide seats and cover (e.g. use stone/logs and grass thatch). |

## 2.5 Pillar 4: Health

### 2.5.1 Goal of the Health Pillar

An Inqaba school should provide quality and comprehensive primary health care services to all children through the creation of partnerships with school personnel, communities and health service providers.

### 2.5.2 Background

Empowerment of students on health issues should be given priority so that they make informed decisions. Sometimes schools fail to protect children from exposure to health hazards or may place them in unhygienic environments that compromise their health. School may be remiss by not adequately predicting, preventing and preparing for threats to children's health and safety in the face of a rapidly changing environment. Skills based health education that promotes good hygiene, avoidance of disease, and prevention of worm infection and other illnesses<sup>16</sup> is expected to be provided in schools.

In Inqaba schools attention should be given to these key elements:

- **Prediction:** foresee eminent risk or possible dangers
- **Prevention:** take precautionary measures to avert risks to children's health and safety
- **Preparedness:** have resources and procedures in place to deal swiftly and decisively with specific dangers to children's health and safety.

School health services should be multi-disciplinary and multi-sectoral to ensure quality of care. The school health programme's objectives include improving the health status of all children by providing preventative, promotive, curative and rehabilitative social services that are of high quality, relevant, accessible, affordable, equitable and socially acceptable to enhance their right to health. Preventable diseases like diarrhea, skin infections and others cause children to be absent from school.

Positive effects of promoting health in schools include the reduction of disease burden on families. This includes the financial burden that goes with illnesses. It cannot be emphasized enough that healthy children in healthy environments learn more effectively. Promoting health education in school helps children to learn and practice life-long positive hygiene behaviours.

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<sup>16</sup> Child Friendly Schools Manual Chapter 5 Schools as protective environments March 2009

### 2.5.3 Health Activities

#### First Aid

Ensure that the school has a first aid kit to ensure that children receive immediate medical treatment if they get injured at school. Eye and head injuries are regarded as emergencies and the school has to call 977 immediately. The School Health Programme of the Ministry of Health may assist your school to replenish the first aid kit three times a year. If you take your first aid box to their offices they will be able to assist. It would be wise to make arrangements before you take it there, call their office for an appointment. To make sure that there is proper and effective use of the first aid kit, it is essential to have trained personnel. You can link with health service providers to get assistance with training staff and some children, where possible.

|                                          |
|------------------------------------------|
| For health related emergencies, call 977 |
|------------------------------------------|

#### Health Checks

To ensure early detection of illness, the school has to conduct health checks at least once a year. The School Health Programme has the mandate to do this but sometimes they may be overwhelmed, so it is in the school's interest to have alternatives. The local health service providers like the clinic can come in handy. You will need to develop a good working relationship with the service provider beforehand. This working relationship may also help students to get preference if they seek assistance from the service provider. The relationship enables the school to refer students to the service provider when the need arises. If the health check is done by the School Health Programme a report will be generated and it is up to the school to ask for a copy of the report.

#### Raising Awareness

The school can use the school assembly to convey health promotion messages. The class and subject teachers can explain the same messages during the start of lessons to ensure that the students fully understand it according to their level. Promote health by encouraging prevention more than curing. You should ensure that the clubs include health promotion as part of their activities.

#### Immunisation

Upon enrolment, the school should check if every child enrolled has completed immunization schedule. Transferees should be checked as well, irrespective of the

grade they enroll in. The school has to liaise with parents or caregivers to ensure that the child completes the schedule.

### **Chronically Ill children**

In order to assist chronically ill students in your school, you should make sure that the teachers establish a relationship with them. The teachers will have to follow up directly with the children on the medication that they are taking. It is useful for the teacher to understand the illness and the student's daily nutritional intake. A relationship of trust and confidentiality will help to build confidence in the child. Communicating with the family about the illness, and its implications on the child, helps to cement the cordial relationship that exists. The teacher can also help the family to explore options to solve or handle the health condition affecting the child.

#### *2.5.4 Health Standards*

| <b>Goal; To</b> provide quality and comprehensive primary health care services to all children through the creation of partnerships with school personnel, communities and health service providers. |                                                                                                        |                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD</b>                                                                                                                                                                                      | <b>INDICATOR</b>                                                                                       |                                                                                                                   |
|                                                                                                                                                                                                      | <b>MINIMUM</b>                                                                                         | <b>EXCELLENCE</b>                                                                                                 |
| A school that provides first aid to its students.                                                                                                                                                    | Have at least one first aid kit                                                                        | Have more than one first aid kit                                                                                  |
|                                                                                                                                                                                                      | Replenish the first aid kit at least once every term through School Health Programme and own resources | Replenish the first aid kit through own resources and/or through School Health Programme support once every term. |
|                                                                                                                                                                                                      | First aid training for at least one teacher, once a year                                               | First aid training for at least two teachers , once a year                                                        |
|                                                                                                                                                                                                      | First aid training for some students at least once a year                                              | First aid training for some students at least once a year                                                         |
| A school with healthy students or students receiving proper                                                                                                                                          | Health check for all students (School Health Programme)                                                | Health check for all students (School Health                                                                      |

|                                                                        |                                                                                                                                  |                                                                                                                                 |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| treatment.                                                             | at least once a year                                                                                                             | Programme) at least once a year                                                                                                 |
|                                                                        | Establish relationships and partnerships with at least one health service provider                                               | Establish relationships and partnerships with several health service providers                                                  |
|                                                                        | Teachers identify students with health problems in their classes                                                                 | Teachers identify students with health problems in their classes                                                                |
|                                                                        | Refer students to health service providers                                                                                       | Refer students to health service providers                                                                                      |
| A school with knowledgeable students on health matters                 | Promote hygiene and prevention of illness at least once a term                                                                   | Promote hygiene and prevention of illness at least once a week                                                                  |
|                                                                        | Use assembly for health education at least once a month.                                                                         | Use assembly for health education at least once a week.                                                                         |
|                                                                        | Teachers promote hygiene and encourage prevention of communicable diseases during lessons (at least give a reminder) every month | Teachers promote hygiene and encourage prevention of communicable diseases during lessons (at least give a reminder) every week |
| A school with students who have completed their immunization schedule. | Teachers check the immunization cards at enrolment                                                                               | Teachers check the immunization cards at least once a year for pupils in grades one to three                                    |
|                                                                        | The school liaises with the parents/caregivers at least once a year to ensure the children complete their schedules              | The school liaises with the parents/caregivers at least once a term to ensure the children complete their schedules.            |

|                                                           |                                                                                                                                                           |                                                                                                                                                           |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| A school that cares and supports chronically ill children | Teachers and in particular the Guidance teacher ensures that the sick children follow medical instructions and help them find out more about the illness. | Teachers and in particular the Guidance teacher ensures that the sick children follow medical instructions and help them find out more about the illness. |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|

Draft 5



## 2.6 Pillar 5: Water, Sanitation and Hygiene

### 2.6.1 Goal of the Water and Sanitation and Hygiene Pillar

An Inqaba school should provide a safe water source for drinking, cooking and hygiene. It should also provide accessible, age appropriate and gender sensitive sanitation facilities while actively promoting hygiene practices to all children and teachers by seeking strong partnerships with the community, parents and surrounding health facilities.

### 2.6.2 Background

Schools with poor water, sanitation<sup>17</sup> and hygiene conditions, and intense levels of person-to-person contact, are high risk environments for children and staff, and exacerbate children's susceptibility to environmental health hazards. Girls and female teachers are more affected than boys, because the lack of sanitary facilities means that they cannot attend school during menstruation.

### 2.6.3 General Guidelines

#### Water Quantity<sup>18</sup>

Individuals use on average a certain amount of water each day, and below are the recommended amounts that schools can use to calculate their daily water needs.

|                    |                                                                |
|--------------------|----------------------------------------------------------------|
| Day schools        | 5 litres per person per day for both children and staff        |
| Boarding schools   | 20 litres per person per day for both children and staff       |
| Flushing toilets   | 20 litres per person per day for conventional flushing toilets |
| Pour-flush toilets | 1.5 – 3 litres per person per day                              |

#### Toilets

Water, sanitation and hygiene standards for schools require that schools provide sanitary facilities in the ratios indicated below. The ratios are different for males and female students.

- One seat or squat hole 25 girls
- One seat or squat hole 30 boys
- One seat or squat hole 0 - 15 female staff
- One eat or squat hole 0 – 20 male staff

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<sup>17</sup> Water, Sanitation and Hygiene Standards for Schools in Low – cost Setting, John Adams, Jamie Bartram, Yves Chartier, Jackie Sims, UNICEF, WHO, 2009

<sup>18</sup> International standards

- One urinal (50cm long) 50 boys

The latrines should not be more than 30m from the users or classrooms. For health reasons the latrines should be at least 30m away from ground water source and at least 1.5m above the groundwater table.

Male and female toilets should be completely separated and have to be age and gender appropriate. It is ideal to have two toilets specifically for students with disabilities. Having these in place even before enrolling such students removes the pressure that may come if you enroll students with disabilities before you can provide for them. Putting in place infrastructure is an open invitation to those children with disabilities who might be within the community. This really makes the school an inclusive school, and an Inqaba school. The toilets should have level or ramped access, a wide door and sufficient space inside for a wheelchair user or helper to maneuver, as well as support structures such as a handrail and a toilet seat.

The head teacher should ensure that these toilets provide privacy and security to the students. The students should not be visible from outside. The toilets have to be appropriate to local cultural and social conditions. The head teacher or assigned teacher should check the toilets daily to ensure that they are hygienic to use and easy to clean. A cleaning and maintenance routine should always be in operation, and ensure that clean and functioning toilets are available at all times.

#### *2.6.4 Water, Sanitation and Hygiene Activities*

##### **Water**

Water is not readily available in all schools in the Kingdom and as such the head teacher should ensure that water is made available at his / her school. This requires that the head, with assistance from the school committee, explores all the options for water in the school or surrounding areas. Installing water tanks is one sure way of ensuring that water is always available within the school. The head should make sure that the water tanks are routinely filled with water. A rain water harvesting system enhances the availability of water in your school. For technical assistance in establishing the rain water harvesting system it is important to contact Department of Water Harvest, Ministry of Health (Environmental Health Department), NGOs and REOs. It is vital for the head to keep the installer's and other service



providers' telephone numbers handy for repairs and advice.

## **Latrines**

The school head should plan latrine construction according to projections of enrolments. The school's enrolment is definitely going to increase steadily due to FPE programme till 2015. The school should have enough toilets for the projected enrolments. When putting up these, the school should ensure that they are in line with the required standard ([see annex....](#)). Before constructing the latrines, it is important to consult the Environmental Health Department for advice. As discussed earlier, it is important to keep in place two toilets that can be used by students with disabilities and that the males and female blocks are physically separate. Each block must have hand washing facility with a basin and soap.

## **Hygiene**

Inside walls of latrines should be painted with oil paint in order to ease the cleaning of the walls. Repainting can be done every two years. The school should have a roster for cleaning the toilets, preferably by the older children. The head is reminded to constantly check the cleanliness of the latrines and should seek assistance from teachers. It is the head teacher's responsibility to ensure that toilets have convenient hand washing facilities and soap close by.

It is useful to provide and maintain sufficient stock of soap, toilet paper and sanitary pads. The school should ensure that students use toilet paper for hygiene purposes. A stock of pads should be kept by the school for emergency purpose only. These should be kept by the female guidance teacher or one of the most approachable female teachers. The school should ensure that these are disposed of properly.

## **Waste Collection**

Schools accumulate a lot of waste each day. Recycling waste makes an Inqaba school environmentally friendly. The school can ensure that its waste is disposed according to type, and waste collectors can be invited to collect periodically. This can be done at cluster level in order to boost the volume or quantity of waste to be collected. Final disposal of waste if not collected depends on the location of the school, however care should be taken to ensure minimum disturbance to the environment and health of the community. Reduce, Re-use and Recycle (3R) should be the school motto for waste management within the school.

### 2.6.5 Water, Sanitation and Hygiene Standards

| <b>Goal: To</b> provide a safe water source for drinking, cooking, hygiene and also provide accessible, age appropriate and gender sensitive sanitation facilities while actively promoting hygiene practices to all children and teachers |                                                                                                                            |                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                                                                                                                                                                                                                   | INDICATOR                                                                                                                  |                                                                                                                                |
|                                                                                                                                                                                                                                            | MINIMUM                                                                                                                    | EXCELLENCE                                                                                                                     |
| A school which satisfies its water requirements.                                                                                                                                                                                           | Explore options for water in the school and at least have one reliable source of water                                     | Explore options for water in the school and at least have one reliable source of water and also have a reserve source of water |
|                                                                                                                                                                                                                                            | Ensure that water tanks are installed in the school with at least 10,000l capacity                                         | Ensure that water tanks are installed in the school with at least 20,000l capacity                                             |
|                                                                                                                                                                                                                                            | Install rainwater harvesting system so that at least a third of the rooms having gutters                                   | Install rainwater harvest system to collect all rain water                                                                     |
|                                                                                                                                                                                                                                            | Ensure that water tanks are routinely filled with water at least once each week                                            | Ensure that water tanks are routinely filled with water and are always kept full.                                              |
|                                                                                                                                                                                                                                            | For technical assistance contact Dept of Water Affairs (Rural Water Supply Branch) and always keep contact details readily | For technical assistance contact Dept of Water Affairs (Rural Water Supply Branch) and always keep contact details readily     |
|                                                                                                                                                                                                                                            | Always contact installer for repairs/advice on pumps and water system and keep at least E1,000 set aside for repairs.      | Always contact installer for repairs/advice on pumps and water system and keep at least E5,000 set aside for repairs.          |
|                                                                                                                                                                                                                                            | Make sure at least 2                                                                                                       | Make sure at least 6                                                                                                           |

|                                                             |                                                                                     |                                                                                     |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                             | community members are trained in the repair of pump                                 | community members are trained in the repair of pump                                 |
| A school that has adequate and standard sanitary facilities | Plan latrine construction according to projections of enrolments updated annually.  | Plan latrine construction according to projections of enrolments updated annually   |
|                                                             | The school builds latrines according to standard all the time.                      | The school builds latrines according to standard all the time.                      |
|                                                             | The school consults Environmental Health Department before construction of latrines | The school consults Environmental Health Department before construction of latrines |
|                                                             | The school ensures privacy of existing latrines                                     | The school ensures privacy of existing latrines                                     |
|                                                             | Teachers help children with disabilities to use the latrines all the time.          | Teachers help children with disabilities to use the latrines all the time.          |
| A school that promotes hygiene                              | Paint inside of latrine with oil paint once every two years                         | Paint inside of latrine with oil paint once each year                               |
|                                                             | Provide toilet paper at least one roll per class per day                            | Provide constant supply of toilet paper                                             |
|                                                             | Draw hand washing messages at one toilet each for boys and girls                    | Draw hand washing messages on each toilet                                           |
|                                                             | Provide hand washing facilities 1 for boys and 1 for girls                          | Provide hand washing facilities 1 for every 2 cubicles                              |
|                                                             | Keep liquid soap at each hand washing facility                                      | Keep liquid soap at each hand washing facility all the time                         |
|                                                             | Keep sanitary pads for                                                              | Keep sanitary pads for                                                              |

|                                           |                                                                                               |                                                                                               |
|-------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
|                                           | <p>emergency use by girls</p> <p>Primary school 6 x 12 pack</p> <p>Secondary 12 x 12 pack</p> | <p>emergency use by girls</p> <p>Primary school 6 x 12 pack</p> <p>Secondary 12 x 12 pack</p> |
|                                           | <p>Provide basin or soak away at each hand washing facility</p>                               | <p>Provide basin or soak away at each hand washing facility</p>                               |
|                                           | <p>Organise health promoting events at least once a year</p>                                  | <p>Organise health promoting events at least once a year</p>                                  |
| A school that is environmentally friendly | <p>Organise waste collection at least once a year</p>                                         | <p>Organise waste collection at least once a term</p>                                         |
|                                           | <p>Sensitise community about hygiene at least once a year during meetings</p>                 | <p>Sensitise community about hygiene at least once a year during meetings</p>                 |

## **2.7 Pillar 6: HIV and AIDS, Gender and Life Skills**

### *2.7.1 Goal of HIV and AIDS, Gender and Life skills*

An Inqaba school should ensure that all children receive age appropriate, gender sensitive information and skills that will enable them to avoid getting infected with HIV. Since certain behaviours put individuals at risk, particularly girls, and make them vulnerable to HIV infection, information and knowledge alone are not sufficient to lead to behavior development or behaviour change.

### *2.7.2 Background*

Swaziland's high HIV and sexual abuse prevalence has put children, adolescents and young people at risk of getting infected with HIV. To address this challenge the Ministry of Education and Training has integrated HIV and AIDS, Gender and Life Skills concepts into the primary school curriculum and has encouraged schools to set aside one period per week for guidance and counseling activities (including HIV prevention). The department of guidance and counseling, NERCHA and other partners have invested a lot in the capacity building of teachers on HIV and AIDS issues. This has definitely contributed to the country's comprehensive knowledge of 52% (compared to other countries that was observed in the general population and also in young people aged 15-19. The Education sector needs to strengthen the HIV prevention programmes because despite the levels of comprehensive knowledge, studies conducted in the country have confirmed a high occurrence of sexual abuse against children and a high HIV prevalence among young people, especially in girls. Data also confirms that:

- Young people engage in sex at a tender age of less than 16 years, with more for girls than boys engaging at this age (37% compared to 18% respectively).
- These young people are involved in sexual relationships with partners much older than they are, putting them at a higher risk of HIV infection.
- HIV prevalence rates among girls and boys aged 10 and 15 may also be due to sexual abuse of children, especially girls.
- There is lack of consistent condom use among the sexually active young people.
- A high number of sexually active young people are in multiple and concurrent sexual partnerships (they have more than one sexual partner)
- A high number of the sexually active young men are not circumcised
- A high number of sexually active young people get infected with sexually transmitted infections (STIs) but do not access treatment.

This clearly shows that the knowledge has not translated into behaviour change, and justifies why the focus is on the provision of accurate information whilst at the same time

providing the children with the appropriate skills to facilitate application of the newly acquired knowledge.

The HIV and AIDS, Gender and Life Skills pillar is thus based on the fact that children, (particularly girls) must not only acquire knowledge, but should also learn how to use that knowledge “, **to know, to be, to live with others and to do.**”

### *2.7.3 Learning “To Know”*

Learning to know requires critical thinking skills:

This refers to the use of acquired knowledge to be able to make a better assessment of the risks associated with certain behaviours and the seriousness of consequences, specifically those related to HIV and Sexually Transmitted Infections, as well as to risk factors related to violence and drug use. It also involves critical and creative thinking focusing on problem solving.

Critical skills also helps a person in making a better perception of peer and partner norms, reactions, behaviours and influences regarding sexual initiation, protection and avoiding risk.

### *2.7.4 Learning “To Be”*

Learning to be refers to the notion of becoming and being the person you want to be. It covers skills for building self-awareness, goal setting and decision-making as well as coping and stress management (i.e. self-control and coping with peer pressure).

Skills under this category support:

1. Personal values and attitudes about abstinence and delaying sexual debut, sexual activity, protection, risky behaviours as well as towards people living with HIV.
2. Self-esteem and self-efficacy regarding sexual relations, abstaining or using protection, as well as maintaining healthy and productive life styles etc. It also includes providing young people, especially girls, with empowerment addressing the complex set of elements that put young people, in particular young girls, at risk of HIV.
3. Behavioural intentions in relation to HIV & AIDS, such as intending to start engaging in sexual relations.

### *2.7.5 Learning “To Live With Others”*

Learning to live together refers to interpersonal skills for relating to and communicating with others and dealing with conflict without resorting to violence.



Skills under this category support:

1. Communicating and negotiating effectively with partners, peers and parents about relationships, sexual relations, protection, violence, drug use, HIV infection etc. (Making one's point understood as well as understanding the points of others without compromising your values and beliefs).
2. Empathizing and providing support to people living with HIV without any stigma or discrimination.

### *2.7.6 Learning “To Do”*

Learning to do refers both to a behavioural outcome as well as to manual skills needed for this behaviour. Skills under learning to do are also related to “making a living” and “survival”, but they do not belong to psycho-social life skills. These skills address other facilitating behaviours, such as using condoms correctly.

In addition to providing children, adolescents and young people with appropriate information and skills, we also need to address the factors that increase their vulnerability to HIV infection. Life skills has been used a great deal as a tool to provide HIV prevention education but there is growing recognition of the need to understand and address the underlying issues as well. This calls for a strong focus on the inequalities that shape people's behaviour, limit their choices, and which prevent children and adolescents from using their prevention skills. Gender norms, gender stereotypes and gender inequalities have limited the abilities of children, adolescents and young people and are examples of such inequalities.

### *2.7.7 HIV and AIDS, Gender and Lifeskills Activities Information Sharing* (Include Lifeskills through sport and link to SBCC and HIV prevention Toolkit– Vumile)

Information sharing has been found to be essential in the fight against HIV and AIDS pandemic. At school level it would be critical for the head to allocate time for this to happen. The challenge that faces the head is that the time has to be created, as it sometimes doesn't neatly fit into the existing timetable. It is up to the head teacher to ensure that the information on HIV and AIDS is shared as much as possible. This could include sparing a few minutes during assembly to talk about it. Allocating a few minutes frequently can be very effective depending on the messages conveyed. The head can also allocate a whole period on the timetable as per the MoET circular on HIV prevention. Time can also be allotted to communicate the same information to members of the community during their meetings with the school. Issues to be addressed should not be limited, but should include life skills, responsible sexuality and gender. When

teaching about HIV and AIDS it is important to use participatory methodologies that focus on experiential learning.

### **Information Education Communication** (SBCC – Vumile)

To ensure the information is well broadcasted, there is need to beef up the frequent ‘talk’ with IEC material. Several stakeholders produce IEC material but may not have your school in their distribution plan. It would be wise to get in touch with several stakeholders on this. Teachers can engage students to generate posters to be displayed in addition to other IEC materials. This could be in the form of a competition and these competitions can be done at cluster or club level to add more fun and value.

### **Gender**

As an Inqaba school, it would be desirable to promote gender sensitive school environments by ensuring equal participation of both boys and girls in school activities as well as encouraging the participation of girls in subjects that are generally perceived as “boys subjects” (like Sciences, Wood Work and Metal Work) and the participation of boys in the subjects that are perceived as “girls subjects” (like Home Economics). The school can also invite motivational speakers from the community to talk to learners on gender, career choice and Lifeskills.

### **Career Choice**

The school should take a leading role in assisting students with career choice, specifically encouraging them to think beyond the obvious. The schools can organize career days at their school or at cluster level.

### **Peer Learning**

To promote sharing and peer learning, the school may want to establish linkages with neighboring schools and community (share resources, ideas, activities and best practices). Collaborative activities may include preparing and making speeches, reciting poetry, acting out plays, participating in various sporting activities, especially for girls, and any related activity that helps students master a few new things about the subject. During such gatherings it helps to encourage the participation of boys and girls in mixed-sex teams in all the sporting codes that the school offers.

### **Community Mapping**

The school should conduct community mapping of service providers to facilitate linkages. This enables it to broaden its base of resources and assistance. The school committee should be encouraged to play an active role here.

### 2.7.8 HIV and AIDS, Gender and Life Skills Standards

| <b>Goal:</b> To ensure that all children receive age appropriate, gender sensitive information and skills that will enable them to avoid getting infected with HIV. |                                                                                                                                                                          |                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STANDARD                                                                                                                                                            | INDICATOR                                                                                                                                                                |                                                                                                                                                                          |
|                                                                                                                                                                     | MINIMUM                                                                                                                                                                  | EXCELLENCE                                                                                                                                                               |
| A school with well-informed students about HIV and AIDS, gender and life skills.                                                                                    | Create time, including on timetable, for HIV and AIDS and guidance at least once weekly.                                                                                 | Create time, including on timetable and assembly, for HIV and AIDS and guidance at least once weekly.                                                                    |
|                                                                                                                                                                     | Sensitize parents on issues of life skills, gender and HIV and AIDS at least once a year during parents meetings.                                                        | Sensitize parents on issues of life skills, gender and HIV and AIDS at least once a term during parents meetings.                                                        |
| A school that uses various media to inform students and the community about HIV and AIDS.                                                                           | Make IEC material on HIV/AIDS available at least once a year                                                                                                             | Make IEC material HIV / AIDS available at least once a term, and promote a non-discriminative environment.<br>(SBCC, Not IEC)                                            |
|                                                                                                                                                                     | Produce IEC material on HIV/AIDS involving students at least once a year                                                                                                 | Produce IEC material on HIV/AIDS involving students at least once a term.<br>(SBCC, Not IEC)                                                                             |
|                                                                                                                                                                     | Establish linkages with neighboring schools for students to share experiences and learn from each other through various activities and competitions at least once a year | Establish linkages with neighboring schools for students to share experiences and learn from each other through various activities and competitions at least once a term |

|                                                                     |                                                                                                                          |                                                                                                                              |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
|                                                                     |                                                                                                                          |                                                                                                                              |
| A school with gender sensitive students and community               | Teachers encourage boys and girls to take up nontraditional subjects and sports                                          | Teachers mentor students to excel in nontraditional subjects and sports and promote an environment of tolerance and respect. |
| A school with a comprehensive directory of stakeholders             | Conduct community mapping of service providers at least once a year and update once a term                               | Conduct community mapping of service providers at least once a term                                                          |
| A school that opens a wide avenue of career choice for its students | Teachers inform student about educational opportunities and career choice through organizing a fair at least once a year | Teachers inform student about educational opportunities and career choice through organizing a fair at least once a term     |
|                                                                     | Organize inspirational talks on gender, Lifeskills, career choices etc; at least once a year                             | Organize inspirational talks on gender, Lifeskills, career choices etc; at least twice a year                                |

## 2.8 Pillar 7: Quality Teaching and Learning

### 2.8.1 Goal of the Quality Teaching and Learning Pillar

An Inqaba school should create a child friendly teaching and learning environment that uses child centred teaching and learning methodologies, and material aimed at ensuring meaningful interaction and achievement of all children through a diverse and responsive curriculum and strong parents and community participation.

### 2.8.2 Background

<sup>19</sup>Quality education has different dimensions; it depends on the quality aspect under focus at a given time, the criteria used for making judgments (norms, averages, objectives), and who is defining quality: the organizers (state, private organizers), the teachers or the users (parents, students, enterprises).

Teachers and parents should support the goals their children set for themselves, rather than setting goals for them. They should respect their children's right to choose and make lives for themselves and avoid pressuring children to take courses or follow a career that is of no real interest to them.

### 2.8.3 <sup>20</sup>What Makes a Good School?

Some general lessons from research indicate that no single factor or few isolated factors make the difference between a 'bad' and 'good' school. The link between inputs and results are neither direct nor linear. It doesn't follow that the more resources the school has access to, the better the results. Instead, it has been established that processes are more important than inputs. What happens within the school is more important than the resources that are put in. The behaviour of the teachers is at the centre of quality. What teachers do with the resources available and the students' interaction have a bigger bearing on the quality of results. Quality depends, in the first instance, on the functioning of the school and on what happens in the classroom.

The quality of teachers is determined more by their qualifications and their attitudes. Competence is important but not sufficient, since motivation determines the use of

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<sup>19</sup> Concepts and determinants of Quality Education: Presentation by G. Carron

<sup>20</sup> Ministry of Education, Life Skills Education: A Programme For Secondary and High Schools in Swaziland. A Guide for Teachers Form 1 – 5. Prepared by Educational, Testing, Guidance and Physiological Service.

competence. Quality is very much determined by academic competence and quality of verbal expression. To cap it, stability of the teaching staff contributes significantly to the quality of education. An Inqaba school does not only focus on the learning achievement but it should strive to create a welcoming environment that is conducive to the social and emotional development of all children. It should promote creativity, critical thinking, social skills, and interaction among pupils and between children and teachers. It should also encourage new teaching methodologies not centered on the content to be taught but on the skills and competencies that the students need. The pupil teacher ratio also has a bearing on the results that a school produces. Larger classes are normally difficult to manage and the teacher hardly develops closer professional relationships with learners or attends to their individual learning needs.

Regular presence of the teacher in class influences the quality of teaching and learning. The use of work plans and lesson plans, coupled with active teaching style, enables the teacher to get the best out of his/her students. Regular written work with individualized feedback and regular evaluation also motivates the learner.

The way the head administers the school has a lot of bearing on the school climate, which in the end determines the quality of education that the school provides to its students.

#### *2.8.4 Enhancing Conditions for Teaching and Learning*

- Setting of high standards;
- Good leadership;
- Consensus and cohesion amongst staff;
- Curriculum quality;
- Opportunity to learn;
- School climate: orderly atmosphere, good internal relations;
- Evaluation practices;
- Parental involvement;
- Classroom climate;
- Effective learning time

### *2.8.5 Quality teaching and learning Activities*

#### **School Committee**

To ensure that the school development plan is successfully implemented, the school committee should constantly visit the school to monitor, support, and evaluate on-going projects linked to the seven pillars. The head should ensure that the committee is positively involved in developing the school. Involvement of the committee reduces the burden on the school head and leaves him/her to concentrate on the more professional and academic aspects of his/her job.

#### **Teaching and Learning Material**

To ensure quality learning experiences for all children the head teacher has to create a conducive environment. It starts with both his/her own personal and professional conduct and the type of systems he/she puts in place. Systems focus on ways of conducting business within the school, be it teaching, sports, meetings, clubs, positive discipline, feeding and implementation of school development plans or resources acquired or disposed.

At any given time the school should have appropriate and adequate learning material and teacher/teaching material. Primary schools should get these from the REO. The head needs to ensure that during learning sessions, learners have appropriate and adequate material. This is done by checking lesson plans and observing lessons as teachers conduct them.

#### **School Library**

To enhance the quality of learning, the school should have a library or library corner which can assist learners on research and provide other resource materials. This can promote a culture of reading among the learners. School libraries can be resourced with materials from various sources such as Fundza, second hand books from the community, resource materials such as brochures, flyers and booklets from different non-governmental organizations and government offices and through a collection of newspaper articles. Fundza can also help with the establishment of libraries.

#### **Child Centred Methodologies**

To enhance the teachers' skills, the head teacher may organize sharing meetings on child centred methodologies at school and cluster level. The teachers should be encouraged to make teaching aids using locally available material (e.g. counters –

stones and bottle tops). The teachers need to know every learner in the classroom in order to provide the individual assistance they require. It enhances quality if the teacher uses different teaching methods to meet all children's learning needs.

## Positive Discipline

According to the Education Sector Policy 2011 the head teacher is expected to promote the use of positive discipline within the school.

“Acknowledging that discipline has to be an important component of school life, the MoET aims to promote a culture of positive discipline that helps children take responsibility for making good decisions and understand why these decisions are in their best interests. Positive discipline aims to help children learn self-discipline and respect for others, without fear. It should provide them with clear guidelines and rules for acceptable behavior and support their adherence to these guidelines and rules. Positive discipline does not reward children for poor behavior but provides an opportunity for them to grow as individuals, understand their mistakes and appreciate how appropriate behavior can provide positive experiences and opportunities,” Education Sector Policy 2011.

### 2.8.6 Quality teaching and learning standards

| <b>Goal; To create a child friendly teaching and learning environment that uses child centred teaching and learning methodologies</b> |                                                                                                                                     |                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>STANDARD</b>                                                                                                                       | <b>INDICATOR</b>                                                                                                                    |                                                                                                                                      |
|                                                                                                                                       | <b>MINIMUM</b>                                                                                                                      | <b>EXCELLENCE</b>                                                                                                                    |
| A school with an effective school committee                                                                                           | School committee frequently visits the school at least once a term                                                                  | School committee frequently visits the school at least once a month                                                                  |
| A school that is well resourced                                                                                                       | The head teacher ensures learning and teaching material is available in the school through liaison with REO at least once each year | The head teacher ensures learning and teaching material is available in the school through liaison with REO at least once each term. |
|                                                                                                                                       | The head ensures that during learning sessions, learners have appropriate material                                                  | The head ensures that during learning sessions, learners have                                                                        |



|                                               |                                                                                                                                                                             |                                                                                                                                                                           |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | through checking each class at least once each month                                                                                                                        | appropriate material through checking each class at least once each week                                                                                                  |
|                                               | The head ensures that every child is appropriately provided with a desk and a chair through checking each class at least once a term                                        | The head ensures that every child is appropriately provided with a desk and a chair through checking each class at least once a term                                      |
|                                               | The Headteacher ensures that the classroom is conducive for learning (e.g. no potholes, all windows fixed, appropriate chalkboard etc) and checks it at least once a month. | The Headteacher ensures that the classroom is conducive for learning (e.g. no potholes, all windows fixed, appropriate chalkboard etc) and checks it at least once a week |
|                                               | The Headteacher ensures that the school has library space / corner                                                                                                          | The school has a well-resourced library with an established system of lending books                                                                                       |
| A school that produces good academic results. | Organise trainings for sharing child centred methods and material at least once a year, also share expertise within the school                                              | Organise trainings for sharing child centred methods and material at least once a term, also share expertise within the school                                            |
|                                               | Time is dependent on the exercise, for instance, schemes of work and preparation books must be checked every day, whilst tests giving may be checked monthly                | Monitor teaching and learning in the classroom through checking each class at least once each week.                                                                       |

|                                    |                                                                                                                                                                                    |                                                                                                                                                                                                                             |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | Teachers know every learner in the classroom through updating a profile for each student once a year                                                                               | Teachers know every learner in the classroom through updating a profile for each student once a term                                                                                                                        |
|                                    | Teachers use different teaching and assessment methods that are appropriate in terms of age, all impairments and setting, with assistance/referral to special education department | Teachers use different teaching and assessment methods that are appropriate in terms of age, impairments and setting, with assistance/referral to special education department                                              |
| A school with responsible citizens | Head teacher should ensure positive discipline is used in the school through monitoring each class at least once a month.                                                          | Head should ensure positive discipline is used in the school through monitoring each class once a week. Meetings can be conducted each month. Head teacher should be exemplary and positive discipline should be documented |
|                                    | Do not allow any name calling or degrading remarks between teacher and pupil                                                                                                       | Do not allow any name calling or degrading remarks between teacher and pupil                                                                                                                                                |
|                                    | Students are encouraged to politely draw the school's attention to falling standards                                                                                               | Students are encouraged to politely draw the school's attention to falling standards                                                                                                                                        |

## **Part 3 – Annexes**

- 3.1 School Self-Assessment Tool
- 3.2 Assessment Tool (to be used by teachers)
- 3.3 Referral Form
- 3.4 Student Profile
- 3.5 Student Counselling Guide
- 3.6 Definition of Roles
- 3.7 Inqaba Policy Development Framework
- 3.8 Reporting Template
- 3.9 Format For the School Development Plan
- 3.10 School committee Guidelines
- 3.11 Inqaba learners' Club Development Guide
- 3.12 Community Mapping Framework (Service Providers)
- 3.13 Role of Teachers
- 3.14 FPE Fee structure / budget
- 3.15 Example of Hand Washing Poster
- 3.16 Picture of Hand Washing Bucket
- 3.17 Teachers Code of Conduct
- 3.15 Standard Infrastructure Design
  - 3.17.1 Pit Latrine
- 3.18 School Development Plan Monitoring Tool

### 3.1 School Self-Assessment Tool

This is an internal self-assessment document for the school to benchmark and assess development and progress on various projects or development activities for the school as highlighted in the Inqaba School development Plan.

#### Background Information

|                                                             |                             |         |            |  |         |  |
|-------------------------------------------------------------|-----------------------------|---------|------------|--|---------|--|
| Name of School:                                             | Level: Primary<br>Secondary |         |            |  |         |  |
| Name/s of Guidance and Counseling Teacher/s:                |                             |         |            |  |         |  |
| Region:                                                     | Hhohho                      | Lubombo | Shiselweni |  | Manzini |  |
| Total Enrolment:                                            | Boys                        |         | Girls      |  | Total   |  |
| Pupils with disability Enrolment:                           | Boys                        |         | Girls      |  | Total   |  |
| Orphans Enrolment:                                          | Boys                        |         | Girls      |  | Total   |  |
| Other <b>Vulnerable</b> Pupils Enrolment:                   | Boys                        |         | Girls      |  | Total   |  |
| Furthest distance travelled by a pupil (one way):           |                             |         |            |  |         |  |
| Average distance travelled by majority of pupils (one way): |                             |         |            |  |         |  |

#### Assessment by Pillar (completed by Head Teacher)

| BASIC INFRASTRUCTURE        |        |
|-----------------------------|--------|
| Number of classes:          |        |
| Number of classrooms:       |        |
| Does school have a library: | Yes No |
| Number of teachers:         |        |
| Number of teachers' houses: |        |

| SAFETY AND PROTECTION                                |                                                                                                              |                      |     |      |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------|-----|------|
| STANDARD                                             | INDICATOR<br>Minimum                                                                                         | CURRENT<br>SITUATION | GAP | PLAN |
| School fence                                         | Barbed wire                                                                                                  |                      |     |      |
| Playground                                           | Leveled and enough for all                                                                                   |                      |     |      |
| School assembly awareness of child protection issues | Once weekly                                                                                                  |                      |     |      |
| Infrastructure accessible                            | Ramps on affected classrooms and toilet (30% of rooms accessible to all learners)                            |                      |     |      |
| Break time supervision                               | Prefects and Guidance Teacher                                                                                |                      |     |      |
| Crossing road                                        | Police and prefects involved                                                                                 |                      |     |      |
| Traffic awareness                                    | Involve police and Road Safety Council once annually to raise awareness on road safety                       |                      |     |      |
| Guards                                               | At least the school is guarded at night                                                                      |                      |     |      |
| Uniforms                                             | Set aside E1,500 for primary and E3,000 for secondary and no students are turned away for not having uniform |                      |     |      |
| Uniforms                                             | Head teacher organizes donations from pupils who complete school, transfer or whose uniforms gets small      |                      |     |      |

|                                                                                                   |                                                                                                                          |                          |            |             |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------|------------|-------------|
| Assist students with acquiring birth certificates                                                 | At least 20 students each term                                                                                           |                          |            |             |
| Sensitisation of importance of birth certificate with parents during parents meetings             | At least once a term                                                                                                     |                          |            |             |
| <b>PSYCHOSOCIAL SUPPORT</b>                                                                       |                                                                                                                          |                          |            |             |
| <b>STANDARD</b>                                                                                   | <b>INDICATOR</b><br><b>Minimum</b>                                                                                       | <b>CURRENT SITUATION</b> | <b>GAP</b> | <b>PLAN</b> |
| Counselling room                                                                                  | Available                                                                                                                |                          |            |             |
| Provide counseling service to students and staff                                                  | Make use of people within the community who can provide counseling services and have the requisite skill and experience. |                          |            |             |
| PSS for children with special needs                                                               | Keep up to date register of children with special needs                                                                  |                          |            |             |
| Put in place G and C team                                                                         | At least 1 teacher                                                                                                       |                          |            |             |
| Lay counselling skills training for teachers                                                      | At least once a year                                                                                                     |                          |            |             |
| Basic counseling skills training for peer support for students who lead clubs at the school.      | At least once a year                                                                                                     |                          |            |             |
| PSS profile for students                                                                          | Updated annually                                                                                                         |                          |            |             |
| Teachers take time to listen to students in general and those who show signs of unusual behavior. | One student a week                                                                                                       |                          |            |             |

|                                                                 |                                                                        |  |  |  |
|-----------------------------------------------------------------|------------------------------------------------------------------------|--|--|--|
| Matrons/Patrons of clubs                                        | At least 1 teacher                                                     |  |  |  |
| Club participation of OVC.                                      | At least 20% of members are OVC                                        |  |  |  |
| Mingle with students                                            | At least once a week                                                   |  |  |  |
| Relaxing/Not wearing serious face.                              | When interacting with students daily                                   |  |  |  |
| Have a wide variety of sports and ensure participation of girls | At least have soccer, netball, volleyball, music, traditional dance    |  |  |  |
| Help all students play sports                                   | At least 50% of students participate in a sporting activity every week |  |  |  |
| Identify talented students for reference to professional bodies | At least 3 students a year                                             |  |  |  |

#### FOOD SECURITY

| <b>STANDARD</b>                           | <b>INDICATOR</b><br><b>Minimum</b>              | <b>CURRENT SITUATION</b> | <b>GAP</b> | <b>PLAN</b> |
|-------------------------------------------|-------------------------------------------------|--------------------------|------------|-------------|
| Understand government feeding programme.  | Consult at least once a year, preferably term 1 |                          |            |             |
| School food security plan                 | At the beginning of each year                   |                          |            |             |
| Food production plan                      | At the beginning of each year                   |                          |            |             |
| Inform community about feeding programme. | At the beginning of each year                   |                          |            |             |
| Put in place a food security person/team  | At least 1 teacher                              |                          |            |             |
| Make available land for food production   | At least 1 acre                                 |                          |            |             |

|                                                                                                                        |                                                                                   |  |  |  |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--|--|--|
| Produce own food                                                                                                       | At least 10% of cereal requirements<br><br>At least 30% of vegetable requirements |  |  |  |
| Make food available before stocks run out.                                                                             | 70% of vegetable requirements for each meal                                       |  |  |  |
| Seek alternative sources of food                                                                                       | Serve at least with vegetables and have 1 alternative source of protein           |  |  |  |
| Construct standard kitchen                                                                                             | Use the recommended plan                                                          |  |  |  |
| Hire cooks                                                                                                             | At least 1                                                                        |  |  |  |
| Provide uniforms                                                                                                       | At least 2 per cook per year                                                      |  |  |  |
| Cook health check and certificate                                                                                      | At least once a year                                                              |  |  |  |
| Train cooks                                                                                                            | At least once a year                                                              |  |  |  |
| Parents provide firewood                                                                                               | Enough for all meals                                                              |  |  |  |
| Ensure fees for feeding is used for feeding only                                                                       | Increase variety and quantity of food and save the excess                         |  |  |  |
| Allocate enough time for serving and eating the food.                                                                  | At least 30 minutes or alternate feeding time                                     |  |  |  |
| Water and sanitation facilities in the kitchen area and keep it clean                                                  | 1 water point and toilet                                                          |  |  |  |
| Talk about balanced diet and nutrition in all subjects as a way of awareness raising and emphasizing the importance of | At least once a year                                                              |  |  |  |



|                                                                                                    |                                       |                          |            |             |
|----------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------|------------|-------------|
| issue                                                                                              |                                       |                          |            |             |
| Maintain order and discipline during serving and feeding time to avoid bullying and queue jumping. | At least food security team monitors  |                          |            |             |
| Teachers eat with students                                                                         | At least the food security team eats  |                          |            |             |
| Students help clean up                                                                             | Students take turns                   |                          |            |             |
| Create space for students to raise issues                                                          | Consult students at least once a week |                          |            |             |
| <b>HEALTH</b>                                                                                      |                                       |                          |            |             |
| <b>STANDARD</b>                                                                                    | <b>INDICATOR</b><br><b>Minimum</b>    | <b>CURRENT SITUATION</b> | <b>GAP</b> | <b>PLAN</b> |
| Have 1 <sup>st</sup> Aid kit                                                                       | Replenish at least once every term    |                          |            |             |
| 1 <sup>st</sup> Aid training for teacher(s)                                                        | At least once a year                  |                          |            |             |
| 1 <sup>st</sup> Aid training for some students                                                     | At least once a year                  |                          |            |             |
| Health check for all students (School Health Programme)                                            | At least once a year                  |                          |            |             |
| Immunisation completion                                                                            | At least once a year                  |                          |            |             |
| Refer students                                                                                     | With need                             |                          |            |             |
| Promote hygiene and prevention of illness                                                          | At least one once a term              |                          |            |             |

|                                                                        |                                            |                          |            |             |
|------------------------------------------------------------------------|--------------------------------------------|--------------------------|------------|-------------|
| Use assembly for health education                                      | At least once a month                      |                          |            |             |
| Establish relationships and partnerships with health service providers | At least one service provider              |                          |            |             |
| Teachers identify students with problems in their classes              | Refer to service provider                  |                          |            |             |
| Teachers promote hygiene and encourage prevention during lessons       | Give a reminder every month                |                          |            |             |
| Students promote and practice hygiene                                  | All the time                               |                          |            |             |
| Use club to promote health issues                                      | Once a month                               |                          |            |             |
| <b>WATER AND SANITATION</b>                                            |                                            |                          |            |             |
| <b>STANDARD</b>                                                        | <b>INDICATOR</b><br><b>Minimum</b>         | <b>CURRENT SITUATION</b> | <b>GAP</b> | <b>PLAN</b> |
| Ratio of squat holes for Girls                                         | 1 to 20                                    |                          |            |             |
| Number of squat holes for girls with disabilities                      | 1                                          |                          |            |             |
| Ratio of squat holes for boys                                          | 1 to 25                                    |                          |            |             |
| Number of squat holes for boys with disabilities                       | 1                                          |                          |            |             |
| Ratio of squat holes for male staff                                    | 1 to 20                                    |                          |            |             |
| Ratio of squat holes for female staff                                  | 1 to 20                                    |                          |            |             |
| Explore options for water in the school                                | Have at least one reliable source of water |                          |            |             |
| Sensitive community around                                             | At least once a year                       |                          |            |             |

|                                                                  |                                            |  |  |  |
|------------------------------------------------------------------|--------------------------------------------|--|--|--|
| WASH pillar                                                      |                                            |  |  |  |
| Ensure that water tanks are installed in the school              | At least 10,000l                           |  |  |  |
| Contact installer for repairs/advice of pumps and water system.  | Keep at least E1,000 set aside for repairs |  |  |  |
| If piped water: Keep service provider telephone number           | Keep readily available                     |  |  |  |
| Ensure that water tanks are routinely filled with water          | At least once each week                    |  |  |  |
| Install rainwater harvest system                                 | At least a third of the rooms have gutters |  |  |  |
| For technical assistance contact Dept of Water Harvest           | Keep contact details readily available     |  |  |  |
| Make sure community members are trained in the repair of pump    | At least two community members             |  |  |  |
| Plan latrine construction according to projections of enrolments | Make annual projections                    |  |  |  |
| Consult Environmental Health Department                          | Before construction                        |  |  |  |
| Build latrines according to standard                             | All the time                               |  |  |  |
| Ensure privacy of existing latrines                              | All the time                               |  |  |  |
| Provide hand washing facilities                                  | 1 for boys and 1 for girls                 |  |  |  |
| Paint inside of latrine with oil paint                           | Once every 2 years                         |  |  |  |
| Draw hand washing messages                                       | At 1 toilet each for boys and girl         |  |  |  |
| Provide tissue paper                                             | 1 roll per class per day                   |  |  |  |
| Provide soap                                                     | Keep liquid soap at each                   |  |  |  |

|                                                                                                                       |                                                      |                          |            |             |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------|------------|-------------|
|                                                                                                                       | hand washing facility                                |                          |            |             |
| Keep sanitary pads for emergency use by girls                                                                         | Primary school 6 x 12 pack<br>Secondary 12 x 12 pack |                          |            |             |
| Ensure stand pipe beside the latrine                                                                                  | All toilets                                          |                          |            |             |
| Provide basin or soak away                                                                                            | At each hand washing facility                        |                          |            |             |
| Organise waste collection                                                                                             | At least once a term                                 |                          |            |             |
| Teachers help children with disabilities to use the latrines.                                                         | All the time                                         |                          |            |             |
| Students use club to share and disseminate information on health                                                      | At least once a month                                |                          |            |             |
| Organise health promoting events                                                                                      | At least once a year                                 |                          |            |             |
| <b>LIFE SKILLS, GENDER, HIV AND AIDS</b>                                                                              |                                                      |                          |            |             |
| <b>STANDARD</b>                                                                                                       | <b>INDICATOR</b><br><b>Minimum</b>                   | <b>CURRENT SITUATION</b> | <b>GAP</b> | <b>PLAN</b> |
| Build capacity of teachers in the different thematic areas (cognitive, personal and inter-personal) under life skills | At least once a year                                 |                          |            |             |
| Provide timeslot on timetable for guidance                                                                            | For all classes                                      |                          |            |             |
| Conduct community mapping (service providers)                                                                         | At least once a year                                 |                          |            |             |
| Sensitize parents on issues of life skills, gender and HIV and AIDS                                                   | At least once a year during parents meetings         |                          |            |             |
| Make IEC material available                                                                                           | At least once a year                                 |                          |            |             |
| Produce IEC material involving                                                                                        | At least once a year                                 |                          |            |             |

|                                                                                                                                                     |                                           |                          |            |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------------|------------|-------------|
| students                                                                                                                                            |                                           |                          |            |             |
| Ensure coordination of HIV, Gender and LS                                                                                                           | At least once a term                      |                          |            |             |
| Establish linkages with neighboring schools for students to share experiences and learn from each other through various activities and competitions | At least once a year                      |                          |            |             |
| Use time slot allocated as intended                                                                                                                 | All the time                              |                          |            |             |
| Train and mentor at least 4 peer educators on how to run clubs and give peer support                                                                | At least once a year                      |                          |            |             |
| Use club time to address issues related to life skills, gender and HIV and AIDS.                                                                    | At least once a month                     |                          |            |             |
| Inform student about educational opportunities and career choice                                                                                    | Organize a fair at least once a year      |                          |            |             |
| <b>QUALITY EDUCATION</b>                                                                                                                            |                                           |                          |            |             |
| <b>STANDARD</b>                                                                                                                                     | <b>INDICATOR</b><br><b>Minimum</b>        | <b>CURRENT SITUATION</b> | <b>GAP</b> | <b>PLAN</b> |
| Ensure learning and teaching material is available in the school                                                                                    | Liaise MoET at least once each year       |                          |            |             |
| Ensure that during learning sessions, learners have appropriate material                                                                            | Check each class at least once each month |                          |            |             |
| Organise workshops for sharing child centred methods and material                                                                                   | At least once each year                   |                          |            |             |

|                                                                              |                                                             |  |  |  |
|------------------------------------------------------------------------------|-------------------------------------------------------------|--|--|--|
| Head should ensure positive discipline is used in the school.                | Check each class at least once each month                   |  |  |  |
| Do not allow any name calling or degrading remarks between teacher and pupil | Check each class at least once each month                   |  |  |  |
| Ensure that every child has furniture                                        | Check each class at least once each year                    |  |  |  |
| Monitor teaching and learning in the classroom                               | Check each class at least once each month                   |  |  |  |
| Know every learner in the classroom                                          | Update a profile for each student once a term               |  |  |  |
| Use different teaching methods                                               | Be appropriate in terms of age, mental capacity and setting |  |  |  |
| Teachers use positive discipline to get the best out of their pupils         | All the time                                                |  |  |  |
| Students politely draw the school's attention to falling standards           | At least once a term                                        |  |  |  |

### 3.3 Referral Form

*(Class teacher to Guidance Teacher and Headteacher)*

From .....

To .....

Date: .....

Time: .....

Name of School: .....

Name of student: ..... Age: ..... Sex: .....

Class: .....

#### **Class teacher's observations**

State the condition of the learner (behaviour and appearance)

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

#### **Problem:**

The problem must be stated in a way another person will be able to understand.

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

The issue (Abuse – specify type, Illness, Incident):

.....  
.....

Place of incident: .....

Date and time of incident: .....

Perpetrator if known: .....

Suggestions:

a. ....

b. ....

c. ....

d. ....

Contact details of the pupil:

.....  
.....

Referred by: Name..... Signature: .....



### 3.5 PSS Profile for Pupils

(To be compiled by the Guidance teacher for individual learners before or during the counselling session)

|                                                            |  |  |          |   |              |           |                     |        |             |   |
|------------------------------------------------------------|--|--|----------|---|--------------|-----------|---------------------|--------|-------------|---|
| Date:                                                      |  |  |          |   |              |           |                     |        |             |   |
| Name of teacher:                                           |  |  |          |   |              |           |                     |        |             |   |
| Name of child:                                             |  |  |          |   |              |           |                     |        |             |   |
| Date of birth:                                             |  |  | Class:   |   |              | Sex: Male |                     | Female |             |   |
| Address:                                                   |  |  |          |   |              |           |                     |        |             |   |
| Guardian name/Primary caregiver:                           |  |  |          |   |              |           |                     |        |             |   |
| Relationship to student:                                   |  |  |          |   |              |           |                     |        |             |   |
| How many children are in the home?                         |  |  | Below 5  |   | 6 to 12      |           | 13 to 18            |        | Above 18    |   |
|                                                            |  |  | M        | F | M            | F         | M                   | F      | M           | F |
| Other children in the home:<br>(Complete below)            |  |  | Age      |   | Relationship |           | Are they at school? |        | If not, why |   |
|                                                            |  |  |          |   |              |           |                     |        |             |   |
|                                                            |  |  |          |   |              |           |                     |        |             |   |
|                                                            |  |  |          |   |              |           |                     |        |             |   |
| Other members of Household<br>(uncle, auntie, tenant)      |  |  |          |   |              |           |                     |        |             |   |
|                                                            |  |  |          |   |              |           |                     |        |             |   |
|                                                            |  |  |          |   |              |           |                     |        |             |   |
|                                                            |  |  |          |   |              |           |                     |        |             |   |
| How many adults are in the home?                           |  |  | Male     |   |              |           | Female              |        |             |   |
| Are there any sick people in the home? (write appropriate) |  |  | Children |   |              |           | Adults              |        |             |   |
|                                                            |  |  | Male     |   | Female       |           | Male                |        | Female      |   |

|                                                                                   |        |        |                 |                 |      |       |         |       |
|-----------------------------------------------------------------------------------|--------|--------|-----------------|-----------------|------|-------|---------|-------|
| numbers)                                                                          |        |        |                 |                 |      |       |         |       |
|                                                                                   |        |        |                 |                 |      |       |         |       |
|                                                                                   | Mother | Father | Grand<br>mother | Grand<br>father | Aunt | Uncle | Sibling | Other |
| Who is sick? (tick appropriate box)                                               |        |        |                 |                 |      |       |         |       |
| Does any member of the household have a disability? (tick appropriate box)        |        |        |                 |                 |      |       |         |       |
| Has any member of the household died within the last year? (tick appropriate box) |        |        |                 |                 |      |       |         |       |
| Name of household breadwinner:                                                    |        |        |                 |                 |      |       |         |       |
| Relationship of breadwinner to the child:                                         |        |        |                 |                 |      |       |         |       |
| How many people are employed in the household?                                    |        |        |                 |                 |      |       |         |       |
| Type of employment:                                                               |        |        |                 |                 |      |       |         |       |
| Sources of income:                                                                |        |        |                 |                 |      |       |         |       |
| External assistance received:                                                     |        |        |                 |                 |      |       |         |       |
| Any health issues?                                                                | Yes    | No     |                 |                 |      |       |         |       |
| If yes, please list:                                                              |        |        |                 |                 |      |       |         |       |
| Any social issues?                                                                | Yes    | No     |                 |                 |      |       |         |       |
| If yes, please list:                                                              |        |        |                 |                 |      |       |         |       |
| What draws your attention?<br>(counselling issue/s for the child)                 |        |        |                 |                 |      |       |         |       |

### 3.5 Student Counselling Guide

Teachers should create an enabling environment for the children: whereby the children would be able to freely express themselves, have their views and thoughts taken serious and guided by an adult

The school should create safe spaces for children to express their thoughts and feelings and be guided / supported by a responsible adult. Confidentiality and respect to information shared by children should be key and taken seriously.

|                                                       |  |  |         |   |              |           |                     |        |             |   |
|-------------------------------------------------------|--|--|---------|---|--------------|-----------|---------------------|--------|-------------|---|
| Name of School:                                       |  |  |         |   |              |           |                     |        |             |   |
| Date:                                                 |  |  |         |   |              |           |                     |        |             |   |
| Name of teacher:                                      |  |  |         |   |              |           |                     |        |             |   |
| Name of child:                                        |  |  |         |   |              |           |                     |        |             |   |
| Date of birth:                                        |  |  | Class:  |   |              | Sex: Male |                     | Female |             |   |
| Address:                                              |  |  |         |   |              |           |                     |        |             |   |
| Guardian name/Primary caregiver:                      |  |  |         |   |              |           |                     |        |             |   |
| Relationship to student:                              |  |  |         |   |              |           |                     |        |             |   |
| How many children are in the home?                    |  |  | Below 5 |   | 6 to 12      |           | 13 to 18            |        | Above18     |   |
|                                                       |  |  | M       | F | M            | F         | M                   | F      | M           | F |
| Other children in the home<br>(Complete below)        |  |  | Age     |   | Relationship |           | Are they at school? |        | If not, why |   |
|                                                       |  |  |         |   |              |           |                     |        |             |   |
|                                                       |  |  |         |   |              |           |                     |        |             |   |
|                                                       |  |  |         |   |              |           |                     |        |             |   |
|                                                       |  |  |         |   |              |           |                     |        |             |   |
| Other members of Household<br>(uncle, auntie, tenant) |  |  |         |   |              |           |                     |        |             |   |
|                                                       |  |  |         |   |              |           |                     |        |             |   |
|                                                       |  |  |         |   |              |           |                     |        |             |   |
|                                                       |  |  |         |   |              |           |                     |        |             |   |

|                                                                                   |          |        |              |              |        |       |         |       |
|-----------------------------------------------------------------------------------|----------|--------|--------------|--------------|--------|-------|---------|-------|
| How many adults are in the home?                                                  | Male     |        |              |              | Female |       |         |       |
| Are there any sick people in the home? (write appropriate numbers)                | Children |        |              |              | Adults |       |         |       |
|                                                                                   | Male     |        | Female       |              | Male   |       | Female  |       |
|                                                                                   | Mother   | Father | Grand mother | Grand father | Aunt   | Uncle | Sibling | Other |
| Who is sick? (tick appropriate box)                                               |          |        |              |              |        |       |         |       |
| Does any member of the household have a disability? (tick appropriate box)        |          |        |              |              |        |       |         |       |
| Has any member of the household died within the last year? (tick appropriate box) |          |        |              |              |        |       |         |       |
| Name of household breadwinner:                                                    |          |        |              |              |        |       |         |       |
| Relationship of breadwinner to the child:                                         |          |        |              |              |        |       |         |       |
| How many people are employed in the household?                                    |          |        |              |              |        |       |         |       |
| Type of employment:                                                               |          |        |              |              |        |       |         |       |
| Sources of income:                                                                |          |        |              |              |        |       |         |       |
| External assistance received:                                                     |          |        |              |              |        |       |         |       |
|                                                                                   |          |        |              |              |        |       |         |       |
| <b>General Care: Does the child .....</b>                                         |          |        |              |              |        |       | Yes     | No    |
| Seem untidy and uncared for?                                                      |          |        |              |              |        |       |         |       |
| Seem hungry and undernourished?                                                   |          |        |              |              |        |       |         |       |
| Have health problems?                                                             |          |        |              |              |        |       |         |       |
| Have poor school attendance?                                                      |          |        |              |              |        |       |         |       |
| Often fail to do homework?                                                        |          |        |              |              |        |       |         |       |

|                                                                                                |     |    |
|------------------------------------------------------------------------------------------------|-----|----|
| Have parents/guardians/caregivers who don't seem to care , or don't co-operate with the school |     |    |
| Do you feel worried about the child even if you can't pinpoint any particular problem?         |     |    |
| <b>Documentation</b>                                                                           |     |    |
| Does the child have the following documentation? Record the details/number if available        |     |    |
|                                                                                                | Yes | No |
| Road to Health Chart – Up-to-date                                                              |     |    |
| Birth certificate                                                                              |     |    |
| Identification document                                                                        |     |    |
| Caregiver's identification document                                                            |     |    |
| Mother's death certificate                                                                     |     |    |
| Father's death certificate                                                                     |     |    |

|                                                                                               |  |                                               |  |
|-----------------------------------------------------------------------------------------------|--|-----------------------------------------------|--|
| <p align="center"><b>Child's Individual Behaviour</b><br/>(Tick any/every applicable box)</p> |  |                                               |  |
| Apathetic (doesn't show interest in anything)                                                 |  | Cries a lot or gets upset very easily         |  |
| Emotional withdrawal (doesn't show any emotions)                                              |  | Afraid of things, people and doing new things |  |
| Moody or Irritable (has temper outbursts)                                                     |  | Selfish                                       |  |
| Very quiet and antisocial (prefers to be alone)                                               |  | Change in appetite                            |  |
| Depressed (sad and feeling low all the time or often)                                         |  | Rebellious (doesn't listen to adults)         |  |
| Substance abuse (drugs and / or alcohol)                                                      |  | Harms him/herself on purpose                  |  |
| Has attempted suicide                                                                         |  | Talks about suicide                           |  |

|                                                                                           |  |                                         |  |
|-------------------------------------------------------------------------------------------|--|-----------------------------------------|--|
| Bedwetting                                                                                |  | Day dreams                              |  |
| Seems easily frustrated                                                                   |  | Has a negative attitude                 |  |
| Has low self esteem                                                                       |  | Is mostly tired                         |  |
| Has worse than usual school performance                                                   |  | Seems disturbed by others               |  |
| <p align="center"><b>Child's Social Behaviour</b><br/>(Tick any/every applicable box)</p> |  |                                         |  |
| Gets on well with others                                                                  |  | Shares with peers                       |  |
| Works well with others                                                                    |  | Shows trust and cooperation with others |  |
| Enjoys company of others                                                                  |  | Has friends                             |  |
| Violent and aggressive behaviour                                                          |  | Withdraws socially                      |  |
| Is promiscuous (shows inappropriate sexual behaviour)                                     |  | Is disrespectful to others              |  |
| Steals                                                                                    |  | Has poor educational performance        |  |
| Runs away from school                                                                     |  | Runs away from home                     |  |
| Doesn't trust others                                                                      |  | Afraid of getting close to others       |  |
| Lies                                                                                      |  | Misunderstands requests                 |  |

|                                                                                                               |  |                                   |  |
|---------------------------------------------------------------------------------------------------------------|--|-----------------------------------|--|
| <p align="center"><b>Child's Physical and General State of Health</b><br/>(Tick any/every applicable box)</p> |  |                                   |  |
| Has an up to date Health Card                                                                                 |  | Is presently taking medication    |  |
| Teenage parenthood (has child or is pregnant)                                                                 |  | Does not have enough warm clothes |  |
| Him/herself and clothes are dirty                                                                             |  | Does not get enough food          |  |

|                                                                               |  |                                                 |  |
|-------------------------------------------------------------------------------|--|-------------------------------------------------|--|
| Has reddish dry hair                                                          |  | Has dark patches on the skin                    |  |
| Has no fat under the skin                                                     |  | Coughs and or breathes very fast                |  |
| Bones are showing                                                             |  | Is 1 or 2 years smaller than others of same age |  |
| Has diarrhoea                                                                 |  | Has runny nose                                  |  |
| Has sore eyes                                                                 |  | Has pus coming from the ears                    |  |
| Has swollen belly                                                             |  | Has sores around the eyes and / or mouth        |  |
| Has sores on legs                                                             |  | Has other skin problems                         |  |
| Is easily tired                                                               |  | Has discoloured or sore teeth                   |  |
| Has epileptic fits, or sudden bursts of abnormal physical behaviour           |  | Complains of headaches                          |  |
| <b>Vision problems:</b><br>Complains of burning or itchy eyes                 |  | Has difficulty reading the board at school      |  |
| Holds book very close when reading                                            |  | Bumps into things                               |  |
| <b>Hearing problems:</b><br>Has fluid coming out of ears                      |  | Speaks very loud or softly                      |  |
| Has difficulty following instructions                                         |  | Seems not to hear                               |  |
| Complains of dizziness                                                        |  | Seems easily distracted or daydreams            |  |
| Asks you to repeat what you said often                                        |  |                                                 |  |
| <b>Other important information not given above - Please explain in detail</b> |  |                                                 |  |
| <b>E.g.</b> If Child is on medication, please state what and why?             |  |                                                 |  |
|                                                                               |  |                                                 |  |
|                                                                               |  |                                                 |  |
|                                                                               |  |                                                 |  |

### 3.6 Definition of Roles and Functions of all Key Stakeholders

| Stakeholder               | Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learners                  | <ul style="list-style-type: none"> <li>• Attend school regularly</li> <li>• Claim right to education</li> <li>• Show interest and enthusiasm and participate fully in own education</li> <li>• Participate in co-curricular activities</li> <li>• Contribute to the success and well-being of the school</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Teacher                   | <ul style="list-style-type: none"> <li>• Prepare for teaching and learning as dictated by the MoET</li> <li>• Conduct teaching and learning in a professional manner</li> <li>• Keep accurate data and records of the learners under your charge</li> <li>• Ensure safe and protective learning environment for all children</li> <li>• Promote positive discipline</li> <li>• Serve as a school community role model</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Head Teacher              | <ul style="list-style-type: none"> <li>• Undertake the school self-assessment</li> <li>• Draft the School Development Plan with budget</li> <li>• Organise the School committee meetings</li> <li>• Organise annual general meetings (for parents and School administration)</li> <li>• Keep accurate data and a systematic record management system.</li> <li>• Manage humane, material and financial resources</li> <li>• Regularly monitor teaching and learning process as prescribed by MoET</li> <li>• Ensure all eligible children within the school's catchment area are enrolled.</li> <li>• Ensure safe and protective learning environment for all children.</li> <li>• Ensure the school has adequate, safe and standard infrastructure</li> <li>• Mobilise the community for school development projects</li> <li>• Serve as a community role model</li> </ul> |
| Parents/Community Members | <ul style="list-style-type: none"> <li>• Enrol all children in the community at school at the appropriate age</li> <li>• Ensure that learners attend school regularly</li> <li>• Ensure safe and protective learning environment for all children</li> <li>• Actively participate in school development projects</li> <li>• Actively participate in resource mobilisation</li> <li>• Monitor quality of education</li> <li>• Take keen interest in the education of their children.</li> <li>• Support and encourage teachers to remain in the community</li> </ul>                                                                                                                                                                                                                                                                                                         |
| School committee          | <ul style="list-style-type: none"> <li>• Add roles of School committee</li> <li>•</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Traditional Leaders       | <ul style="list-style-type: none"> <li>• Provide enough land for school development</li> <li>• Mobilise the community to participate in school development projects</li> <li>• Encourage parents to enrol their children</li> <li>• Discourage practices that negatively impact on education</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Ministry of Education     | <ul style="list-style-type: none"> <li>• Continuously develop the curriculum</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



|                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| and Training                                                                                                                          | <ul style="list-style-type: none"> <li>• Provide financial and material resources</li> <li>• Provide infrastructure development support</li> <li>• Organise professional development programmes for ministry personnel</li> <li>• Monitor and evaluate learning and teaching</li> <li>• Provide technical support/capacity building to improve quality of teaching and learning</li> </ul> |
| Civil Society:<br>Community Based Organisation (CBOs),<br>Faith Based Organisations (FBOs),<br>Non- governmental Organisations (NGOs) | <ul style="list-style-type: none"> <li>• Lobby for financial, human and material resources</li> <li>• Advocate for rights of the child</li> <li>• Build capacity of stakeholders in education to improve quality of teaching and learning</li> <li>• Sensitise on importance of education</li> <li>• Monitor government commitment to ensure obligations are fulfilled</li> </ul>          |
| External Funding Agencies/Cooperating Partners                                                                                        | <ul style="list-style-type: none"> <li>• Provide financial and technical support to build capacity of the education sector</li> <li>• Monitor and evaluate effective utilisation of resources</li> <li>• Lobby government and civil society to effectively implement education policy</li> </ul>                                                                                           |

### 3.7 Example of School Policy

(To give examples of policy statements for each of the following);

3.7.1 Policy Title (*What is the localized name*)

3.7.2 General Statement of Intent (*In terms of Inqaba implementation*)

3.7.3 Definition of Terms

3.7.4 Policy Objective (*What does the school intent to achieve through implementing Inqaba?*)

3.7.5 Pillar 1: Protection and Safety (*Who will do what at local level?*)

3.7.6 Pillar 2: Psychosocial Support (*Who will do what at local level?*)

3.7.7 Pillar 3: Food Security (*Who will do what at local level?*)

3.7.8 Pillar 4: Health (*Who will do what at local level?*)

3.7.9 Pillar 5: Water, Sanitation and Hygiene (*Who will do what at local level?*)

3.7.10 Pillar 6: HIV and AIDS, Gender and Life Skills (*Who will do what at local level?*)

3.7.10 Pillar 7: Quality Education (*Who will do what at local level?*)

3.7.11 Policy Monitoring (How will the policy implementation be monitored at school level?)

### **3.9 Inqaba Learners' Club Development Guide**

#### **2.9 Clubs**

An Inqaba school is expected to have a club that focuses on, among other issues, the seven pillars of Inqaba. A number of schools already have a club, and sometimes several clubs, that have different purposes. Schools do not have to form a new club but can incorporate the ideals of the seven pillars of Inqaba into existing structures. Different schools call their clubs by different names including: health clubs, anti – AIDS clubs, environment clubs etc. Your school can come up with its own name.

The purpose of the clubs, among other things, include focusing on safety and protection, psychosocial support, food security, health, water and sanitation, HIV and AIDS, gender and life skills. The club is a definite way of also ensuring child participation in decision making on issues that affect them. With guidance and assistance from their teachers, students should come up with suggestions of how to run their club and what to do. This is a students' club and they should be allowed to run it.

The club is absolutely free to undertake activities that they choose. Given below are examples of activities that they may be encouraged to involve themselves in as responsible citizens of the school. This should be done in close liaison with the school administration or guidance team. The other role the club may play is to try and bridge the gap between the administration and school staff with the students. The activities are given per pillar.

Membership of the club is suggested to be open and cross cutting among all classes. If possible, the club should have a significant percentage (30%) of its members being orphans and vulnerable. It is definitely difficult to achieve this but this guide thinks there is no harm in trying.

This is a list of suggested activities that you can undertake under your club. We encourage the schools to form one club that encompasses all the seven pillars. Here under listed are some activities that can be undertaken by the club;

### *2.9.1 Safety and Protection*

During school assembly the club may do performances, sing songs, read statements, etc. for raising awareness about bullying, violence, abuse and about the toll free number. The performances have to be well rehearsed during club meetings before hand. It should be clarified here that the rehearsals are the essence of the club, participation and sharing; performance is just icing on the cake.

Older members of the club can assist siblings and peers to safely cross and walk along the road. The club can invite stakeholders to talk to them about road safety and safety in general.

Members of the club are expected to encourage their peers to report any form of abuse to relevant authorities (prefects, teachers, Guidance Teacher, Head Teacher, Police, 9664 Toll-free number). They should gather and share information on abuse and related issues. During break time, club members may help to supervise the safety and protection of learners (by watching out for bullying, physical violence, etc.).

### *2.9.2 Psychosocial Support*

The club should organize and undertake activities that include supporting each other as students (peer support). Members should find space to share experiences and ambitions in order to motivate and support each other. Being there for each other is part of the club's core functions.

The club, as much as possible, should make written plans and keep records. It should be open and involve all who are willing to participate. In terms of membership, the club can keep a fluid register. It can have an executive and members who attend when they are able to. The intention is to have an all-seasons club which continues to operate throughout the year. The idea is to mobilize those who would not be taking part in any school organized activities and keep them busy and having lot of fun. They engage in a wide variety of activities that help reduce the stress and sadness which can be brought about by the difficult circumstances they go through.

Members can use the club to introduce and participate in a wide variety of sports. Identify and politely request the participation of teachers who can assist in the various disciplines. The club members should ensure the activities continue throughout the year. It is critical to use sport for recreation, refreshment, relaxation, occupation, talent search, socialization, Lifeskills and learning.

### *2.9.3 Food Security*

The club can mobilize members to participate in food production for the school and the club members. They can negotiate for land or authority from the school administration to grow, or to learn to grow, food crops of their choice. The produce can be shared between the club and the school.

The members of the club should share and promote hygiene and ensure their hands are washed before eating. They can, if permitted, help maintain order during feeding time and also help with cleaning up.

Club members should establish ways of politely drawing the school's attention to any issues of concern: variety, preparation, quantity, quality, hygiene, feeding time and production.

### *2.9.4 Health, Water, Sanitation and Hygiene*

The club is encouraged to promote and practice hygiene and to encourage prevention over the curing of illnesses and diseases all the time. They should use the motto, "It starts and ends with me". The students' club can be used as a vehicle for health education.

The club should ensure that its members, as well as the rest of the student body, comply with procedures for use and care of water and sanitation facilities and observe appropriate hygiene measures. Club members can also play an active role in the cleaning and maintenance of facilities.

To spice up their responsibilities, the members can organise events promoting hygiene practice, hand washing and safe water use and consumption.

Club members can participate in separating waste: paper and cardboard, glass, tin, plastic, organic. This encourages members to be environmentally friendly.

### *2.9.6 HIV and AIDS, Gender and Life Skills (beef up paragraph-vumile)*

Club members need to establish linkages with clubs in neighboring schools and communities to share resources, ideas, activities and best practices. School magazine, children drama and theatre

What is a club?

A club is a group of pupils who come together to pursue a common interest or goal. Clubs vary in size, membership and purpose.

Why start a club?

Through a club, you can:

- i. Share a common interest
- ii. Enjoy meeting people and working as a team
- iii. Learn how to organize activities or projects
- iv. Learn new life skills
- v. Develop a community spirit and create an interest in a common goal.
- vi. Build self-confidence
- vii. Learn to make decisions
- viii. Compete with other clubs
- ix. Have fun

Steps to Start a Club

- i. Get permission or clearance and support from the school head.
- ii. Advertise for membership; it is important for members to join out of their own personal interest.
- iii. Get together during break, after school or any allocated time and let members register and talk about what activities you want to do. Make sure everyone participates in the planning of activities, as it is an important part of building the club.
- iv. Meet regularly and keep minutes or notes to help remember what was decided and what to do next.

Club Constitution

- i. Name of club
- ii. Aims and Objectives
- iii. Membership
- iv. Club administration
- v. Club meetings
- vi. Other club activities

### 3.10 Directory of Community Service Providers

(To be filled in by the Headteacher in consultation with the school committee)

Give brief write up on the significance / objective of this tool

| Name of organisation | Role | Address | Contact Person/s | Phone |
|----------------------|------|---------|------------------|-------|
|                      |      |         |                  |       |
|                      |      |         |                  |       |
|                      |      |         |                  |       |
|                      |      |         |                  |       |
|                      |      |         |                  |       |
|                      |      |         |                  |       |
|                      |      |         |                  |       |
|                      |      |         |                  |       |

## Tips on Counselling

This guide is neither trying to make you a counsellor nor a psychologist. However, the nature of your job will often put you in situations where you may be called upon to assist students in a manner that counselors do. This section gives you some handy hints to use when talking to students.

When counseling, <sup>21</sup>first build a good relationship (rapport) with the child. Develop trust. Make sure that you accept the child's feelings. Do not send messages that his/her feelings are wrong. As you talk, let the child feel free in your presence, as this will enable her/him to open up. It is important not to hurry or interrupt the child as she/he speaks.

Help the child to identify and resolve one problem at a time, as the child is already being overwhelmed by the situation that she/he is in. Assess and understand the real problem the child is facing and appreciate who is seeing it as a problem. Decide who to focus on with the intervention. Decide whether you can handle the problem. Make sure that you do not rush to offer solutions or suggestions. Respect the child's ability to solve his/her problems. Also recognise the limitations of the child, rooted in developmental stages or mental maturity; avoid expecting too much from the child.

Your role as an adult is essentially to assist the child with social or cognitive skills to gain better control of events and situations in her/his life. You should fully understand the challenges facing the child, length of time the child has experienced the challenges, and the frequency and situation in which the challenges are encountered. In your efforts, ensure that you consider the family and community context as well as the support mechanisms available and in use. Identify what is required to boost the support in terms of quality and frequency.

As you bring the counselling session to a close, identify protective factors which allow the child to function well in the face of adversity. The idea is to enhance such factors for the child who faces a risk. As much as you can, make sure that you do no harm or make the situation worse.

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<sup>21</sup> OVC Programming Training Manual Vol 5: NAP for OVC Capacity Development Series. UNICEF, JIMAT Development Consultants, National AIDS Council and Min of Labour and Social Services Dec 2009 Zimbabwe



### *2.3.5 Qualities of a good counselor*

Although you or any member of your team, are not a professional counsellors, developing these characteristics would benefit the children for whom you care so much. As the head of your school it would be wise to find means of developing the same in teachers. This can be done through consulting the guidance department, or various organizations and departments that have an interest in education or counseling. Medical personnel and religious leaders also have some level of competence in this regard.

These qualities are:

- Competence;
- Good human relations;
- Tolerance;
- Emotional stability;
- Ability to keep things in confidence;
- Empathy – ability to get into the child’s shoes;
- Firmness;
- Knowledgeable;
- Self-discipline and self-respect;
- Good and impartial listener;
- Patience

### *2.3.6 Ethics and Principles of Counselling*

This section helps you to have a better insight into counseling. This guide hopes that exposing you to this information will enhance your skill and at the same time protect you from making a grave mistake that may negatively affect the child, and sometimes you as well. These are professional standards meant to protect the child and yourself.

**Child Welfare:** The relationship is maintained solely for the purpose of serving the child.

**Confidentiality:** Counselors maintain confidence of information shared, except when there is threat to life or a crime has been committed (i.e sexual relationship with an under-age child).

**Respect:** Do not impose your values as a counsellor.

**Genuineness:** The consistency between what you say and what you are as a counsellor (be yourself).

**Unconditional Positive** Make the child feel welcome and valued as an individual (Non-judgmental attitude).

**Referral:** Excuse yourself (refer) if the issue is getting personally sensitive and you can't handle it.

Draft 5

### 3.13 Hand Washing Bucket (example)



### **3.14 Teachers Code of Ethics (SNAT)**

*(highlight of aspects relating only to SCCS / Inqaba programme):*

Adapted from the Code of Ethical Standards and Practices for Teachers of Swaziland, approved and adopted by the Swaziland National Association of Teachers (SNAT) at the Annual General Conference of Delegates held in August 1989 at Ngwane College, the SCCS Teachers Code of Conduct is as follows:

- Teachers hold special responsibility for the education, care and guidance of the children and youth who have been entrusted to them, and any abuse of this trust must not be tolerated.
- Teachers should constantly strive to achieve and maintain the highest degree of professional competence while upholding the honour, dignity, integrity and ethical standards of the teaching profession.

#### Educators shall:

- Co-operate with the Ministry of Education in all activities related to the establishment of improvement of education programmes
- Present in the proper manner, to the appropriate authority, the consequences to be expected from policies or practices which, in their professional opinion, are educationally unsound or seriously detrimental to the interest of the students
- Regard as their duty the effective education of the students under their care, and the maintenance of high degree of competence in their own teaching
- Endeavor to develop in their students the desire to work diligently at their studies and to develop an appreciation for standards of excellence
- Endeavor to inculcate in their students an appreciation of the principles and values of good citizenship
- Concern themselves with the health, safety and general welfare of students
- Show understanding, consideration and consistent justice in all relations with students, especially in matters of evaluation and discipline
- Be willing to provide extra-curricular support for student activities
- Be willing to provide additional instruction to students who are experiencing academic or learning difficulties

- Provide, through their everyday department, a positive image of teachers and the teaching profession to the community in which they serve
- Be accessible to parents and other community members who desire consultation with them on school matters or student progress
- Involve themselves in community structures and activities, such as Parent-Teachers Associations, School Committees, Parents' Days, School Visits, and other activities which extend the public knowledge of and about the teaching profession
- Attempt to evolve cooperative and congenial working relationships with their colleagues in order to establish a school environment that is conducive to effective teaching and learning
- Involve themselves, as circumstances permit, in those activities which lead towards professional growth and development, or the upgrading of professional qualifications
- Respect the rights of all children, especially their students, to benefit from the provisions identified in the UN Convention on the Rights of the Child, particularly as those rights apply to education
- Safeguard and promote the interests and wellbeing of students and make every effort to protect students from bullying and from physical or psychological abuse
- Take all possible steps to safeguard students from sexual abuse
- Exercise due care, diligence and confidentiality in all matters affecting the welfare of their students
- Assist students to develop a set of values consistent with international human rights standards
- Maintain professional relations with students
- Acknowledge the uniqueness, individuality and specific needs of each student and provide guidance and encouragement to each student to realize his/her full potential
- Give students a feeling of being part of a community of mutual commitment, with room for everyone
- Exercise authority with justice and compassion

- Ensure that the privileged relationship between teacher and student is not exploited in any way but particularly in order to proselytize or for ideological control

Educators shall not:

- Engage in improper intimate relationships with students under their care
- Neglect professional obligations for personal considerations, or create situations whereby students are left without supervision or instruction
- While in the performance of their professional duties, behave in any manner which sets an unsavoury example for students, or detracts from professional image of teaching. (Teachers who consume alcohol, use proscribed drugs, engage in violent or disorderly conduct, or use profane language in the presence of students shall be liable to immediate discipline, including the possibility of suspension or dismissal)
- Engage in arbitrary and unreasonable punishment of students under their care. The disciplining of students shall be in accordance with government regulations and shall occur under the supervision or with the approval of the head teacher of each school

### 3.15.1 Pit latrine Design



# SCHOOL DEVELOPMENT PLAN

## MONITORING INSTRUMENT



## A MONITORING INSTRUMENT FOR SCHOOL DEVELOPMENT PLAN

### A. A school profile

- Name of school \_\_\_\_\_
- School code \_\_\_\_\_
- Postal address \_\_\_\_\_
- Physical location \_\_\_\_\_
- Contact number for the school \_\_\_\_\_  
 \_\_\_\_\_  
 (fax, email, cell number or landline phone number)
- Region \_\_\_\_\_
- Name of inkhundla \_\_\_\_\_
- Type of school \_\_\_\_\_  
 \_\_\_\_\_  
 (community, mission or government aided)
- Name of head teacher \_\_\_\_\_
- Name of chairperson \_\_\_\_\_
- Contact # of chairperson \_\_\_\_\_
- Location (urban, rural, semi-urban) \_\_\_\_\_

### B. THE SCHOOL DEVELOPMENT PLAN (presentation)

| SDP DETAILS:                                       | YES | NO | COMMENTS |
|----------------------------------------------------|-----|----|----------|
| Is the SDP available?                              |     |    |          |
| Does the SDP have a title?                         |     |    |          |
| Is the name of the school on the cover of the SDP? |     |    |          |
| Is the school logo in the SDP?                     |     |    |          |
| Is the mission statement included in the SDP?      |     |    |          |
| Is the cash flow projection available?             |     |    |          |
| Is the fees breakdown structure available?         |     |    |          |
| Is the list of SDP committee members included?     |     |    |          |
| Are there planned activities for the year?         |     |    |          |
| Is the Staff list included?                        |     |    |          |
| Is the list of students included?                  |     |    |          |

|                                            |  |  |  |
|--------------------------------------------|--|--|--|
| Does the SDP have the required signatures? |  |  |  |
| Does the SDP have an official stamp?       |  |  |  |
| Does the SDP have the performance reports? |  |  |  |

Planned Activities for the Year

| Category                                             | Achieved | Not achieved | COMMENTS |
|------------------------------------------------------|----------|--------------|----------|
| QUALITY TEACHING AND LEARNING<br>•<br>•<br>•         |          |              |          |
| QUALITY EQUIPMENT<br>•<br>•<br>•                     |          |              |          |
| INFRASTRUCTURE, SAFETY & SECURITY<br>•<br>•<br>•     |          |              |          |
| HEALTH, WATER & SANITATION<br>•<br>•<br>•            |          |              |          |
| MAINTENANCE OF RESOURCES & FACILITIES<br>•<br>•<br>• |          |              |          |
| BASIC UTILITIES<br>•<br>•<br>•                       |          |              |          |

|                                                                 |  |  |  |
|-----------------------------------------------------------------|--|--|--|
|                                                                 |  |  |  |
| PSYCHO-SOCIAL SUPPORT<br>& LIFE SKILLS EDUCATION<br>•<br>•<br>• |  |  |  |
| FOOD SECURITY<br>•<br>•<br>•                                    |  |  |  |

Activities undertaken but not reflected in the year plan

| Activity | Reason for undertaking |
|----------|------------------------|
|          |                        |

#### THE SCHOOL BUDGET

- anticipated income: E\_\_\_\_\_
- amount collected so far E\_\_\_\_\_
- amount spent so far E\_\_\_\_\_

Observations and comments

Comments from the school

Recommendations

Inspection conducted on \_\_\_\_\_ by:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Report completed on \_\_\_\_\_

Signature(s) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_