



MINISTRY OF EDUCATION AND SPORTS

**GUIDELINES FOR THE
IMPLEMENTATION OF THE ROLES
AND RESPONSIBILITIES OF THE
SENIOR WOMEN AND SENIOR MEN
TEACHERS IN UGANDA**

2020



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Foreword



The Government of Uganda recognizes quality, equitable and transformational education as a national priority for all Ugandans. The Ministry of Education and Sports has been implementing the Basic Requirements and Minimum Standards (BRMS) to ensure that schools provide a safe and supportive learning environment. One of the important aspects emphasized by the BRMS is the institutionalization of the positions of Senior Woman Teacher (SWT) and Senior Man Teacher (SMT) in primary and secondary schools with an aim of reshaping the character and aspirations of learners while at school.

The relevance of these positions is underscored by the Gender in Education Sector Policy (2017) and the National Strategy for Girls' Education (NSGE) in Uganda that emphasizes the important roles that Senior Women and Senior Men Teachers play in shaping the destiny of the learners. This is further accentuated by the Teachers professional code of conduct (2012) which imposes a duty of care of children at school in the hands of teachers.

Senior Women and Senior Men teachers play a critical role in promoting learners' emotional, social and physical well-being. They support young people resolve challenges that accrue from growing up which

would ultimately impede the achievement of their education outcomes, and long term goals.

Although the approach of using Senior Women and Senior Men teachers in addressing some of the challenges boys and girls face in schools has been tested and proven effective, there are gaps in appointment and contextualization of their actual roles and responsibilities.

The Ministry has therefore developed these guidelines to guide on the appointment of Senior Women and Senior Men Teachers in schools and also streamline their roles and responsibilities.

I therefore call upon all Education departments, agencies, institutions and partners to operationalize these guidelines.

A handwritten signature in black ink, which appears to read 'Janet Museveni'. The signature is stylized and written in a cursive-like font.

HON. JANET K. MUSEVENI
FIRST LADY/ MINISTER OF EDUCATION AND SPORTS

Acknowledgment



The Guidelines for the Implementation of the Roles and Responsibilities of the Senior Women and Senior Men teachers in Uganda is a result of a participatory process that involved nationwide consultations with; District Education Officers, District Inspectors of Schools, Head Teachers, Senior Women and Senior Men Teachers, Pupils and Students.

The Ministry is grateful to New Venture Fund for the Financial Support, to FAWEU Uganda for spearheading the process of developing the guide, to Irish Aid and UNICEF for the continued support to initiatives that protect Children's Rights in Uganda.

The Ministry appreciates the members of the Gender Technical Working Group, the Basic Education Working Group, the Monitoring and Evaluation Working Group and the Department of Guidance and Counseling for their useful input into the guidelines. Special thanks go to the leadership of the Gender Unit for coordinating the process of developing the guidelines.

I appeal to all schools to make use of the guidelines during the appointment and replacement of senior women and men teachers in schools.

A handwritten signature in black ink, appearing to read 'Alex Kakooza'. The signature is fluid and cursive, with a long, sweeping tail that extends to the right.

ALEX KAKOOZA
PERMANENT SECRETARY

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List of Acronyms

AIDS	Acquired Immuno Deficiency Syndrome
CBOs	Community Based Organizations
CSOs	Civil Society Organizations
CSV	Child Survivors or Victims
DEO	District Education Officer
FAWEU	Forum for Women Educationists in Uganda
FGD	Focus Group Discussion
HIV	Human Immuno Virus
MHM	Menstrual Hygiene Management
MoES	Ministry of Education and Sports
NGO	Non-Government Organization
PLWH	People Living With HIV
RTRR	Reporting, Tracking, Referral and Response
SMCs	School Management Committees
SMT	Senior Man Teacher
SWT	Senior Woman Teacher
TWGS	Technical Working Groups
VACiS	Violence against Children in Schools

Interpretation and Definitions

Terminology	Interpretation/ Definition
Capacity Building	Means the continuing building of the knowledge and skills of the Senior Woman or Senior Man teacher to enable them perform their roles effectively
Child	A person below 18 years of age
Children rights	Means the inalienable entitlements of children aged (0-17 years)
Education Act	Means the Act developed for Pre- Primary, Primary and Post Primary education institutions developed in 2008
Foundation Body	Means an individual or group or organization which founds and manages an education institution
Head Teacher	Includes headmistress, head master, principal or director of a school
Learner/ Pupil/ Student	A person enrolled in a Pre-primary, Primary or Secondary school respectively
Menstrual Hygiene Management	Includes facilities, products, education, training and support necessary for girls and women to manage their menstrual periods in a hygienic and dignified way
Puberty	A period in children's lives when they experience physical changes by which their bodied eventually become adult bodies
Qualifications	Means requirements for appointment as a Senior Man or Senior Women teacher
Roles	Means duties as signed to the Senior Man and Senior Women teacher
School	Means an institution in which not less than eighty or in special circumstances, not less than ten persons receive regular instruction
Senior Man teacher	Means the person of a male teacher who meets the requirements for appointment as Senior Man teacher
Senior Woman Teacher	Means the person of a female teacher who meets the requirements for appointment as Senior Woman teacher
Stakeholder	A person or institution that the Senior Woman, Senior or school administration works with to achieve an intended purpose
Student	Means a person studying in a post primary institution
Teacher	Means a person who has successfully completed a course of training approved by the Ministry responsible for education and has been entered in the Register of teachers or a person licensed by the Ministry responsible for education to teach and has been entered on the roll of teachers
Training	Means a process of preparing or being prepared for a job that is bringing a person to a desired standard or efficiency by instruction and practice
Violence against children	UN Convention on the Rights of the Child defines violence as all forms of physical or mental violence, injury, and abuse, neglect or negligent treatment, maltreatment, or exploitation including sexual abuse.

1.0 INTRODUCTION

Over the last three decades, Government prioritized quality education for all as a key national priority with commitment to address barriers to its quality attainment. The Ministry of Education and Sports instituted the positions of the Senior Woman Teacher (SWT) and Senior Man Teacher (SMT) in Primary and Secondary Schools to support in addressing the challenges pupils and students face while in school. Although this strategy has been tested and proven effective, no proper guidelines have been developed to operationalize their roles. It is based on this background that these guidelines have been developed to guide both the SWTs and SMTs in the performance of their roles. The Guidelines have been comprehensively developed to include the key minimum requirements for appointment of the SWTs and SMTs, their roles and responsibilities, implementation strategies and Monitoring and Evaluation of their performance.

1.1 Background

The Ministry of Education and Sports (MoES) is mandated to provide quality and equitable education to all people of Uganda. The Education Act (2008) has given effect to policy reforms geared towards provision of quality education and training in addition to addressing the emerging challenges confronting the system. The Education Sector Strategic Plan (2017/18-2019/20)¹ commits to support, guide, coordinate, regulate and promote the delivery of quality education to all Persons, while the Gender in Education Sector Policy (2016)² and the Gender in Education Strategic Plan (2015-2020) are intended to guide effective mainstreaming of gender throughout the Education Sector. In spite of these commitments, barriers exist to attainment of the Sector's medium and long-term aspirations.

A review of the MoES National Strategy for Girls Education (2019) highlighted key challenges for attainment of the desired education outcomes for boys and girls that included among others; the low survival rates to Primary 7 reported at 31.7% for boys and 32.7% for girls. Other challenges included high school dropout rates for girls due to household poverty, negative cultural practices and poor attitudes towards girls' education, early marriages, teenage pregnancies, child labour, and forced marriages among others³. Dropout rates remain high at upper primary (i.e. survival rate of 34%) resulting in low transition to secondary especially for girls. Research conducted so far points to the numerous challenges faced by girls in schools; as evidenced by the MoES report (2012). Learners especially girls encountered high levels of corporal punishments and sexual violence while at school, reported at 77.7% of primary school children, while 82% of the Secondary school children experienced sexual abuse while at school⁴. Eight percent of the girls were subjected to defilement, 24% were spoken to in a sexual manner, while 18% received marriage proposals⁵.

Further, there is limited participation of children with disability and other vulnerable children in education⁶, while poor Menstrual Hygiene Management (MHM) has emerged as a key challenge to adolescent girls.

1 Ministry of Education and Sports; Education and Sports Sector Strategic Plan (2017/18-2019/20)

2 Gender in Education Sector Policy (2016)

3 Final Report on the Review of the Ministry of Education and Sports National Strategy for Girls Education (2019)

4 Ministry of Education and Sports (2012); Assessing Child Protection/ Safety and Security Issues for Children in Uganda Primary and Secondary Schools.

5 Ibid

6 Ministry of Education and Sports; Education and Sports Sector Strategic Plan (2017/18-2019/20)

About 50% of the adolescent girls miss 1-3 days of school per month, which translates into 8-24 school days per year and 11% of school days lost overall⁷. The lack of sanitary towels and facilities at school to manage menstruation was cited by the Strategic Plan Review Report as one of the factors contributing to absenteeism and drop out from school by the girls.⁸

HIV & AIDS remains a stumbling block to the adolescent boys' and girls' attainment of education. According to the National HIV & AIDS Strategic Plan (2015/2016-2019/2020), of the 1.6 million people living with HIV in Uganda, 176,948 of these are children (MoH 2014)⁹, while 3% of these are adolescents aged 15-19 years. One in every four new infections among women aged 15-49 in Uganda, occurred in adolescents and young women aged 15-24¹⁰, while 330 of the same age category get infected with HIV every week¹¹. The adolescent HIV infections are partly attributed to engagement in risky sexual behavior and limited knowledge and information about HIV. Only 46% of young women and 45% of young men have comprehensive knowledge about HIV.¹²

Based on the challenges above, there is need to create a conducive and safe environment for the learners. One of the ways, is to have professional teachers responsible for addressing the day to day challenges learners face in pursuit of their education aspirations. Indicator 3 (p) of the (BRMS, 2010)¹³ stresses the need for education institutions to have a functional Senior Woman and Senior Man Teachers. Similarly, the National Strategy for Girls education recommends the presence of the two staff to guide and counsel the learners, promote their physical and mental health, safety, security and child friendly environments. Although these are present in schools, most lack skills and training, operational framework and proper guidelines on how to effectively deliver their roles¹⁴. This scenario justifies the development of the guidelines by MoES to improve the performance of the SWTs and SMTs.

1.2 Rationale for the Guidelines

The Constitution of the Republic of Uganda (1995) guarantees the right of all children to education. In fulfillment of this right, barriers exist as already indicated, most of which affect the girl child. The boy child is not spared either, although in varying magnitudes. The low survival and completion rates by learners, of both the Primary and Secondary education cycles, are as a result of a web of challenges, some of which can be managed effectively at school level. Although the Senior Women and Senior Men teachers have been appointed in most schools to support the boys and girls in addressing some of their challenges, they lack proper operational guidelines. This has posed dangers such as; operating outside their mandate as SWTs and SMTs, ineffective performance of their roles, difficulties in appraising their performance and holding them accountable, false expectations and conflicts with the school administration. As such, the need to ensure structural coordination, proper guidance, streamlining and smooth implementation of their roles and responsibilities alongside their standard prescribed professional roles, justifies the development of these guidelines.

7 International Water and Sanitation Centre (IRC, 2013).

8 Final Report on the Review of the Ministry of Education and Sports National Strategy for Girls Education (2019)

9

10 UNAIDS Report (2014); the National AIDS Accountability Score for Uganda.

11 National Action Plan on Women, Girls, Gender Equality and HIV and AIDS-2016/17-2020/21.

12 Ibid.

13 Basic Requirements and Minimum Standards Indicators for Education Institutions

14 Christine Apiot Okudi, (2016): Policies for Senior Women Teachers to Improve Girls' Secondary Education.

1.3 Purpose of the Guidelines

The overall purpose of the guidelines is to clarify the roles and responsibilities of the Senior Women and Senior Men teachers towards the learners in both Primary and Secondary schools.

1.4 Specific Objectives of the Guidelines

- i. To clearly state the roles and responsibilities of the Senior Women and Senior Men teachers within their respective school settings.
- ii. To clearly outline the operational procedures and frameworks for their work.
- iii. To identify the stakeholders that will support the Senior Women and Senior Men teachers in the implementation of their roles.
- iv. To ensure that the issues affecting girls and boys in schools are systematically and adequately addressed to be able to realize gender equity.
- v. To identify and support children with Special needs to address their educational challenges with support from other stakeholders.
- vi. To identify and recommend key areas for capacity enhancement and key resource materials to use for the Senior Women and Senior Men teachers

1.5 Who will use the Guidelines?

The guidelines will largely be used by the Senior Women and Senior Men teachers to guide and reflect on their roles in both Primary and Secondary schools. The schools in this case refer to both the private and public primary and Secondary schools. Other users will include the different categories of stakeholders that will support the work of the Senior Women and Senior Men teachers. Other stakeholders can use the guidelines for reference purposes and offering supportive services to the different roles of the senior Women and Senior Men teachers.

1.6 How to use the guidelines

The guidelines will be used alongside other authentic documents; (e.g. Policies, Guidelines, Sector and National Strategies, Reports, Training Manuals, among others), published and or approved by the Ministry of Education and Sports and other National Ministries/ Sectors, for clarity purposes. The users of these Guidelines are however strongly and primarily advised to refer to the Education Act (2008), the Sexuality Education (2018), the Gender in Education Policy(2016), the National Strategy for Girls' Education(2014-2019), the Reporting, Tracking, Referral and Response (RTRR) Guidelines on Violence against Children in schools (2014), and the National Strategic Plan on Violence against Children in Schools (2015-2020). These have details about various issues highlighted in these guidelines.

1.7 Development Process of the Guidelines

In preparation of these Guidelines, the MoES in collaboration with FAWEU commissioned a study to understand the current status, understanding and performance of the roles of the SWT and SMT. Respondents to the study were selected from 12 districts selected from five sub regions of Uganda; namely; Central, Western, Mid-Western, Northern and Eastern. Specifically, the districts that were visited included; Mukono, Wakiso and Mityana districts in Central Uganda, Nwoya and Gulu Districts in Northern Uganda, Mbarara and Bushenyi in Western Uganda, Masindi and Hoima in Mid-Western Uganda and Soroti, Kumi and Mbale in Eastern Uganda.

A participatory approach was largely adopted for the execution of the study, where information was obtained through Focus Group Discussions (FGDs) and Key Informant Interviews, (KIIs). A total of 290 purposively selected respondents were interviewed. These included; 10 District Education Officers (DEOs), 31 Head Teachers, 64 Senior Women and Senior Men Teachers, and 185 learners; that included pupils from Primary schools and Students from Secondary schools. Through the study, important ideas were generated, most of which have been integrated into the different sub sections of these Guidelines.

At National Level, the draft Guidelines were presented to Technical Working Groups (TWGs) from MoES and technical programme officers from FAWEU for their comments and input. This greatly aided the improvement of the Guidelines to their current state.

2.0 LEGAL AND POLICY FRAMEWORK

The Guidelines have been developed in consultation with several legal and Policy Framework documents that are pertinent to defining the roles and responsibilities of the Senior Women and Senior Men Teachers in Uganda. These include the following;

- i. The UN Convention on the Rights of the Child; (1989): guarantees the rights of all children including the right to education, freedom from sexual abuse and any form of inhuman treatment.
- ii. The Constitution of the Republic of Uganda (1995): guarantees the right to education for all children of Uganda, and freedom from all forms of violence and discrimination.
- iii. The Government White Paper on Education (1992): guides access to relevant quality and equitable education and sports at all levels, including the inculcation of moral and ethical values in the individual for the development of self-discipline and integrity.
- iv. The Ministry of Education and Sports Pre- Primary, Primary and Post Primary Act (2008): clarifies on the persons who may teach and the roles and responsibilities of the different stakeholders.
- v. Basic Requirements and Minimum Standards Indicators for Education Institutions (BRMS-2010): guides on the minimum standard requirements for all education institutions in Uganda.
- vi. The Persons with Disabilities Act in Uganda (2006): guarantees the Protection of the Rights of Persons with Disabilities including children.
- vii. The National Strategic Plan on Violence against Children (2015-2020): provides strategies to eliminate all forms of violence against children in schools.
- viii. Ministry of Education and Sports (MoES) - Reporting, Tracking, Referral and Response Guidelines (2014): provide clear guidelines on reporting, tracking, referral and response to cases of violence against children in schools.
- ix. The National HIV & AIDS Strategic Plan (2015/2016-2019/20): commits to reducing risky behavior and provision of HIV information and Education to Ugandans.
- x. Guidelines for Multi Sectoral HIV and AIDS Mainstreaming in Uganda (2018): encourages every Ministry Department and Agencies of Government to mainstream HIV and AIDS activities in their policies and programs.
- xi. The Gender in Education Sector Policy (2016): commits to achieving gender equality in the Education Sector.
- xii. National Action Plan on Women, Girls, Gender Equality and HIV & AIDS (2017): commits to promote gender responsiveness in the national HIV and AIDS response.
- xiii. Gender in Education Strategic Plan (2015-2020), the Education and Sports Sector Strategic Plan (2017/18-2019/20) and the National Strategy for Girls Education (2019): all advocate for equitable and gender responsive education opportunities.

- xiv. Code of Conduct and Ethics for Uganda Public Service (2005): guides on the conduct for all Public Servants of Uganda.
- xv. Teachers Professional Code of Conduct (2012): spells out the professional code of conduct for all teachers.

2.1 Guiding Principles

- i. **Child Centred:** The Senior Women and Senior Men teachers shall perform their roles in the best interest of the children (pupils and students) in schools.
- ii. **Rights and Values Based approach:** during the execution of their work, the Senior Women and Senior Men teachers shall ensure that children's rights and responsibilities are upheld in balance.
- iii. **Gender and Disability responsiveness:** the needs of both boys and girls and the children with special needs differ, and therefore, the Senior Women and Men teachers ought to respond to them differently during the execution of their roles.
- iv. **Effectiveness and efficiency:** both the Senior Women and Senior Men teachers shall strive to achieve the intended results in terms of quality and in accordance with the performance standards and optimal use of resources, including time, in the attainment of the objectives of these Guidelines.
- v. **Impartiality:** the Senior Women and Senior Men teachers shall give fair treatment to all children irrespective of sex, race, religion, ability and ethnic background.
- vi. **Transparency and accountability:** The Senior Women and Senior men teachers shall be open in the performance of their roles. They shall not take decisions in order to gain personal, financial and any other benefits from the children and their caretakers. They will be accountable for their actions and decisions they will take arising from the performance of their roles.
- vii. **Professionalism:** both the Senior Women and Senior Men teachers shall adhere to the Public Service Code of Conduct and Ethics and to the professional teachers' code of conduct.
- viii. **Conflict Sensitivity:** Senior Women and Senior Men teachers shall be careful not to cause conflicts among learners and the different stakeholders they will work with during the execution of their work.
- ix. **No Harm Principles:** the Senior Women and Senior Men teachers shall not harm the children during their investigations and during the implementation of any other processes involved in the performance of their roles.
- x. **Decency:** Both the Senior Women and Senior Men teachers shall present themselves in a respectable manner that generally conforms to the morally acceptable standards and values of their profession and society.
- xi. **Discipline and Diligence:** Senior Women and Senior Men teachers shall respect their superiors, have self-control and are advised to be careful during the performance of their roles.
- xii. **Loyalty:** the Senior Women and senior men teachers shall be committed to implementation of policies and programs of the Government at National and Local levels.

3.0 APPOINTMENT, QUALIFICATIONS AND QUALITIES OF THE SENIOR WOMAN AND SENIOR MAN TEACHER

The position of Senior Woman and Senior Man teacher though accepted as one of the traditional roles in school, is one that is surrounded by ambiguity due to lack of clear guidelines about their appointment, qualifications and qualities. This section of the Guidelines serves to clarify on their appointment, qualifications and qualities.

3.1 Appointment of the Senior Woman and Senior Man Teacher

The appointment of the Senior Woman and Senior Man Teacher shall often take a consultative process involving the Head Teacher, Teachers, SMC Members at Primary level and Board of Governors at Secondary School level and Foundation Bodies (where applicable). This is aimed at building a spirit of consensus and team work right from the onset of their appointment. In cases where both the Senior Woman and Senior Man Teacher are already in place, a review of their qualifications and qualities shall apply so as to conform to these guidelines. If the current Senior Woman or Senior Man teacher does not have the necessary qualifications, changes may have to be effected; unless otherwise. Minutes of the consultative process and the changes made shall be written and kept by the Head Teacher.

3.2 Qualifications

- i. According to the Education Act (2008)¹⁵, a teacher must be qualified and registered with the Ministry of Education and Sports. As guided by (section 11 of the Education Act 2008), “No person shall teach in any public or private school of any description unless he / she is registered as a teacher or licensed to teach under this Act. A Senior Woman and Senior Man teacher should therefore be registered and have a valid Registration Certificate awarded by the Ministry of Education and Sports by the time of his/her appointment. Both teachers should adhere to the Professional Teachers ethics and Code of Conduct.
- ii. In the interest of stakeholders consulted during the development of these guidelines, a Senior man or Senior woman teacher should have a minimum of not less than 5 years of professional teaching experience; unless otherwise. Such a teacher is deemed to be able to handle issues of the pupils and students in a professional manner.
- iii. In instances where there are few female teachers available at the school, the qualification in (ii) may not apply; however, the notion of being a qualified teacher will apply. Such teachers that have offered their services for less than 5 years will have to be oriented through their roles and other contents of these guidelines.

¹⁵ The Ministry of Education and Sports Pre- Primary, Primary and Post Primary Act (2008):

3.3 Competencies of the Senior Woman and Senior Man Teacher

- i. **Learner interaction skills:** In the best interest of the pupils and students, both the SWT and SMT should have learner interaction skills. They should be able to create a conducive environment for interaction with learners so as to be able to garner trust and generate information on issues affecting them.
- ii. **Guidance and Counseling skills:** The roles of the SWT and SMT involve guidance and counseling of the learners. It will therefore be important for both the SWT and SMT to possess the basic guidance and counseling skills in order to effectively support the learners. Both should be willing to undergo trainings in guidance and counselling by qualified stakeholders.
- iii. **English Language Proficiency:** According to the Uganda teaching profession, the national language of instruction is English. The SWT and SMT in this case, should be those that are fluent and can ably express themselves in English. This is due to the fact that at times, these teachers will be tasked to account for certain decisions, help in investigations about issues affecting the learners, represent the school in stakeholder meetings, train learners and attend trainings. It is therefore important that both the SWT and SMT teachers are good at both oral and written English.
- iv. **Basic knowledge of the local language and other medium of communication:** there are cases where the different learners affected by the different problems may not be able to express themselves in English. In this case therefore, the SWT and SMT should be able to interact with the affected learner in the local language he/ she is comfortable with for purposes of generating information and guiding/ counselling the learner. The teacher should however keep records of the outcomes of their interaction in English for easier understanding by other supportive stakeholders. In cases where a child with Special needs may not be able to express themselves verbally, the SWT or SMT should seek the support of the Head teacher, the Parent or guardian, or any other stakeholders that are well versed with sign language to support in the information generation process and guidance.
- v. **Have leadership, interpersonal skills and Integrity:** SWT and SMTs play the roles of a “parent” in a school setting. In this case therefore, both of them should conduct themselves in a more dignified manner that reflects the true picture of a parent. Both should be able to manage, control, guide and direct issues affecting the learners. Honesty, truth and reliability should be core components of their values

3.4 Qualities of Senior Woman and Senior Man Teacher

- i. **Confidentiality:** Both the SWT and SMT should be able to observe confidentiality when executing their roles for the dignity and protection of the learners. In cases where the SWT or SMT are required to disclose information for further support of the affected learners (for instance on issues of values of criminal nature), caution should still be taken not to abuse the privacy of the learner as this may lead to his/ her shame, absenteeism and eventual dropping out from school.
- ii. **Be of Sound Mind:** In order to facilitate better understanding and analysis of issues affecting the learners, both the SWT and SMT should be of sound mind. In other words, both should have a stable and sober mental state to facilitate rational decision making and support to the affected learner.
- iii. **Gender Sensitivity:** the needs of both boys and girls differ in some cases and therefore both the SWT and SMTs should be cognizant of these needs as they support the learners.

- iv. **Be willing to serve above self & impartial:** Although the Basic Requirements and Minimum Standards indicators for Education Institutions (2010) Indicator 4 (I) guides that the education institution day starts at 8.00am and ends at 5.00pm, and as much as this is respected, there are instances where the SWT or SMT, under unavoidable circumstances may be required to work beyond the official working hours. In such cases, either will be requested to offer support. They should be “kind” and serve with impartiality.
- v. **Loyalty:** the SWT and SMTs should be committed to implement the national policies and programmes, and should be able to respect his/ her superiors as stipulated in these guidelines and the Teachers Professional Code of Conduct.
- vi. **Uphold the rights of the learners:** The SWT and SMT should be able to uphold and advocate for the rights of the learners and ensuing upholding of values within the school learning environment.

3.5 Roles and Responsibilities of the Senior Woman and Senior Man Teacher

The Senior Woman and Senior Men teachers shall perform the following roles.

i. **Conduct regular meetings with the learners:**

There are many issues that affect the learners in different ways, and it is through meeting them regularly, that both the SWT and SMT will be updated of their problems. Regular meetings that are devoid of intimidation provide a conducive and safe environment for interaction and will help to change some negative perceptions the girls and boys have about their SWTs and SMTs. The teachers should creatively conduct these meetings not only to focus on problems, but even other positive issues that will help to re-shape the character and aspirations of the learners. Boys should be given equal attention too by the SMTs as these are often ignored resulting into non-redress of their challenges. Minutes of the meetings should be kept by both the SWT and SMTs.

ii. **Provide guidance and counseling to the learners:**

The SWT and SMTs should offer guidance and counseling to the learners that either report their issues directly to them or through other peers and stakeholders. The SWTs and SMTs should be cognizant that not all learners are comfortable sharing and reporting issues affecting them and therefore, the SWTs and SMTs should skillfully read such situations and be able to support accordingly.

iii. **Create awareness and provide Life skills Education to learners:**

In many schools, learners have limited access to information that can help them protect themselves. There are information gaps in HIV and AIDS, personal health, puberty and maturation, violence against children, and sexual reproductive health among others. In such instances, the SWT and SMT will be required to work with the Head teacher and other stakeholders to offer relevant skills education to the learners. The learners should be guided to achieve their desired dreams through training them on negotiation skills, managing peer relationships, effective communication, relating well with others, self-esteem, assertiveness, effective decision making and creative and critical thinking. This will in the long run contribute to their survival in fragile school environments and will be able to complete school.

iv. Protect the learners from different forms of Violence.

Senior Women and Senior Men teachers should spearhead discussions on violence against children and children's rights and responsibilities. This will facilitate reporting of violence cases by the children. Awareness should be created to both the teaching and non-teaching staff including parents to create violence-free environments for the learners.

v. Recording, reporting, responding, tracking and referring cases of violence against Children:

As indicated in the background of these guidelines, it is evident that there are many forms and cases of violence encountered by children in school settings. The lack of focal persons at school level to record and report these cases has contributed to their perpetuation. To address this gap, the SWT and SMTs have been assigned a responsibility to record and report the different cases of violence against children. The records will be accessed from time to time by the different stakeholders including the head teachers to facilitate planning, analysis and prevention of violence against learners using different strategies. The Head teachers and the School Management Committees (SMCs)/ Boards of Governors (BOGs) should support with stationery to facilitate the recording of cases of violence against children and documentation of all the processes.

vi. Support the adolescent girls with Menstrual Hygiene Management:

A review of the performance of the National Strategy for Girls Education (2019), revealed gaps in menstrual hygiene management by the adolescent girls hence contributing to their absenteeism, poor academic performance, non-completion/ dropping out of school. As it has been the tradition in schools, the SWTs and SMTs should work together to support the girls manage their menstruation. The SMT should create awareness to the boys and other male teachers about the need to support the girls manage their menstruation with dignity. Schools should endeavor to advocate for WASH facilities and emergency sanitary towels for the girls and train both the girls and boys in making re-usable sanitary towels for the girls. (Refer to the Training Manual for Teachers and other Stakeholders on Menstrual Hygiene Management, 2018). In this way, some girls will be able to stay and complete school. The SMT teachers should too support the boys to address the puberty challenges they face.

vii. Advocate for the rights of learners and a gender responsive learning environment:

Through the different discussion platforms in schools (e.g. staff, parents, stakeholders and fundraising meetings, Sports and Speech days), both the SWT and SMT should be able to push for strategies to address the different needs of girls and boys. The SWT, SMT, Head teacher and other teachers, shall work together to uphold the rights of all learners and to link with other partners and other stakeholders for services, resource mobilization and other kinds of support to address the gendered needs of the learners.

viii. Create awareness and support learners with health challenges and HIV & AIDS

The SWT and SMT should be able to identify and assess the knowledge gaps on health issues and HIV & AIDS and together with the Head teacher, devise strategies to create awareness about such gaps either by themselves or through stakeholder linkages. Strategies for HIV prevention should be prioritized and communicated to the learners as HIV is still a big health challenge in Uganda. For learners living with HIV, the SWT and SMT should be able to support them morally to adhere to their treatment, address stigma and discrimination by peers and should link them to the nearby health facilities for further management and support.

ix. Encourage active participation of the learners

When learners are faced with different problems, they tend to withdraw their concentration and participation in different school activities. The SWT and SMT should therefore support the learners by providing an oversight role to their participation in school clubs and other co-curricular activities to enhance their skills. In essence, the SWTs and SMTs should work together with the different school Club Patrons to enhance the learners' participation. By so doing, the self-esteem and confidence of the learners will be built to confront challenges that affect them.

x. Provide feedback about the status of the learners to the school administration and other relevant stakeholders

The SWT and SMT should often provide regular information and reports to the school administration and other stakeholders to facilitate resource mobilization, planning and decision making about the different issues affecting the learners.

3.6 Replacement of Senior Woman and Senior Man Teacher

A Senior Woman or Senior Man Teacher may be replaced based on the following parameters; retirement, non-performance, weak performance as per his/ her appraisal, absenteeism from school, transferred, death, chronic illness, de-registration, non-qualification and insubordination. In replacement of the SWT or SMT, the procedure above in (3.1) above shall be followed.

IMPLEMENTATION OF THE ROLES OF THE SENIOR WOMAN AND SENIOR MAN TEACHER.

The designated Senior Women and Senior Men teachers shall implement their roles with support from the Head teacher and other stakeholders. All teachers have a responsibility to ensure a safe and conducive learning environment for the learners, and therefore should support the Senior Women and Senior Men teachers in the execution of their roles.

4.1 Remuneration of the Senior Woman and Senior Man Teacher

There will be no additional remuneration for the Senior Woman and Senior Man teacher. The roles they are tasked to perform are part and parcel of their teaching profession. The only difference is that they will act as Focal point Persons through which information and data can be easily accessed regarding particular aspects as spelt out in these guidelines. In cases where there are stakeholders that are willing to facilitate the SWTs and SMTs in different ways, this will be appreciated, however, it should not be misconstrued as Government's responsibility to act similarly.

4.2 Coordination of the Roles of the Senior Woman and Senior Man Teacher

The coordination function is concerned with ensuring that several parts function as a whole. In the context of these guidelines, the coordination function will involve reaching out and organizing the different stakeholders, directing, managing and harmonizing their roles, as well as ensuring that they work together harmoniously for purposes of achieving the intentions of these guidelines for the good of the learners. There will be three levels of coordination;

- (i) **National level:** The Ministry of Education and Sports and more specifically the Gender Unit shall oversee, guide and monitor the activities of the SWTs, SMTs and other stakeholders. This is aimed at ensuring adherence to overarching policies and practices in conformity with the national interests. The Gender Unit will work closely with other departments such as the departments of Guidance and Counseling, Basic Education and Secondary, Special Needs Education, Health/HIV Unit to continuously give support supervision to the SWT/SMT.
- (ii) **District level:** The District Education Officer (DEO) shall be responsible for ensuring the quality implementation of the guidelines by all schools in the district. The District Inspector of Schools shall support the DEO in monitoring the activities of the SWT and the SMT as well as other stakeholders.
- (iii) **School level:** The Head teacher, shall supervise and coordinate the roles of both the SWT and SMTs and other stakeholders at school level. Any issues regarding the performance of the roles of the SWT and SMTs shall be communicated to the Head teacher either verbally (depending on the different categories of stakeholders) or in writing for record keeping purposes by the Head teacher.

4.3 Strategies for implementing the roles of the Senior Woman and Senior Man Teacher

The following strategies shall apply for the implementation of the roles of the SW and SM teachers;

- i. **Stakeholder Linkages:** the Senior Woman and Senior Man teachers with support from the Head teacher shall engage and link with other stakeholders for other kinds of support from the different stakeholders. These may include the parents, local leaders, Para social workers, Health personnel, Police, Local government departments, Community Based Organizations (CBOs) and Civil Society Organizations (CSOs) among others.
- ii. **Resource Mobilization:** There is no particular resource envelope that has been allocated for the performance of roles by both the SWT and SMT. In this case therefore, the SWT, SMT and Head teachers should endeavor to link with other stakeholders for resource mobilization.
- iii. **Advocacy:** There are challenges that affect the learners and go unnoticed if not mentioned. The SWT, SMT with support from the Head teacher shall take advantage of different platforms to raise such issues that affect the learners for support. Advocacy may not be necessarily through arranging formal meetings, but even through discussions with other stakeholders that can respond to the plight of the affected learners.
- iv. **Trainings and awareness creation:** Issues that affect the learners may be addressed either through trainings or awareness creation by the SWT, SMT, Head teacher and other stakeholders like the National Ministry officials, CSOs, CBOs, Health personnel, Police, local leaders among others. Trainings will be conducted to enhance the performance of the SWT, SMT teacher and other members of staff.

4.4 Ways of improving the performance of the Senior Woman and Senior Man Teacher

- i. **Re-orientation of their roles and guidelines:** All SW & SM teachers should be oriented about their roles by the Head teacher using these Guidelines. The weak performing teachers as per the appraisal performance results should be re-oriented about their roles as well.
- ii. **Mobilization of resources for the SWT/SMT:** It will be a joint responsibility of the different stakeholders to mobilize various resources for the office of the SW and SM teacher to enable them perform their roles effectively and diligently. For instance, reading materials, sanitary pads, training manuals among others.
- iii. **Linkage with other partners;** SW and SM teachers should be linked to the different stakeholders for different kinds of support and services. This will enable them fulfill their roles.
- iv. **Team working with fellow staff:** SW and SM teachers cannot be everywhere and therefore, both the teaching and non-teaching staff should support them to perform their roles. Support can be in terms of monitoring and reporting the different issues affecting the learners.
- v. **Capacity building through trainings/ workshops:** Where opportunity arises, SW and SM teachers shall be trained in different aspects to enhance their capacity to perform their roles better and effectively.

4.5 Capacity enhancement for the Senior Woman and Senior Man Teacher

In order to effectively operationalize these Guidelines, and based on the capacity gaps revealed during interaction with the different stakeholders, the following are identified as areas for capacity enhancement for the SW and SM Teachers. Other capacity gaps can however be identified from time to time during the course of implementation of these Guidelines.

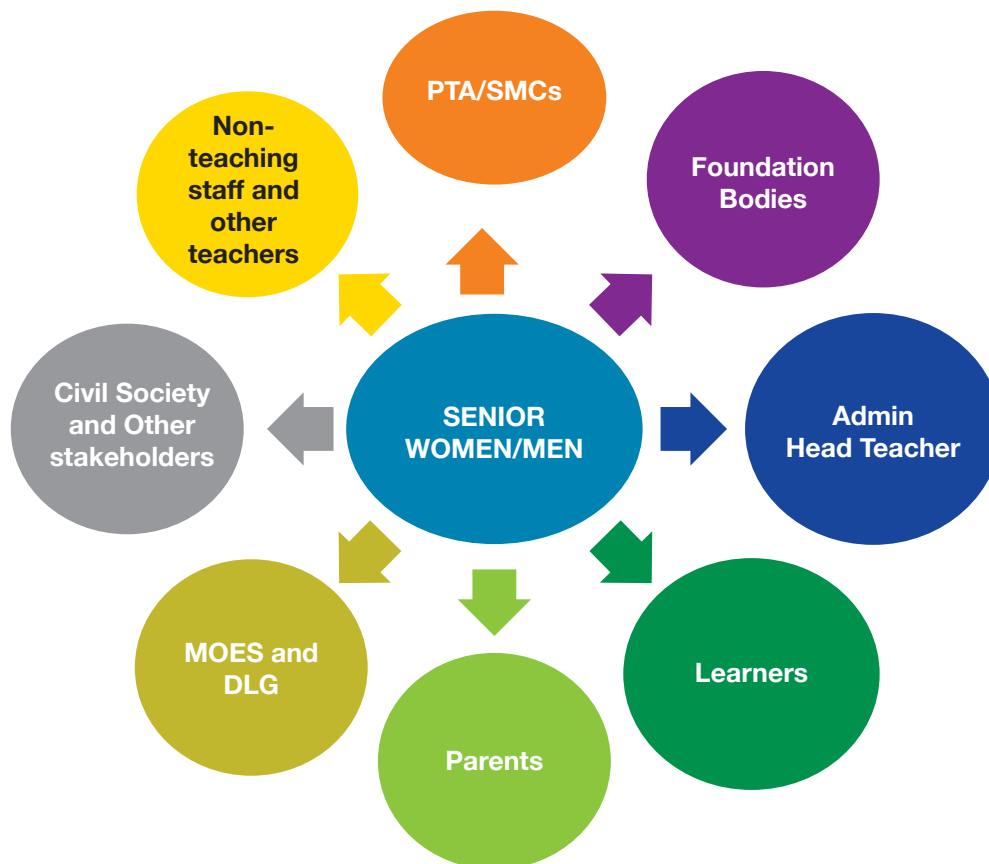
Table 1: Proposed areas for capacity enhancement

S/N	Capacity gaps/ Areas for enhancement	Purpose
1	Orientation about the Guidelines of the SWT and SMTs and National Policies, Strategies and Guidelines	To help SWT and SMTs understand their roles and responsibilities as well as operational procedures in line with National Policies.
2	Guidance and Counselling	To acquire skills of guiding and counseling learners with different needs
3	Children's rights, Values and Responsibilities	To appreciate the different children's Rights, Values and Responsibility of Children.
4	Violence against children in schools(VAC)	To support the Reporting, Tracking, Response and Referral of cases of violence against children
5	Life Skills	It will be a useful tool to help them generate useful information about the different issues affecting the learners
6	Lobbying and advocacy	To enhance their knowledge and skills in lobbying and advocating for the provision of services to the learners
7	Data collection and Analysis	To help them collect relevant data, analyze trends of the different aspects of their work and be able to evaluate themselves
8	Reporting/documenting	To help them produce viable reports that are informative and can guide planning and decision making by the different stakeholders
9	School Health and Menstrual hygiene Management issues	To enhance their knowledge and skills of promoting Menstrual hygiene management in schools and supporting learners with the different menstrual needs To support efforts of preventing and managing HIV in schools
10	Gender & disability	To appreciate the unique needs of boys and girls in schools (including learners with special needs) and be able to mainstream and advocate for them
11	Accountability and Regular Reporting	To enhance their skills of accounting for resources and their actions.

ROLES OF THE DIFFERENT STAKEHOLDERS IN THE IMPLEMENTATION OF THE SENIOR WOMEN AND SENIOR MEN TEACHERS GUIDELINES.

The roles of the SWT and SMT shall partly be implemented through multi-stakeholder linkages. This is because, different stakeholders offer different kinds of support and services that schools need to tap into to enhance their performance. Figure 1 below summarizes the stakeholder linkages for the SWT and SMT teacher.

Fig 1: Multi-Stakeholder Linkage Framework for the SW and SM Teachers



In the figure above, the SWTs and SMTs will work with different stakeholders based on the types of support. Their relationship will not be linear; (i.e. only SWT or SMT) reaching to the different stakeholders for support; however, the different stakeholders can approach the SWT or SMT for support as well. For instance, a parent who feels the daughter or son needs to be guided, can often approach the SWT or SMT for support. The roles of the different stakeholders are explained in Table 2 below.

Table 2: Roles of Stakeholders Explained

Stakeholders and Key Roles
<p>Learners</p> <ul style="list-style-type: none"> ▪ Behave responsibly while in school ▪ Monitor and report issues affecting them to the SW and the SM teacher
<p>Head teachers</p> <ul style="list-style-type: none"> ▪ According to Section 15 of the Education Act (2008) ▪ Inspect and supervise all activities in the school (Section 15 (h). This includes activities of the SW and SM teachers as well. ▪ Promote harmonious existence between the school, the community and other stakeholders ▪ Make the school learner friendly and especially to the girl child and pupils with disabilities ▪ Report or recommend to the Education Officer in charge of education in the Local Government any disciplinary measures taken against any member of the staff of the school. ▪ Establish a school disciplinary committee , composed of all teachers ▪ Support the SWT & SMT to make decisions about how to handle the challenges facing the learners. ▪ Resource mobilization and advocacy to address some issues affecting the learners as identified ▪ Delegate the roles of either the SW or SM teachers in case of sickness, death, transfers, among others. ▪ Create awareness about issues affecting the learners ▪ Link with other stakeholders for different kinds of support.
<p>Foundation bodies</p> <ul style="list-style-type: none"> ▪ As stipulated in section 5 (sub section 3) of the Education Act (2008) ▪ Participate in the management of schools of their foundation ▪ Ensuring the promotion of religious, cultural and moral values and attitudes in schools of their foundation ▪ Participate in education advocacy ▪ Mobilize resources for education purposes and to address some of the issues affecting the learners ▪ Participate in implementation, monitoring and evaluation of education and services, including those offered by the SW and SM teachers
<p>Parents and Guardians</p> <ul style="list-style-type: none"> ▪ According to Section 5 (sub section 2) of the Education Act (2008) ▪ SW/ SM teachers link with the parent to report and discuss some of the issues affecting the learners and redress measures ▪ Provide parental guidance and psychosocial welfare to their children ▪ Provide for the welfare of their children (food, shelter, medical care, clothing) ▪ Promote moral, spiritual, and cultural growth of their children ▪ Participate in the promotion of discipline of their children ▪ Participate in community support to the school.

SMCs and Board of Governors
<ul style="list-style-type: none"> ▪ As per the Education Act (2008); ▪ Participate in the management of the schools ▪ Provide for the welfare and discipline of students and staff ▪ Monitor the behavior and performance of the teaching and non-teaching staff ▪ Other roles will include participating in making decisions about some of the issues affecting the learners as reported by either the SW or SM teacher
Non-teaching staff and other teachers
<ul style="list-style-type: none"> ▪ Behave responsibly in accordance with the school rules and regulations ▪ Monitor and report issues affecting the learners to the SW and SM teacher
Civil Society
<ul style="list-style-type: none"> ▪ Offer support in resource mobilization, capacity building, awareness creation and other relevant support services to the learners and the SW and SM teachers
Other Stakeholders/Service Providers (e.g. Police, Health Service Providers, CDOs, etc.)
<ul style="list-style-type: none"> ▪ Create awareness to the SWT, SMT, learners and other school stakeholders in their areas of specialty ▪ Offer capacity building/ trainings to the SWT, SMT and other school stakeholders ▪ Offer specialized services to learners referred to them ▪ Participate in resource mobilization where necessary.
Government; (e.g MoES and DLG)
<ul style="list-style-type: none"> ▪ According to section 5 (subsection 1) of the Education Act (2008), Government shall; ▪ Provide learning and instructional materials, structural development and teachers welfare including for SW and SM teachers ▪ Set policy for all matters concerning education and training ▪ Set and maintain the national goals and broad aims of education ▪ Register and license teachers ▪ Determine the language and medium of instruction ▪ Manage, supervise and discipline staff and students ▪ Ensure supervision of performance in both public and private schools ▪ Monitor performance, collect data from the SW and SM teachers for analysis and planning, offer technical guidance, capacity building, resource mobilization and other relevant services to the SW and SM teacher, learners and other stakeholders

REPORTING, TRACKING, REFERRAL AND RESPONSE PROCEDURES FOR SENIOR WOMEN AND SENIOR MEN TEACHERS¹⁶

One of the roles assigned to the Senior Women and Senior Men teachers is to report, track, refer and respond to cases of violence and other issues learners face in schools. As adapted from Chapter 6 of the RTRR Guidelines, the following processes should be followed in executing the above tasks;

6.1 Reporting

A report refers to a verbal or written statement or account on a particular situation. In the context of these guidelines, a report shall refer to both the verbal and written account of the issues that have affected the learners and how they have been addressed. A report makes stakeholders aware of the pertinent issues affecting the learners, their impact, redress strategies and interventions. As a supervisor, the Head teacher should be able to file reports submitted by the SW and SM teachers for planning, decision making and reference purposes. There will be types of reports to be submitted by the SWTs and SMTs. These include; a monthly report and an end of term report.

Monthly Reports

The SW and SM teachers shall be required to submit monthly summary reports to the Head teacher about some of the issues handled in a particular month. The monthly reports should be stamped by the head teachers as a confirmation of receipt from the SW or SM teacher. (See monthly report format in appendix 1)

End of Term Reports

The termly reports shall be a consolidation of the information from the monthly reports. The report should include a summation of parameters as captured by the monthly reports and should portray a broader picture of issues that happened through the whole term. (Termly report Format is in appendix II.

Steps to follow in execution of the reporting function.

Step 1: Interact with the affected child/ learner:

Once an issue has been reported to SW or SM teacher, he/ she should endeavor to interact with the affected learner in a calm, parental and friendly manner so as to gather more information about the situation. The SW or SM teacher should be cognizant that learners express feelings of shyness, sadness, worry and sometimes silence, and therefore should be patient with them. The SW or SM teacher should give time to the learner to re-collect her/ himself until is comfortable to share the details of what happened to him/ her.

¹⁶ Procedures adapted from Chapter 6 of the Reporting, Tracking, Referral and Response (RTRR) Guidelines on Violence against Children in Schools (2014).

As the learner narrates his/her ordeal, it is advisable for the SW or SM teacher to take some few notes to guide in his/ her counselling and guidance and for filling the respective report forms. The SW or SM teacher should keep the information shared by the learner confidential. The reports will help to assess the nature/ magnitude of the issues and trends so as to help in planning for their management at the different levels.

Step 2: Re-Organize the information in a report form:

Regardless of the nature of issue reported by the learner, the SW and SM teacher should endeavor to keep records. There will be two types of report forms. For one where the issue reported is not of violent nature and requires only guidance and counselling or material support, the following information shall be captured.

Table 3: General Report Format for non- violence cases

Name of school:
Name of the learner:
Class of the learner:
Date of reporting:
Sex of the learner:
Status of Learner (Disability or Not):
Issue reported:
Intervention/ actions by the SW or SM teacher:
Names and Contacts of Parent/ Guardian:
Record any other relevant information here.

Report form for violence cases

UN Convention on the Rights of the Child defines violence as all forms of physical or mental violence, injury, and abuse, neglect or negligent treatment, maltreatment, or exploitation including sexual abuse. For issues reported by the learner and are of violence nature, the SW or SM teacher should fill the form adapted from the *(RTRR guidelines Appendices (IV & VI)-Child Survivor or Victims form-CSV)*. Refer to Table 4 for a description of the different forms of violence against children.

Step 3: Gather information from other people that witnessed the violence:

Find out if these witnesses are willing to appear in person before other actors like police, Probation, and Courts of law when need arises for further investigations on the case. Ensure that the information gathered and recorded is reliable. Update your Child survivor/victim form accordingly.

Step 4: Decide on appropriate procedures:

Based on the information provided by the Child Survivor or Victim (CSV) and other people that witnessed/ have prior knowledge on the act of violence, establish the form of violence encountered and the appropriate procedures to take. Procedures vary depending on the form of violence, impact and the existing legal framework. Update your CSV form accordingly.

Step 5: Produce a comprehensive report on the case to enable the duty bearers assess the case and take appropriate actions.

Step 6: Submit the report to the relevant actors. The report should only be shared with relevant actors with a key role to play in the case. This is aimed at maintaining the confidentiality and privacy of the child.

Step 7: Follow up the Child Survivor or victim to ensure that he/ she accesses appropriate services.

Table 4: Description of the forms of violence

Form of Violence	Description
Physical Violence	Any form of punishment in which physical force is used and intended to cause some degree of pain or discomfort. This may involve hitting learners with a hand or any object, kicking, caning, shaking, scratching, pinching, biting, forcing children to stay in uncomfortable positions and burning among others.
Psychological or emotional violence	Is any act or behavior that conveys to a learner that she/ he is worthless, flawed, unloved, unwanted, endangered and not valued. It involves blaming, degrading, intimidating, isolating, restraining, confining, exploiting, belittling, nick naming, shaming and withholding affection among others.
Sexual Violence	Any sexual act (or attempt to obtain a sexual act), unwanted sexual comments or advances, or acts to traffic a person's sexuality, using coercion, threats of harm or physical force, of any person regardless of relationship to the learner. It also includes non-consensual sexual acts like rape, abusive sexual contact, forced masturbation, defilement, unwanted body touches, verbal sexual harassment, prostitution, pornographic performances or materials and provision of gifts in return of sexual pleasure among others.
Neglect and negligent treatment	Is the failure to meet the children / learners physical needs such as food, shelter, clothing) and psychological needs e.g. protection from danger, accessing vital services required by the child e.g. education, medical care among others.

Adapted from the National Strategic Plan on Violence against Children in Schools (2015-2020)

Levels of reporting at school Level

According to the RTRR Guidelines, there are four major levels of reporting in a school setting within which the SW or SM teachers have jurisdiction. These include reporting by the learner, SW OR SM teacher and head teacher. Table 5 below guides on the reporting levels.

Table 5: Levels of reporting

Levels of Reporting	Who to report to
Learner:	Reports to the Senior Woman or Senior Man Teacher. The learner can also call the toll free line (116) to report cases of violence perpetrated against them.
Senior Woman or Senior Man teacher:	Reports to the Head teacher and liaises with other actors based on the nature of the case reported. The toll free line (116) has been put in place to facilitate reporting of different cases of violence against children.

Head Teacher:	<ul style="list-style-type: none"> ▪ Reports to the Disciplinary committee for disciplinary action against the perpetrator if he/ she is a staff of the school. ▪ Head teacher may also report the case to police for investigation if it is of criminal nature. ▪ The Head teacher updates the SMC, Board of Governors or Foundation Bodies members about the case and status. ▪ May report to the District Education Officer or District Inspector of Schools when contacted ▪ In his / her termly report, the head teacher integrates a brief status report about the status of issues/ cases registered and handled by the SW and SM teachers. This informs the planning processes of the SMCs for purposes of betterment of the welfare of the learners.
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6.2 Tracking issues affecting the learners

After identifying, recording and reporting issues affecting the learners, the SW or SM teacher should endeavor to make a follow up of what has been done to address such issues. For issues of administrative nature to be decided upon by the disciplinary committee, once a decision or action has been taken, the SW or SM teacher should annex the details of the tracking in the general report form.

For cases of criminal nature or violence against children, the SW or SM teacher will work together with the head teacher and other relevant stakeholders like the parents, CSOs, and local council leaders to track the status of such cases. Tracking of the cases will help the SW or SM teacher to be updated about the status of the case and ascertain whether the affected learner has been supported appropriately or not.

Further, tracking helps the SW or SM to provide feedback to the relevant actors. Caution should be taken by the SW or SM teacher not to abandon classroom work and spend time following up the cases. This therefore calls for a careful planning of his/ her time to be able to fit in such schedules. *(Fill the Tracking form appendix VI -as adapted from the RTRR Guidelines).*

Steps to track the cases of violence:

Step 1: Consult the Child Survivor or Victim to establish the services that have been provided and those that have not been provided.

Step 2: Ensure that the child survivor accesses the support services requested or recommended by the different service providers

Step 3: The SW or SM teacher should document their actions for services provided and those not yet provided and reasons why.

Step 4: Support the learner in any other way possible to access the appropriate services.

6.3 Referring Issues affecting the learners

Referral is the process by which the immediate needs of the child victims and survivors (learners) are assessed and referred to other service providers for support. There are issues reported to the SW or SM teacher that they may not be able to address on their own. Cases of Criminal nature for instance, are better investigated by Police and concluded by Courts of law. Such cases can be referred to the respective service providers / institutions depending on the nature of the case/ issue and services they offer. Similarly,

there are issues that the SW or SM teachers can take decisions and can handle on their own without consulting the head teacher (e.g. issues of menstruation). Further, there are those of administrative nature that need to be referred to the head teacher and or to the school disciplinary committee or SMCs/ Board of Governors or Foundation Bodies for decision making. In instances where some issues or cases are beyond the capacity of the SW or SM teacher to handle, he/she should report to their supervisor; so as to jointly discuss the next course of action.

Steps to consider in referring cases/ issues

Step 1: First understand the nature of the issue/ case and identify the service providers / institutions that are likely to be of help. Understand the nature of services they offer.

Step 2: Identify a designated or focal person within the institution/ organizations to contact for help/ support or service provision

Step 3: Complete the referral form (Appendix VII) of these Guidelines. This may apply to particular cases depending on their nature. Not all cases/ issues may be referred to other institutions/ service providers for management.

Step 4: the SW or SM teacher should document their role/ actions in the referral process. Remember to keep records of every action you take as a SW or SM teacher.

Step 5: Follow up to ascertain whether the learner has been supported or not to determine the next course of action.

Step 6: The SW or SM teacher should give feedback to her/ his supervisor; in this case the Head teacher, about the status of the referral. (Referral feedback form-Appendix VIII). Referral institutions/ service providers may include; parents/ guardians, local councils, Police, Probation and Welfare office, health workers, and Courts of law among others.

6.4 Response to the different issues/ cases affecting the learners

The response function cuts across all the three processes above; that is to say, reporting, tracking and referral. At each level therefore, a response is expected. Of interest is to find out the nature of response, its quality or effectiveness in addressing the issues at hand and timeliness. It is also important for both the SW and SM teacher to know that response involves working different stakeholders placed at different levels. This explains why among the roles of the SW or SM teacher is to network and link with other partners.

The SW, SM and head teacher should identify and develop a list, contacts and focal persons of stakeholders that they may work with in future. The stakeholders may include but not limited to the LCs, fellow teachers, parents, NGOs, CSOs, relevant district department e.g. of Education, Probation and Welfare, Community Development office, Police, Health Centers, among others. (*Refer to Chapter 9 of the RTRR Guidelines for a list of stakeholders and their roles*).

The SW or SW also ought to know that sometimes response involves taking tough decisions that may affect other people in one way or another. It is therefore advisable that the SW or SM teacher skillfully confronts such situations in a non-compromising and non-conflicting manner.

MONITORING AND EVALUATION OF THE ROLES OF THE SENIOR MEN AND SENIOR WOMEN TEACHERS

In order for the Senior Women and Senior Men teachers to perform their roles, there is need to institute monitoring mechanisms at school, district and national level. Monitoring refers to tracking progress of a particular intervention. It informs performance, challenges and any other issues that may need to be addressed to achieve the intended purpose and objectives of a particular undertaking.

Monitoring of the SWT and SMTs will help to assess whether the SW and SM teachers understand their roles and are performing them effectively. Further, monitoring will help the MoES to understand the extent to which the SW and SM teachers are addressing issues affecting the learners, assess the reduction in violence against children in schools and to understand the challenges the SW and SW teachers face in the performance of their roles. This will inform the designing of strategies for continuous improvement of their work. Aware that there may be unscrupulous individuals that may visit schools for their selfish gains, there will be need for the monitoring teams to introduce and identify themselves authentically to the school administration and clearly communicate the purpose of the visit. Sign the Visitors book at the school for reference purposes before proceeding with any activity.

7.1 Strategies for Monitoring

The roles of the SW and SM teachers will be monitored through the following Strategies;

i. Physical Monitoring school visits:

The SW and SM teachers shall be visited periodically; preferably termly in their respective schools for a possible interaction about the performance of their roles. Discussions will rotate around the frequency and number of the learners seeking their support, different actions/ interventions taken, challenges faced while executing their roles and opportunities to exploit for the improvement in performance of their roles. Different stakeholders to include those from the District Education Department, Probation and Social Welfare offices, Ministry of Education officials from different Departments (Gender Unit, Guidance and Counselling, HIV & AIDS Unit, Basic Education, Secondary among others), NGOs and CSOs will visit the SW and SW teachers for various areas of focus. During the monitoring visits, the teams are advised not to be focused on fault finding, but rather, to assess the extent to which the SW and SM teachers are effectively performing their roles and how to help them improve.

ii. Learner interaction:

During the physical school visits, some officials will interact with the learners to assess whether they are utilizing the services of the SW and SM teachers respectively. Again, issues that may arise during the discussions should be managed cautiously to avoid causing conflicts between the learners, SW, SM teachers and school administration. The views shared by the learners should be analyzed carefully so as to decide appropriate actions for supporting both the learners overcome their challenges and the SW or SM teachers unless otherwise.

iii. Review of reports and other relevant documents

As already indicated, the SW and SM teachers shall be required to make monthly reports about the issues handled. In some cases, data will be accessed by different stakeholders including teams from the

Ministry of Education and Sports. The SW, SM teachers, together with the head teachers will be required to submit such reports to the teams for review and information generation. The data will be used for various purposes that may include among others; consolidation and analysis at national level to assess the performance and effectiveness of the SW and SM teacher structures, assessment of capacity gaps, reduction in cases of violence against children and other issues affecting the learners. Similar data will be used by the Ministry and other stakeholders for advocacy purposes, policy making, and planning and resource mobilization respectively.

7.2 Tools for Monitoring:

- i. **Checklists:** a list of questions shall be developed by the different stakeholders as deemed necessary for purposes generating different kinds of information for different purposes. SW, SM and head teachers should therefore be prepared to receive different stakeholders and support them with information needs.
- ii. **Focus Group Discussions:** There will be instances where the different stakeholders will need to interact with the teachers or learners together with the learners to generate different types of information. In this case, small groups of the required category of people will be organized based on the stakeholder interests. More importantly, the SW, SM and learners or teachers should offer more reliable information to those that need it. Procedures for sharing official information in school settings should however be followed and respected.
- iii. **Key Informant Interviews:** A few knowledgeable and resourceful people with in-depth information may be contacted by the different stakeholders to share specific sets of information. In so doing, key informants identified should willingly share the required information in a more objective and unbiased manner.

7.3 Evaluation of the performance of the SW and SM Teachers

Evaluation is concerned with measuring success. It involves assessing whether the intervention has achieved its intended purpose and objectives. In these guidelines, the effective performance of the roles of the SW and SM teachers, shall be assessed using performance appraisal forms as guided below;

7.4 Performance appraisals for SW and SM Teachers

At the end of every term, the Head teacher will be required to assess the performance of both the SW and SM Teachers. This will guide in improvement of their work and for taking other decisions regarding their performance. A Performance appraisal checklist is appended (III). Teachers that score below average (50%) will be supported by the head teachers and other relevant actors to improve their performance, however, if the performance of the SW or SM teacher is persistently below average for a period of 2 consecutive years, a possible replacement shall be made by the Head teacher in consultation with the SMC and BOG as stipulated in sub section 3.1 of these guidelines.

The reasons for replacement should be clearly documented. However, before taking the decision to replace the SWT/SMT, she/he should be given an opportunity to be heard regarding his/ her weak performance. He/ she should be given a written notice by the Head teacher about his/ her replacement. He/she should make a hand over report to the incoming SW or SM teacher. The SW and SM teachers are advised to make specific work plans of their tasks to inform the appraisal of their performances.

8.0 APPENDICES

Appendix I: Monthly Reporting Format

S/N	Parameters	
1	Name of school	Names and contacts of SW or SM teacher
2	Date of reporting	
3	Number of issues/ cases reported in that month	
4	Number of learners that reported issues/ cases	
5	Number of boys and girls that reported the cases/ issues; (Boys= Girls=)	
6	Number of learners that reported but with Special needs; (Boys= Girls=)	
7	Categories of issues reported and quantity e.g. 1. Menstruation (=10) 2. Physical caning= (5) etc.	
8	Interventions taken per category of issues; e.g. 1. Menstruation	Provided menstrual pads, provided a wrapper, etc.
	2. Rape	
	3. Defilement, etc.	
	4. Denial of scholastic materials	
9	Number of cases; a) addressed and concluded b) pending (state reasons why) c) referred	
10	Challenges encountered in the month	
11	How the challenges were addressed	
12	Most outstanding challenges to date	
13	Key lessons learnt	

Report submitted by; (Full names);

Date of submission of report: Signature:

Names of Head Teacher:

Contacts of Head Teacher:

Stamp of the school (with date):

Appendix II:

Termly Reporting Format

S/N	Parameters	
1	Name of school	Names and contacts of SW or SM teacher
2	Date of Commencement of Term	Date of closure of Term
3	Number of issues/ cases reported in the whole Term	
4	Number of learners that reported issues/ cases	
5	Number of boys and girls that reported the cases/ issues; (Boys= Girls=)	
6	Number of learners that reported but with Special needs; (Boys= Girls=)	
7	Categories of issues reported in the whole term and quantity e.g. 1. Menstruation (=20) 2. Physical caning= (12) etc.	
8	Interventions taken per category of issues; e.g. 1. Menstruation	Provided menstrual pads, provided a wrapper, etc.
	2. Rape	
	3. Defilement, etc.	
	4. Denial of scholastic materials	
9	Number of cases; a) addressed and concluded b) pending (state reasons why) c) referred	
10	Challenges encountered in the Term	
11	How the challenges were addressed	
12	Most outstanding challenges to date	
13	Recommendations to address the outstanding challenges	
14	Key lessons learnt	

Report submitted by; (Full names); _____

Date of submission of report: _____ Signature: _____

Names of Head Teacher: _____

Contacts of Head Teacher: _____

Stamp of the school (with date):

Appendix III:

Senior Woman / Senior Man's Termly Appraisal Performance Form

To be completed by the Head Teacher

Name of School:	Day or Boarding:
Primary or Secondary School?	Rural / Urban
Term I, II or III.....	Name of SW/ SW Teacher:
	Contacts:

Assessment parameters

S/N	Parameter	Response (Circle appropriate response)	Scores (Highest=10) (Lowest=0)	Remarks / Justification
1	Senior Woman or Senior Man has necessary qualifications as per the Guidelines	1=High 2=Medium 3=Low		
2	Knowledge of the roles & responsibilities of the SW or SM teacher	1=High 2=Medium 3=Low		
3	Knowledge of the operational procedures and frameworks of the SW / SM teachers as per the Guidelines	1=High 2=Medium 3=Low		
4	Ability to guide and Counsel learners	1=High 2=Medium 3=Low		
5	Ability to identify and work with the different stakeholders	1=High 2=Medium 3=Low		
6	Ability to identify issues affecting the learners	1=High 2=Medium 3=Low		
7	Ability to systematically address issues affecting girls in a more systematic adequate and friendly manner (applies to SW teacher)	1=High 2=Medium 3=Low		

8	Ability to systematically address issues affecting boys in a more systematic adequate and friendly manner (applies to SM teacher)	1=High 2=Medium 3=Low		
9	Ability to respond to the needs of learners with Special needs	1=High 2=Medium 3=Low		
10	Overall rating of the SW or SM teacher	1= Very Active 2= Fairly active 3=Inactive		
	Total Score (%) out of (100)			

NB-Scores apply to this table only.

11. State the key weakness of the SW or SM teacher that need improvement.

i. _____

ii. _____

12: State the key capacity/ training needs of the SW or SM teacher.

i. _____

ii. _____

13. Recommend ways to improve the performance of the SW or SM teacher.

i. _____

ii. _____

14. State the key challenges faced by the SW and SM teachers in the performance of their roles.

i. _____

ii. _____

Signed

Full names of head teacher

Stamp

Contacts of Head Teacher

Appendix IV:

Child Survivor or Victim Violence Report Form; (adapted from RTRR Guidelines)

Instructions	Form to be completed by a trained and designated Senior Woman/ Senior Man teacher. Part 1 must be filled up at initial contact and forwarded to the Receiving Agency. Attach additional information that is necessary. Retain a copy and ensure that confidentiality is observed.
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Part i: Initial Information

Name of the Person receiving and reporting the case	Address: Location:	Date of reporting and recording of the case:
Designation and relationship with the child victim and survivor	Contact details; Tel. No (Landline): Tel. No (Mobile): Email:	Time of reporting

Part ii: Child Survivor or Victim Information

S/N	Indicators	Details captured
1	Name of the child and her or his photo (to be coded for future investigation and ensure confidentiality)	
2	Sex	
3	Date of birth and Age	
4	Residence	
5	Contacts – telephone	
6	Reference number	
7	Nature/type of the alleged act of violence:	
8	Location: where the incident took place	
9	Number of times the child has encountered such a form of violence	
10	Other associated forms of violence the child has encountered by the alleged perpetrator	
11	Relationship of the Child with the alleged perpetrator	
12	Impact of the act of violence on the child –state of the child i.e. physical, mental, feelings	
13	Date or time frame of the act of violence	
14	Witnesses (if any) and their observations and their willingness to appear in case of further investigations and their telephone contacts	

S/N	Indicators	Details captured
15	Status of reporting (if there are previous efforts of reporting the case and the person/officer reported to)	
16	Measures or actions taken	
17	Outcomes of the measures if any	
18	Recommended actions and support services for the child survivor/victim	
19	Witnesses Name:	Describe the event as witnessed:
	Address:	
	Contact number:	
20	Any other information found necessary to support the case- photographic or recorded evidence	
21	Form compiled by:	
	Name: _____	Position _____
	Signature: _____	Date _____

Appendix V:

Report Form for the Alleged Perpetrator of violence against children

Instructions	This Form should be completed by the person reporting cases of violence against children i.e. Senior Male/Female Teachers. Specify the services that are required by the child survivor.
Notes	Attach all the necessary supporting information or documents and remember to retain a copy for follow-up and complete the referral data base form.

S/N	Indicators	Details captured
1	Name of the alleged perpetrator (attach a photo) if available and willing to provide the information required	
2	Sex	
3	Age if known	
4	Residence	
5	Marital Status	
6	Contacts-Telephone	
7	Nature of the alleged act of violence	
8	Relationship of the alleged perpetrator with the child	
9	Alleged act of violence committed and effects	
10	Date or time frame of the act of violence and number of times the act committed	
11	Consent or non-consent of the perpetrator on committing the act	
12	Previous incidents of violence against children committed by the alleged perpetrator	
13	Measures taken by the school and other stakeholders against the perpetrator	
14	Outcomes of the measures if any	
15	Recommended actions against the perpetrator	
16	Any other information found necessary	
17	Form compiled by: Name: _____ Signature: _____ Position: _____ Date: _____	Contact details: Tel: _____ Email: _____

Appendix VI:

Form for tracking cases of violence against children in schools; (Adapted from RTRR Guidelines)

Bio-data of the Person tracking the case	
Name of the person/actor tracking the case	
Title Physical Address	
Physical Address	
Contacts- Phone (Home, Office and Mobile) Email:	
Bio-data of the child survivor or victim	
Name of the Child survivor/victim	
Sex	
Age	
Class	
Contact- phone	
Name of the school	
Nature or type of violence	
Reference number	
Bio-data of the Perpetrator	
Name of the perpetrator	
Sex	
Age	
Occupation	
Contact details	
Date	

S/N	Key Actors	Recommended Actions and decisions made and ruling (in case of the recognized courts of law)	Status of implementation/ actions taken	Remarks
1	School Management Committee or Board of Governors			
2	Local Council Court- in case of civil cases			
3	Police (Children and Family Protection Unit)			
4	Medical Centre/ Facility			
5	Courts of Law (Family and Children Court)			
6	Prison			
7	Overall observations and conclusions of the person tracking the case taking into account the existing laws regarding the case: <hr/> <hr/>			
8	Form compiled by: Name: _____ Signature: _____ Position: _____ Date: _____			

Appendix VII: Referral Form (From the RTRR Guidelines)

Instructions	This Form should be filled when referring a child survivor or victim for services not provided by own agency or organization. Specify the services that are required by the child survivor.
Note	Attach all the necessary supporting information or documents and remember to retain a copy for follow-up and complete the referral data base form.

Case No: _____ Date of referral _____

To: _____

Address _____

Contact Person _____

Reasons for Referral _____

Specific services requested/recommended _____

Please refer to attached report/case summary for more information. Feedback is requested and send to Referring Agency: _____

Address _____

Telephone contacts: _____ Email Address: _____

Contact Person: _____

Referred by: _____

Name: _____ Signature: _____

Designation: _____

Appendix VIII: Referral Feedback Form

Instructions	This form should be completed by the receiving agency/ organization/ individual service provider after the provision of requested service which must be forwarded to the referring agency.
Note	The information provided in this form will be part of the data base thus accuracy of information is important.

Case No: _____ Date: _____

Name of the child: _____ Age: _____ Sex: _____

Date referred: _____ Referred to : _____

Service requested	Service provided	Dates of Provision	Other additional information	Childs Satisfaction/ Feedback

Attempts to settle the matter out of court:

Form compiled by: Name: _____

Signature: _____ Position: _____

Date: _____

