

**MPES TEACHERS
FOLLOW-UP SURVEY**

Study ID: - T B
School ID Teacher ID

**Office
Use
Only**

Demographics

1. Please indicate your GENDER

N/A Put an X in one box only.

- 0 Male
 1 Female

1

2. What is your age as of your LAST birthday?

N/A Indicate your age in the box below

I am years old

2
yrs

3. What is your marital status?

N/A Put an X in one box only.

- 1 Married (monogamous)
 2 Married (polygamous)
 3 Co-habiting (living together but not married)
 4 Divorced
 5 Separated
 6 Widowed
 7 Single
 95 Other Please specify _____

3

4. What is the language you speak at home?

N/A Put an X in one box only.

- 1 Bemba
 2 Lenje
 3 Lozi
 4 Kaonde
 5 Lunda
 6 Luvale
 7 Nyanja
 8 Soli
 9 Tonga
 10 Chewa
 95 Other Please specify _____

4

5. How often do you attend religious services (church, mosque, etc)?

N/A Put an X in one box only.

- 1 More than once a week
 2 Once a week
 3 1 to 3 times a month
 4 Once every 2 to 3 months
 5 Once or twice a year
 6 Never

5

6. How many years has it been since your first appointment to the teaching service?

N/A Indicate your answer in the box below.

I have been teaching for years

6
yrs

7. How many years have you taught at your CURRENT school

N/A Indicate your answer in the box below.

I have taught here for years

7
yrs

8. What is/are your current position(s) at school

N/A Put an X in the box next to ALL those that apply

- 8a. 0/1 Head
- 8b. 0/1 Deputy Head
- 8c. 0/1 Head of Department
- 8d. 0/1 Senior Teacher
- 8e. 0/1 Class Teacher
- 8f. 0/1 Guidance/Counselling
- 8g. 0/1 Zone Leader
- 8h. 0/1 School INSET Coordinator
- 8i. 0/1 Student Club Matron/Patron
- 8j. 0/1 Other, please specify _____

- 8a
- 8b
- 8c
- 8d
- 8e
- 8f
- 8g
- 8h
- 8i
- 8j
yrs

9. What is the highest level of education you have completed?

N/A Put an X in one box only.

- 1 Form 2/Grade 9
- 2 Form 3 / Gade 10
- 3 Form 4 / Grade 11
- 4 Form 5 / Grade 12
- 5 GCE "A"Level
- 6 First Degree
- 7 Higher Degree
- 95 Other Please specify _____

9

10. What teacher qualification(s) do you have

N/A Put an X in ALL the boxes that apply.

- 10a. 0/1 Pre-School Teacher Certificate
- 10b. 0/1 Primary School Teacher Certificate
- 10c. 0/1 Secondary School Teacher Certificate
- 10d. 0/1 Primary School Teacher Diploma
- 10e. 0/1 Secondary School Teacher Diploma
- 10f. 0/1 Education Bachelor Degree
- 10g. 0/1 Other Bachelor Degree
- 10h. 0/1 Masters Degree
- 10i. 0/1 Other Please specify _____

- 10a
- 10b
- 10c
- 10d
- 10e
- 10f
- 10g
- 10h
- 10i

11. Have you ever been on a short course that dealt with issues related to psychosocial support?

N/A Put an X in one box only.

- 1 Yes
 0 No
 98 Not sure

11

Self-Care

The following section is about how you care for yourself physically, psychologically, and emotionally. For each of the following items, please tell us how often you engaged in these activities in the **PAST 3 MONTHS**.

Responses are "never", "rarely", "occasionally", "frequently"

For each statement put an X in one box only

OK

	Never	Rarely	Occasionally	Frequently	
12a Eaten a balanced diet.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 12a
12b Exercised.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 12b
12c Got medical care if needed.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 12c
12d Taken time off when needed.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 12d
12e Got enough sleep.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 12e
13a Made time for self-reflection.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 13a
13b Read about something I enjoy (e.g. tourism, fashion and sporting activities).	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 13b
13c Tried to make my life more relaxed.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 13c
13d Engaged my intellect in new ways.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 13d
13e Wanted to learn about something new.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 13e
13f Said "no" to extra work or responsibilities at home or at school.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 13f
14a Spent time with others I enjoy being with.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 14a
14b Stayed in contact with people who are important to me.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 14b
14c Identified comforting activities, people, relationships, and places.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 14c
15a Praised myself.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 15a
15b Had a sense of what brings me joy and participated in those activities	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 15b
15c Allowed myself to cry instead of bottling up my feelings (or stifling my feelings).	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 15c
15d Found things that make me laugh.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 15d

Self-efficacy

16. *The following section is about how much you feel that you can effectively address certain issues in relation to the school environment and students' behaviors, and engagement with caregivers and other community members.*

For each of the following items, tell us how much you feel you can influence or help implement these activities or policies in your school. Responses are "not at all", "very little", "somewhat", "quite a lot"

For each statement put an X in one box only

OK

		Not at all	Very little	Somewhat	Quite a lot	
16a	I can make the school a safe place (decrease likelihood that children are hurt, feel badly, feel threatened)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 16a
16b	I can make the school an enjoyable place for students to come to each day	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 16b
16c	I can help students to trust teachers	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 16c
16d	I can help other teachers with their teaching skills	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 16d
16e	I can help increase collaboration between teachers and administrators to make the school run more effectively	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 16e
16f	I can make our school an attractive child-friendly space (A place which children like and in which they feel safe and not threatened.)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 16f
16g	I can make improvements in the school's physical environment, e.g., toilet facilities	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 16g

17. *For each of the following items, tell us how much you feel that you can implement these activities or policies in your classroom or school.*

The responses are "not at all", "very little", "somewhat", "quite a lot"

For each statement put an X in one box only

OK

		Not at all	Very little	Somewhat	Quite a lot	
17a	I can communicate with children who require extra support with school work	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 17a
17b	I can motivate students with low interest in their schoolwork	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 17b
17c	I can get children to work together	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 17c
17d	I can get children to follow classroom rules	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 17d
17e	I can get children to feel they can do well in school	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 17e
17f	I can discipline children without using corporal punishment	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 17f
17g	I can effectively handle bullying behavior	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 17g

18. For each of the following items, tell us how much you feel you can implement or influence these activities or policies in your classroom or school. In the following questions, we use the term CAREGIVERS to mean those who directly care for children. This includes a child's biological parents, or their guardian, or those who have primary care of children in an orphanage. The responses are "not at all", "very little", "somewhat", "quite a lot"
For each statement put an X in one box only

OK

		Not at all	Very Little	Some-what	Quite A Lot	
18a.	I can promote student learning even when a student lacks support at home	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 18a
18b.	I can promote learning even with students exposed to negative influences in the homes and communities where they come from	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 18b
18c.	I can get caregivers (parents and guardians and others such as those who take care of children in orphanages) involved in school activities	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 18c
18d.	I can assist caregivers in helping their children to do well in school	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 18d
18e.	I can help caregivers feel comfortable coming to school	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 18e
18f.	I can help community groups (e.g. Home-based Care) get involved in working with schools	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 18f
18g.	I can help churches/mosques get involved in working with schools	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 18g
18h.	I can help businesses (e.g. banks or mobile phone companies) get involved in working with schools	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 18h
18i.	I can assist my school in developing a list of key community and school members who can help bring about positive changes in the school	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 18i
18j.	I can organize meetings with key stakeholders (anyone who affects or is affected by the school's actions e.g. the school's PTA, caregivers, staff, students, local business owners, community members and religious organizations) to improve conditions at the school.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 18j

Relationships

19. The following sections are about relationships between teachers, school administrators, students, and caregivers as well as about how supportive the school environment is for teachers, students, and caregivers. As in the question above, we use the term CAREGIVERS to mean those who directly care for children. This includes a child's biological parents, or their guardian, or those who have primary care of children in an orphanage. For the following items, think about the conditions at your school and how teachers, students, and administrators interact. The responses are "strongly disagree", "disagree", "agree", "strongly agree"

For each statement put an X in one box only

OK

		Strongly Disagree	Dis-agree	Agree	Strongly Agree	
19a.	Teachers treat one another with respect	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 19a
19b.	Teachers know about their students' lives outside of school	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 19b
19c.	Teachers help each other and work together	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 19c
19d.	Students and teachers treat one another with respect	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 19d
19e.	School rules and practices regarding student discipline are fair	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 19e
19f.	The school leadership is a good role model of respectful behavior	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 19f
19g.	Teachers value what students have to say	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 19g
19h.	Teachers respect all students regardless ethnicity	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 19h
19i.	Teachers respect all students regardless of socio-economic situation	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 19i
19j.	Teachers respect all students regardless of their abilities/disabilities	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 19j
19k.	Students are involved in decisions about things that affect them	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 19k
19l.	Teachers respect caregivers	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 19l
19m.	Teachers maintain contact with caregivers	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 19m

20. For the following statements, please think about the **BOYS in your school**. The responses are "not at all", "very little", "somewhat a lot", "quite a lot".

For **BOYS in your school**, how much is this like your school.....

For each statement put an X in one box only

OK

		Not at all	Very Little	Some-what	Quite A Lot	
20a.	Male students have the opportunity to speak and be paid attention to in class.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 20a
20b.	There is a procedure that enables male students to openly express their feelings and thoughts about school work and school life.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 20b
20c.	Male students are involved in decisions about how the school is run.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 20c
20d.	Male students in the school are not excluded from the possibility of being successful in all aspects of school life.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 20d
20e.	Male students who are 'different' in any way are treated with respect and equality.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 20e
20f.	Male students take part in deciding the	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 20f

21. For the following statements, please think about the **GIRLS in your school**.
The responses are “not at all”, “very little”, “somewhat a lot”, “quite a lot”.

For GIRLS in your school, how much is this like your school.....

For each statement put an X in one box only

OK

	Not at all	Very little	Some-what	Quite A Lot	
21a. Female students have the opportunity to speak and be paid attention to in class	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 21a
21b. There is a procedure that enables female students to openly express their feelings and thoughts about school work and school life	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 21b
21c. Female students are involved in decisions about how the school is run	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 21c
21d. Female students in the school are not excluded from the possibility of being successful in all aspects of school life	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 21d
21e. Female students who are ‘different’ in any way are treated with respect and equality	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 21e
21f. Female students take part in deciding the rules of the school	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 21f

22. For the following statements, please think about the **MATERIALS such as charts and books in your school**.

The responses are “not at all”, “very little”, “somewhat a lot”, “quite a lot”.

For each statement put an X in one box only

OK

	Not at All	Very Little	Some-what	Quite A Lot	
22a. The materials (e.g. charts and books) used by students are free from prejudices about different tribes (e.g. Peter is a thief because he belongs to tribe X.) Prejudice refers to unreasonable feelings, opinions or attitudes of a hostile nature regarding a group of people.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 22a
22b. The materials used by students are free from religious prejudices (e.g. suggesting that all members of a particular religious group are violent).	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 22b
22c. The materials used by students are free from gender prejudices (e.g. suggesting that only boys can be doctors).	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 22c

23. Lastly, please think about the **STUDENTS in your school**.

The responses are “not at all”, “very little”, “somewhat a lot”, “quite a lot”.

For each statement put an X in one box only

OK

	Not at All	Very Little	Some-what	Quite A Lot	
23a. Students take part in activities that help them to recognize, understand, and value differences between them (e.g., cultural, religious, social)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 23a
23b. Students who are being taught in a Zambian language which is not their mother tongue have opportunities at school to speak in their mother tongue	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 23b

Safety *The following section asks about how safe your school is for teachers and students. This includes issues of bullying, sexual harassment, and physical/health safety (e.g. sanitation).*

24. In my classroom, I have implemented fair classroom rules with disciplinary actions which go with the seriousness of the offense

OK *Put an X in one box only.*

- 1 Yes
 0 No

24

25. In my classroom, I have implemented rules regarding sexual harassment.

OK *Put an X in one box only.*

- 1 Yes
 0 No

25

26. In my classroom, I have implemented rules regarding anti-bullying.

OK *Put an X in one box only.*

- 1 Yes
 0 No

26

27. I have discussed safety issues with children in regards to their travel to and from school.

OK *Put an X in one box only.*

- 1 Yes
 0 No

27

Think about YOUR CURRENT SCHOOL now (this school year).

28 My school has an anti-sexual harassment policy

OK *Put an X in one box only.*

- 1 Yes *Go to Question 28a*
 0 No *Go to Question 29*
 0 I don't know

28

28a If YES, have you seen it being put into practice?

OK *Put an X in one box only.*

- 1+1=
more pos
score 1 Yes
 0 No

28a

29 My school has school rules

OK Put an X in one box only.

1 Yes Go to Question 29a

0 No Go to Question 30

0 I don't know

29a If YES, have you seen it being put into practice?

OK Put an X in one box only.

1+1= 1 Yes

more pos 0 No

30 My school has a safety and protection policy

OK Put an X in one box only.

1 Yes Go to Question 30a

0 No Go to Question 31

0 I don't know

30a If YES, have you seen it being put into practice?

OK Put an X in one box only.

1+1= 1 Yes

more pos 0 No

31 My school has an anti-bullying policy

OK Put an X in one box only.

1 Yes Go to Question 31a

0 No Go to Question 32

0 I don't know

31a If YES, have you seen it being put into practice?

OK Put an X in one box only.

1+1= 1 Yes

more pos 0 No

Think about YOUR CURRENT SCHOOL and the FACILITIES available there.

32. Which toilet facilities does your school have?

Reverse Put an X in one box only.

1 Flush toilets

2 Pit latrines

3 Ventilated Improved Pit Latrines

4 Bush/field

95 Other Please specify

29

29a

30

30a

31

31a

32

33. How do students access WATER when AT THE SCHOOL?

Reverse Put an X in one box only.

- 1 Piped water
- 2 Borehole with pump
- 3 Protected well (covered on top)
- 4 Unprotected well
- 5 River, stream, pond
- 6 Water is brought to school by children in containers
- 95 Other Please specify

33

34. For each statement below, think about YOUR CURRENT SCHOOL and the FACILITIES available there.

For each statement put an X in one box only

OK

- | | | Yes | No |
|------|---|----------------------------|----------------------------|
| 34a. | There is adequate and easy access to water for hand washing. | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 34b. | There is adequate and convenient water supply for latrine use. | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 34c. | There is soap available for hand washing for students. | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 34d. | There is soap available for hand washing for teachers. | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 34e. | There are an adequate number of latrines for all persons. | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 34f. | There are separate latrine facilities for girl and boy students. | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 34g. | There are separate latrine facilities for male and female teachers. | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 34h. | There is safe and easy disposal of menstruation pads. | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |

- 34a
- 34b
- 34c
- 34d
- 34e
- 34f
- 34g
- 34h

Bullying

The following questions are about bullying and what you have **observed** in your school and classroom. Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending him/herself. Usually bullying happens over and over.

The responses are "almost every day", "one or more times a week", "one or more times a month", "never"

35. During the previous school term how often did you see the following things happen?

For each statement put an X in one box only

Reverse code

- | | | Almost every day | One or more times a week | One or more times a month | Never |
|------|---|----------------------------|----------------------------|----------------------------|----------------------------|
| 35a. | Students in your school being bullied? | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 35b. | Students in your classroom being bullied? | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 35c. | Students being bullied on the playground? | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 35d. | Students being bullied in the bathroom/toilets? | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 35e. | Students being bullied before or after school? | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |

- 35a
- 35b
- 35c
- 35d
- 35e

36. How often do the following events happen in your classroom?

For each statement put an X in one box only

Reverse code

	Almost every day	One or more times a week	One or more times a month	Never	
36a. Name calling (students calling another student a rude name)	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 36a
36b. Student being made fun of because of his/her appearance	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 36b
36c. Student saying he/she will do a bad thing to another student	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 36c
36d. A student excluded from playing with other students	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 36d
36e. A student who purposefully breaks or damages another student's possession	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 36e
36f. Students saying cruel things about a student behind his/her back	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 36f
36g. A student no one will talk to	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 36g
36h. A student or students physically abusing another student (e.g., pushing, hitting, kicking)	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 36h

These statements ask you to think about how you might respond to a bullying situation that occurred in your school or classroom.

The responses are "definitely would", "probably would", "probably would not", and "definitely would not"

37. When I see bullying I would...

For each statement put an X in one box only

Reverse code: 37b; 37h; 37i; 37l

	Definitely not	Probably not	Probably	Definitely	
37a. ...insist that the bully stop	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 37a
37b. ...not feel that the situation is serious	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 37b
37c. ...make sure the bully was suitably punished	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 37c
37d. ...listen carefully to the concerns and fears of the victim	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 37d
37e. ...discuss the matter with other teachers	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 37e
37f. ...meet with students to discuss issue of bullying for their views on how to improve the situation	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 37f
37g. ...make it clear to the bully his/her behavior will not be tolerated	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 37g
37h. ...leave it for someone else to deal with	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 37h
37i. ...let the students sort it out themselves	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 37i
37j. ...ask the guidance teacher to help intervene	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 37j
37k. ...discuss the matter with the school administrator	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 37k
37l. ...ignore it	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 37l

37. When I see bullying I would...

For each statement put an X in one box only

OK

	Definitely not	Probably not	Probably	Definitely	
37m. ...contact the victim's caregivers about my concerns for his/her child's well-being	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 37m
37n. ...contact the bully's caregivers about my concerns and insist that the behavior must stop	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 37n

Connecting School and Caregivers

38. *The following sections are about how you and the school connect with the caregivers of students.*

As above, we use the term CAREGIVERS to mean those who directly care for children. This includes a child's biological parents, or their guardian, or those who have primary care of children in an orphanage.

The responses are 'never happens', 'happens sometimes', and 'often happens'.

For each statement put an X in one box only

OK

	Never happens	Happens some- times	Often happens	
38a. I have an acceptable number of caregivers who attend the school's Open Days in my classroom.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 38a
38b. I ask caregivers to help out in the classroom.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 38b
38c. I give homework to students that caregivers should check and sign for.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 38c
38d. I keep caregivers informed about problems their children are having in my classroom.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 38d
38e. I let caregivers know when their children show improvement or do something well.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 38e
38f. I invite caregivers to school for one-on-one meetings about their children's work/behavior when need arises.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 38f
38g. I display students' work on the classroom wall.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 38g
38h. I ask caregivers to give me information about their child's strengths, special talents and interests.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 38h
38i. I attend events such as Inter House Sports Day at the school.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 38i

39. For this section, we want you to think about how the statements below reflect your school policies and activities in relation to its involvement of caregivers. We use the word CAREGIVER to refer to parents and guardians of students, including those who take care of children in orphanages.

The responses are “not at all”, “a little”, “quite a lot”, “very much”

For each statement put an X in one box only

OK

	Not at All	A Little	Quite a Lot	Very Much	
39a. Caregivers are informed about policies and school rules in the school	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 39a
39b. Caregivers are encouraged and assisted by the school to help their children learn at home	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 39b
39c. Caregivers know that the school should be told about any major changes in the child’s home life so that help can be provided if needed	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 39c
39d. The school invites caregivers to discuss the child’s work with the teachers	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 39d
39e. Caregivers feel welcome at the school	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 39e
39f. Caregivers have the opportunity to discuss the school rules and policies	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 39f
39g. Caregivers are invited by the school to contribute to decision making, e.g., through PTA meetings	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 39g
39h. Caregivers feel free to go to the school to ask questions	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 39h
39i. There are opportunities for caregivers to communicate with teachers and administrators about what is happening at home and in their community	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 39i
39j. The school communicates news to caregivers about the school and its activities	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 39j

Protection and Resources

In this section, we want you to tell us about how you feel in regards to helping children who may be experiencing issues at home or in their community which affect their well-being and school performance. We are also interested in your use of services or referrals to services to help the children and their families.

40 In the past **six months**, how many children did you refer or link to services (e.g. the Department of Social Welfare, the Victim Support Unit, hospital/clinic organizations such as FAWEZA or traditional leadership) for support or protection?

High # is positive, shows awareness In the past six months, I have referred children

40 children

Note, if you have **not** referred any children in the past six months, please skip the following questions and go to Question 41d.

41. Which of the following have you done in relation to linking children and their families to services and programs?

41a. I have identified students whose health and well-being are at risk and made sure that they get the care and attention they need

OK

Put an X in one box only.

1 Yes
 0 No

41a

41b. I have identified students who are out of school or missing school and linked them to a source of help so they can attend school regularly

OK Put an X in one box only.

- 1 Yes
 0 No

41b

41c. I have referred students in need of support to NGOs, community based organizations, and government departments which are able to provide expert or material assistance

OK Put an X in one box only.

- 1 Yes
 0 No

41c

41d. I have helped families to apply for grants, bursaries or scholarships

OK Put an X in one box only.

- 1 Yes
 0 No

41d

41e. I have raised funds to assist students in need

OK Put an X in one box only.

- 1 Yes
 0 No

41e

42. Does your school have a garden so that students can learn to grow their own food?

OK Put an X in one box only.

- 1 Yes
 0 No

42

43. Does your school have a school nutrition program/school feeding program to help students have access to nutritious meals?

OK Put an X in one box only.

- 1 Yes
 0 No

43

44. Do you have a peer support program for students (a program involving students helping other students)?

OK Put an X in one box only.

- 1 Yes
 0 No

44

45. Does your school have extra-curricular activities that cater for various students' interests?

OK Put an X in one box only.

- 1 Yes
 0 No

45

46. Do you encourage students to support one another and show care towards one another?

OK Put an X in one box only.

- 1 Yes
 0 No

46

For these items, please tell us whether you engaged in any of the mentioned behaviours in the **LAST SCHOOL YEAR** (2013) and how confident you feel in being able to provide different forms of support and resources for students.

Responses are "Yes", "No", "Not applicable", "Don't remember"

47. I comforted a student who was grieving when his/her caregiver died.

OK Put an X in one box only.

- 1 Yes
 0 No
 98 Don't remember
 99 Not applicable as I never had the opportunity

47

48. When appropriate I referred a student who was grieving to relevant services/ programs.

OK Put an X in one box only.

- 1 Yes
 0 No
 98 Don't remember
 99 Not applicable as I never had the opportunity

48

49. I comforted a student whose caregiver was sick.

Put an X in one box only.

- OK 1 Yes
 0 No
 98 Don't remember
 99 Not applicable as I never had the opportunity.

49

50. I referred a student to services or program (e.g. Home-based Care, church based programs, Department of Social Welfare or traditional leadership) because his/her caregiver is sick.

OK Put an X in one box only.

- 1 Yes
 0 No
 98 Don't remember
 99 Not applicable as I never had the opportunity

50

51. I referred a student for support or protection if he/she was being sexually harassed, e.g., to the Victim Support Unit of the Police Services

OK Put an X in one box only.

- 1 Yes
 0 No
 98 Don't remember
 99 Not applicable as I never had the opportunity

51

52. I comforted a student who was lonely (had few friends in school)

OK Put an X in one box only.

- 1 Yes
 0 No
 98 Don't remember
 99 Not applicable as I never had the opportunity

52

53. I comforted a student whom I suspected was HIV positive

OK Put an X in one box only.

- 1 Yes
 0 No
 98 Don't remember
 99 Not applicable as I never had the opportunity

53

54. I referred a child for support or services – for example, the Department of Social Welfare or NGOs/Community Based Organizations that have feeding programs - because he/she did not have enough to eat.

OK Put an X in one box only.

- 1 Yes
 0 No
 98 Don't remember
 99 Not applicable as I never had the opportunity

54

55. I referred a student who seemed to be afraid to go home, or afraid of their home life, for support or protection

OK Put an X in one box only.

- 1 Yes
 0 No
 98 Don't remember
 99 Not applicable as I never had the opportunity

55

56. I comforted a student who was being treated differently because he/she came from a home affected by HIV and AIDS.

OK Put an X in one box only.

- 1 Yes
 0 No
 98 Don't remember
 99 Not applicable as I never had the opportunity

56

57. I referred a student who was being treated differently because he/she came from a home affected by HIV and AIDS for support or protection

OK Put an X in one box only.

- 1 Yes
 0 No
 98 Don't remember
 99 Not applicable as I never had the opportunity

57

HIV & AIDS – Lisa: we need to think about the N/A option here. So it shows that they are “aware” that there are no children in that situation.....

This section is about how much knowledge and information you feel that you have about various aspects of HIV and AIDS and support provided in the school for children affected by HIV & AIDS.

58. I know which students in my classroom are orphans.

OK Put an X in one box only.

- 1 Yes
 0 No
 99 Not applicable, as there are no orphans in my classroom

58

59. I know which students in my classroom live with a caregiver who is chronically ill

OK Put an X in one box only.

- 1 Yes
 0 No
 99 Not applicable, as there are no students in my classroom living with a chronically ill caregiver

59

60. I know which students in my classroom live with an elderly caregiver

OK Put an X in one box only.

- 1 Yes
 0 No
 99 Not applicable, as there are no students in my classroom living with an elderly caregiver

60

61. I know which students in my classroom live in a child-headed household (a household where the primary caregiver is a young adolescent or child)

OK Put an X in one box only.

- 1 Yes
 0 No
 99 Not applicable, as there are no students in my classroom living in a child-headed household

61

62. I support students on medicine by helping them to take their medication at school by e.g. reminding them when it's time to take their medicine.

OK Put an X in one box only.

- 1 Yes
 0 No
 99 Not applicable, as there are no students taking medication

62

63. I give extra support to children who stay away from school for extended periods of time because they are sick or who are frequently absent

OK Put an X in one box only.

- 1 Yes
 0 No
 99 Not applicable, as there are no students in my classroom who stay away from school for extended periods of time or who are frequently absent

63

64. I discourage negative behavior towards children affected by HIV and AIDS

OK Put an X in one box only.

- 1 Yes
 0 No

64

Teaching approaches and self reflection

65. In this section, we want you to think about how you approach teaching and interactions and perceptions (opinions) regarding students within your classroom

For each statement put an X in one box only

Reverse code

	A Little	Some-what	A Lot	
65a. I believe that students have become unmanageable in the classroom because of children's rights.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 65a
65b. I believe that students should be silent unless spoken to by an adult.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 65b
65c. I believe that a student who is late to school should be punished without question.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 65c
65d. I believe that sometimes, corporal punishment by a teacher is necessary or appropriate.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 65d

66. Below are FOUR statements. Please choose the ONE statement that BEST reflects how you feel.

Put an X in one box only. N/A – this is a single item, not part of the above scale (65a-65d)

- 4 No one helped me when I was growing up and this has made me strong. I believe that is how other children should grow up, too
- 3 No one helped me when I was growing up and I suffered a lot. I wish other children had more help.
- 2 People around me were helpful to me when I was growing up but I don't do the same because I still have problems of my own.
- 1 People around me were helpful to me when I was growing up and I would like to start to do the same.

 66

67. In this section, we want you to reflect on how often you experienced different feelings and engaged in various responses to those feelings within the classroom in the THIRD TERM OF THE LAST SCHOOL YEAR (2013). The responses are “never”, “sometimes”, “usually”, “always”

OK	Never	Some- times	Usu- ally	Always
67a. I felt alert, capable and emotionally ready to teach	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
67b. I was fair and impartial to each student	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
67c. I recognized the dignity of each student	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
67d. I understood and accepted individual differences between students	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
67e. I had good control of my class	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
67f. I explored new approaches to teaching	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
67g. I was willing to listen to reasonable suggestions for my improvement	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
67h. I had a balance between my professional and personal responsibilities	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
67i. I attended school in-service training activities	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

 67a
 67b
 67c
 67d
 67e
 67f
 67g
 67h
 67i

These next questions are about the programme that we have been running in the other schools near to you: the *Teachers' PSS Diploma Course* and the *Certificate on Community-based Work with Children and Youth*.

72. Did you ever discuss the content of the *Teachers' PSS Diploma Course* with teachers who were on the course?

OK Put an X in one box only

- 3 Yes, I knew teaches on the course and discussed it with them
- 2 No, I knew teachers on the course but didn't discuss the course with them
- 1 No, I never met any teachers who were on the *Teachers' PSS Diploma Course*

 72

74. Since the beginning of THIS year (2014), how often have you had contact with someone from your community who is participating in the *Certificate on Community-based Work with Children and Youth*?

OK Put an X in one box only

- 3 Once a week or more
 2 Every few weeks
 1 I know community members participating in the *Community Certificate Course*, but we never had contact
 0 I do not know any community members who are participating on the *Community Certificate Course*

74

79. Please think about your school RIGHT NOW. Listed below are different activities. Tell us if you think they have happened at YOUR SCHOOL during this school year.

Put an X in the box next to ALL those that apply

79a. Cleaning up of the playground

OK Put an X in one box only

- 1 Yes
 0 No

79a

79b. Planting flowers on the school grounds

OK Put an X in one box only

- 1 Yes
 0 No

79b

79c. Putting up posters or other teaching aids in the classrooms

OK Put an X in one box only

- 1 Yes
 0 No

79c

79d. Displaying learners work in the classroom

OK Put an X in one box only

- 1 Yes
 0 No

79d

79e. Cleaning or improving the toilet facilities

OK Put an X in one box only

- 1 Yes
 0 No

79e

These questions ask you to compare YOUR SCHOOL NOW with how it was in the LAST SCHOOL YEAR (2013).

79f. Decreasing use of corporal punishment

OK Put an X in one box only

- 1 Yes
 0 No

79f

79g. Increasing teachers' and administrators' awareness of bullying

OK Put an X in one box only

- 1 Yes
 0 No

79g

79h. Increasing learners' awareness of bullying

OK Put an X in one box only

- 1 Yes
 0 No

79h

79i. Referring learners to other services

OK Put an X in one box only

- 1 Yes
 0 No

79i

79j. Increasing communication between yourself and caregivers

OK Put an X in one box only

- 1 Yes
 0 No

79j

79k. Increasing caregiver involvement at the school (e.g., participating in the feeding programme)

OK Put an X in one box only

- 1 Yes
 0 No

79k

79l. Increasing cooperation between teachers

OK Put an X in one box only

- 1 Yes
 0 No

79l

79m. Increasing cooperation between teachers and the school administration

OK Put an X in one box only

- 1 Yes
 0 No

79m

79n. Increasing learners' involvement in development of CLASSROOM policies

OK Put an X in one box only

- 1 Yes
 0 No

79n

79o. Increasing learners' involvement in development of SCHOOL policies

OK Put an X in one box only

- 1 Yes
 0 No

79o

79p. Implementation of non-academic / extra curricular school activities (e.g., clubs, sports)

OK Put an X in one box only

1 Yes

0 No

79q. Increasing collaborations between the school and other organizations (e.g., churches, businesses, NGOs)

OK Put an X in one box only

1 Yes

0 No

87. Overall, please tell us how honest your answers have been?

OK Put an X in one box only

3 Completely honest

2 Fairly honest

1 Not very honest

79p

79q

87

This is the end of the survey. Thank you very much for your time and participation in helping to evaluate this important program. If you have any questions about the survey or the program, please do not hesitate to ask one of our research team members.