

SCHOOL TALK BOX GUIDE

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Name of the authors: Valeria Costa and Magdaline Muoki

Pictures by: CISP

Designed by: Chiara Gullotta

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Please write to us: cisp@cisp-ngo.org

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1. INTRODUCTION TO THE TALK BOXES IN SCHOOLS

Children are often faced with protection concerns that affect them such as sexual abuse, physical abuse, exploitation and neglect. Despite the protection concerns they face, children rarely have the courage to speak out about these concerns. Consequently, they continue to suffer, exhibiting signs of depression, extreme introversion, low self esteem, and ultimately affecting their overall wellbeing and performance in school.

The talk boxes in school provide a channel where such children can express their needs/concerns anonymously. They are strategically placed in an area easily accessible by all children in school and where they can drop concerns without fear of being seen by the teachers or fellow children. A Talk Box committee made of 8 members is selected to be responsible for placement, safety, opening and responding to the concerns raised in the Talk Box.

The Talk Box provides an opportunity to the school management to understand children's issues and address them internally or through the support of other service providers. Moreover, understanding the main child protection concerns in a certain school and its community may inform the prevention and response plans of the school.



2. OBJECTIVES AND MEASUREMENT OF CHANGE

The overall objective of the talk boxes is to ensure that child rights are upheld.

The specific objectives are:

- To encourage children to anonymously express concerns and issues affecting them at home, in school and in the community.
- To ensure concerns raised by children are addressed.
- To ensure that the child right to participation in schools is upheld.

To measure the success of the methodology the following indicators should be considered:

- Number of concerns posted in the Talk Box
- % and types of issues raised by the children
- Number and type of actions taken to address the issues raised.

3. GUIDING PRINCIPLES

This guide for the use of the talk boxes has been developed in line with the key guiding principles for child protection, including:

- 1. Survival & Development:** The safety and overall wellbeing of children is a primary concern.
- 2. Non-Discrimination:** All the children in school, whatever their age, culture, disability, gender, language, racial origin, socio-economic status, religious belief and/or sexual identity have the right to protection from all forms of harm and abuse.

- 3. Child Participation:** Children have the right to express views on all matters which affect them, should they wish to do so.
- 4. Best Interests of the Child:** Child protection is everyone's responsibility, and the school will closely engage the parents to promote the welfare, health and development of children.
- 5. Confidentiality of the child concerns** should be respected.

4. THE PROCESS OF ESTABLISHING TALK BOXES IN SCHOOLS

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To establish talk boxes in school, the implementing partner should follow the process described below:

- 1. The identification of schools** where the talk boxes should be introduced is informed by the project focus and child protection considerations such as: if there are rampant cases of child abuse in the surrounding area, or if there are no similar interventions introduced by other actors in the schools.
- 2.** Once selected, **the team introduces the Talk Box concept** in the target school whether it has or does not have a Child Right club. The head-teacher and the school management committee (SMC) members undergo induction training on the Talk Box concept. This helps them better understand the objectives and the functionality of the Talk Box.
- 3. 2 teachers are then selected** in each school for the management of the Talk Box. If the targeted schools have already established



the Child Right Clubs (CRC), the 2 teachers are the CRC patrons (1 male and 1 female) who has previously selected by the School Management Committee (SMC) using specific criteria (*Annex A*) and vetted by the implementing partner and DCS to ensure they are not child abusers. Where there are no CRC clubs, SMC then selects the committed teachers (1 male 1 female) at the time of the talk box introduction according to the same selection criteria. In both cases, the selected teachers sign an agreement (*Annex B*) outlining their roles and responsibilities: they are responsible for the placement and safety of the talk box at the selected location and for implementation of the Talk Box system.

4. The school is provided with a Talk Box that has a lock and key. The key is kept under the custody of DCS and selected local administrator. A spare key is retained by the implementing organization.

5. All children in the school are continuously oriented on the strategic location and purpose of the Talk Box, through which they can exercise their right to participation and anonymously express their concerns and issues affecting them at home, in school and in the community.

6. A Talk Box committee is established in the school as per chapter 5 of the guide with the support of project staff. The committee is responsible for opening the box on a monthly basis, discussing the issues raised by the children and following up on solutions agreed. A feedback is provided by the Talk Box committee to the school children on a monthly basis.

5. COMPOSITION AND RESPONSIBILITIES OF THE TALK BOX COMMITTEE

A committee of 8 members is selected to be responsible for placement, safety, opening and responding to the concerns raised in the Talk Box.

The committee should comprise the following members:

- 2 Children representatives (a boy and a girl)
- 1 Child right club patron or nominated teacher
- 1 Guiding and counselling teacher
- 1 Parent representative in SMC/BOM or Parents teacher Association (PTA)
- 1 Project staff
- 1 Directorate of Children Services representative
- 1 Ward administrator/Community Administrator/Chief/Assistant chief/Representative.

6. LOCATION OF TALK BOXES WITHIN THE SCHOOLS

The Talk Box is strategically placed in school according to the following criteria:

- In an area easily accessible by all children in school and where they can drop concerns without fear of being seen by the teachers or fellow children, as this can be intimidating.
- In a manner that children feel comfortable to drop in their concerns.
- The Talk Box should never be placed in the staff room or classroom.

7. OPENING THE TALK BOX AND RESPONDING TO CONCERNS RAISED

1. The opening of the talk boxes is done monthly.
2. At least more than half of the committee with a representative who is from outside the school is to be present to collectively find solutions for the raised child concerns and inquiries.
3. Monitoring on the impact of the talk boxes has to be done by the implementing partner biannually.

4. All concerns raised through the talk boxes has to be responded to, and any immediate child need prioritized for necessary action.
5. The school CRC patron/nominated teacher has to take note of the raised concerns, ensure that they are adequately addressed, and child protection in the school is enhanced.
6. Feedback on the actions taken has to be shared with children during school assemblies.
7. DCS in partnership with the implementing organization must monitor the trends of reported child protection concerns and support the necessary actions to address the issues.
8. Where need be, the community has to be informed of the issues raised in school, for the necessary action to be taken.

8. REPORTING, MONITORING AND EVALUATION OF THE TALK BOX

- The Talk Box committee opens the boxes on monthly basis. Meeting reports are prepared according to template in *Annex C*.
- The implementing partner analyzes the data from the school reports (*Annex D*) and follows up on actions proposed to address the concerns raised by children through the talk boxes.
- After every 6 talk boxes opening sessions, an evaluation of the impact of the talk boxes has to be conducted through an interview to the Talk Box committee members (*Annex E*) and 2 FGD with 12 children each (*Annex F*).





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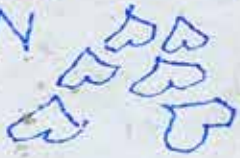
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My father

My father

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9. LIST OF ANNEXES

Annex A: Teacher's selection criteria

The selected teacher must be a teacher that is friendly approachable and highly respected in the school community and will bring value to the school.

- Good track record with children
- Has no history of child abuse
- Recommended by school Board of Management
- Willingness of the said teacher to volunteer
- Two patrons per school (a male and a female)
- To be child friendly and patient
- Should be coming from the targeted schools
- To be charismatic
- To be open-minded and ready to talk about child abuses that occur in the community including talking about sexual violence
- To be committed to children well-being and development
- To be respected and trusted
- To be a person who influences the opinions, attitudes, beliefs, motivations and behaviors of others. Willing to become champion for change by using their influence to build awareness about child protection and encourage others about the need to take action to prevent child abuse and model positive behaviors towards children
- To commit herself/himself to take charge of the clubs for a period of 24 months



Annex B: Agreement with selected teachers

Position: Talk box responsible teacher

Incentive/token/airtime: Kshs/Month

Duration:

School:

Starting date:

Activities

Deliverables for the Talk Box selected teacher in close collaboration with the school head-teacher and the Management Board (SMB/SMC) of the targeted schools:

- The selected teacher where there are no child right clubs will undergo an induction/mentorship on the Talk Box concept, together with the headteacher. This will help them better understand the objectives and the functionality of the Talk Box.
- To assist the identification of the school Talk Box committee, in collaboration with the head teacher.
- To mobilize an assembly where the community Engagement Officers will orient all children in the school on the strategic location and purpose of the Talk Box.
- To encourage the pupils to express their concerns and exercise their rights to participate through the Talk Box.
- To seek innovative ways of making Child Rights Clubs and talk boxes sustainable in respective schools.
- To take part in monitoring and evaluation of Talk Box interventions in schools.
- To liaise with the neighboring schools to support in the Talk Box initiation process with support from project staff.
- To ensure the Talk Box is placed in a safe and secure place.
- To share the feedback from the Talk Box committee with the children on time.
- To assist in advocating for the children's justice by making prompt follow-ups in case the issue shared through the Talk Box has not been well addressed.

Roles/Responsibilities of organization

- Facilitate and support Child Rights Clubs with training sessions.
- To facilitate and support the selected teacher and the school management committee with mentorship to guide on the Talk Box concept/operationalization.
- CISP/partner focal person to provide support and implementation of the Talk Box activities.
- To provide the school with a Talk Box under lock and key.

Name of the selected teacher:

CISP/Partner organization:

Date:

Signature: _____



Annex C: Monthly Meeting report

Name of school:

Date of opening talk box:

Meeting No.:

Report done by:

Introduction

List of present committee's members

Opening Talk box

Describe opening procedures

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Analysis of Findings

Tabulation

| Category | No. of Posts |
|----------------------------|--------------|
| Compliments | |
| Administration | |
| Food/nutrition concerns | |
| Uniform | |
| Behavioral | |
| School activities | |
| Child abuse case | |
| Water, sanitation & health | |
| Total | |

Add graphical representation

Follow up from previous concerns and actions to be taken

List the previous concerns per category that needed actions, and update on actions taken with dates or expected actions. Indicate when a case is closed.

Way forward

List the requests per category, the responses and the actions (if needed) with expected dates

Conclusion

ANNEXES: PHOTOS



Annex D: Monthly Data analysis on use of talk boxes in schools (to be entered in an excel file)

| Reporting Month | Date of opening Talk Box | Name of School | Meeting No. | Type of Concern (category) | No. posts on the concern | No. of Concerns | List of Issues | Proposed Action | Actions Taken | Pending Actions | Case Closure |
|-----------------|--------------------------|----------------|-------------|----------------------------|--------------------------|-----------------|----------------|-----------------|---------------|-----------------|--------------|
| | | | | | | | | | | | |

Annex E. Impact Evaluation Tool for Talk Box committee members

This tool should be administered after every 6 months /after every 6 sessions of opening talk boxes at each school for purposes of activity improvement. Ideally, respondents should have participated in more than three sessions of opening the school Talk Box.

Introduction: My name is _____ from CISP/implementing partner (K-NOTE,KCWEP,PGI). We are carrying out an impact evaluation of the school talk boxes that we support within our target project schools in your location. I would like to ask you some questions that would help us determine whether the talk boxes are effective in helping children to openly express their views or not. The information you provide is confidential and it identifies with your opinion and will only be used for learning and improvement purposes.

Once the respondent agrees, proceed to ask the questions below:

Name of Respondent:

Designation:

Name of school:

Duration in the committee: (months)

1. In your opinion, how would you rank use of the Talk Box by children, comparing to when they first started using it to now?

Very High High Moderate Low Very Low

Explain your response:



2. In your opinion, how would you rank the way children express their views through the Talk Box, comparing to when they first started using it to now?

Very High High Moderate Low Very Low

Explain your response:

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3. In your opinion, how would you rank the effectiveness of the school management in implementing the concerns raised through the Talk Box?

Very High High Moderate Low Very Low

Explain your response (if low/very low, give reasons that could have led to the low effectiveness):

4. In your opinion, what are some of the positive outcomes to the well-being of children in the school, that have been achieved through addressing Talk Box concerns?

-
-
-
-
-

5. Would you recommend children to continue expressing their views through the Talk Box in this school? (Y/N)

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Explain your response:

6. What suggestions would you make to enhance the effective use of the Talk Box in this school?

Thank you for your time



Annex F. Impact Evaluation Tool for School Talk Boxes for children

Focus group discussion with max 12 children. This tool should be administered every 6 months / after every 6 sessions of Talk Box opening sessions at a school. FGD not more than one hour with the children.

Introduction: My name is _____ from CISP. I am here with my colleague who will assist in taking notes as I facilitate. We are carrying out an impact evaluation of the school talk box that you use to express your views. We would like to ask you some questions that would help us determine whether the talk boxes are effective in helping children to openly express their views or not. Your honest opinions are important and will only be used for learning and improvement purposes.

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Once consent is given by respondents, use the guiding questions below to facilitate the discussion:

Guiding Questions:

1. Briefly explain how you make use of the Talk Box in your school?

2. Do you think it has helped you and your schoolmates to express your/their concerns, thoughts, curiosities, etc? (Y/N)

Why?

3. Has the school taken into consideration your concerns and effected any action accordingly? (Y/N)

Explain your response. If yes, give a few examples.

4. Are you able to express yourselves better through the Talk Box? (Y/N)

Explain your response.



5. Would you recommend your school and the neighbouring schools to continue using the talk boxes or introduce the use of talk boxes? (Y/N)

Explain your response.

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6. What suggestion would you make toward enhancing the effectiveness of the Talk Box in your school?

Thank you for your time

CHILDREN RIGHTS

1. Right to education
2. Right to food
3. Right to shelter
4. Right to medical care
5. Right to security
6. Right to play
7. Right to worship
8. Right to clothes
9. Right to respect
10. Right to Rest
11. Right to ~~to~~ Association
12. Right to parental love and care
13. Right to life



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