



the  
good  
school  
toolkit for  
secondary schools



an  
overview

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To everyone interested in making their school a Good School,

*Welcome to the Good School Toolkit!*

If you are reading this letter, it means that you are likely someone who cares greatly about making your school the best it can be. The Good School Toolkit is a methodology for increasing your school's success, reputation and conditions for learning. It is currently being used in over 750 schools across Uganda, with key components adopted by the Ministry of Education and Sports.

### Is it suitable for secondary schools?

This secondary school version was specially created for the secondary school context. Through a research partnership between Raising Voices and the London School of Hygiene and Tropical Medicine (LSHTM), and in collaboration with secondary schools in Uganda, we identified and integrated adaptations and enhancements that would make the Toolkit all the more effective at this higher level of education. This secondary school version is specially designed to support students as they approach adulthood—in taking responsibility, developing self-discipline and gaining all the skills to successfully contribute to their future professions, families and communities.

### Does it work?

Students are more likely to have better attendance and achieve higher grades when their school supports such things as nonviolent discipline, student participation in decision-making, compassionate and creative teaching methods—some of the key aspects of the Good School Toolkit. Looking specifically at violence in schools, a randomised controlled trial of the Good School Toolkit itself demonstrated how, after using the Good School Toolkit for 18 months, the risk of physical violence by teachers and school staff against students decreased by 42%.

### How does it work?

The Good School Toolkit includes a variety of school-wide initiatives that get everyone involved in such things as strengthening the relationship between students and teachers, facilitating meaningful student participation and increasing the role of the school administration. It is positive and inspiring and designed to fit within existing school structures.

### What will it take?

The process typically takes one to two years and includes everyone's participation. At different times, teachers, students and administrators are called upon to participate in training and school initiatives. The financial investment is minimal to none; however, to successfully implement the proposed ideas and activities requires a commitment and an investment of time.



### What kind of Leadership is required?

Upon deciding to implement the Good School Toolkit, the head teacher selects six “protagonists” who will lead the way forward—including two students, two teachers and two community members. Early on, these protagonists help to recruit more students, teachers and community members to create what is called the Good School Committee—a group of individuals who will lead the various activities of the Toolkit and become role models of Good School ideas among their colleagues/peers.

The administration provides Leadership in three important ways:

- First, they are called upon to champion the initiative—giving everyone confidence in the process.
- Second, they use their position to foster the strength and leadership of others, creating an environment in which everyone feels invited to play a part.
- Third, two members of the administration join the Good School Committee, so that they are among the experts of the change undertaken. However, their role on the committee is as learners and advocates who use their position to encourage and support the leadership of other members.

### How do you get started?

This Introductory Package will explain the Toolkit and all its possibilities, and will help you decide if it is something your school would like to implement. If you would like more information, please visit our website at [www.raisingvoices.org/good-school](http://www.raisingvoices.org/good-school), where you can see the contents of each package in the Toolkit. When you are ready to begin, have one of the selected protagonists contact Raising Voices to get the first implementation package and to discuss possibilities of receiving technical assistance.

If you have any questions, please contact us at [info@raisingvoices.org](mailto:info@raisingvoices.org)  
Best wishes,

The Raising Voices Team



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To the Good School Toolkit protagonists,

### *Thank you for deciding to help your school become a Good School!*

Since you have chosen this role, it is likely that you already know about and believe in the values and ideas of the Good School Toolkit. You are not alone. At this moment, a network of over 750 schools is implementing and sharing the practices of a Good School—including the elimination of corporal punishment and improving conditions for learning. Let us tell you a bit about the experience ahead for you.

### About leading change

Leading this work brings all the rewards that come with leading any great change. It involves holding a vision of the possibilities in your mind, and then taking part in making that vision a reality. However, this process is not always easy:

- It requires advocating ideas that will provoke debate and challenges.
- It requires persistence and creativity when others are still hesitant.
- It requires being vulnerable yourself and learning alongside others—discovering habits within yourself that you had not realised were different to Good School values.

However, these are all healthy and necessary parts of change that give others the confidence to engage openly and honestly themselves.

### The rewards of the journey

Also, as you move through this experience, you will gain many new skills:

- You will become an expert in how to create a Good School, since you will read through and use the resources more than anyone else.
- You will learn participatory facilitation skills, as you facilitate special training sessions with others.
- You will learn how to become a confident and calm presence for others when change feels challenging.

### Where to start

This Introductory Package will explain the Toolkit and all its possibilities. If you would like more information, please visit our website at [www.raisingvoices.org/good-school](http://www.raisingvoices.org/good-school), where you can see the contents of each package in the Toolkit. If you have any questions, please contact us at [info@raisingvoices.org](mailto:info@raisingvoices.org).

Best wishes,

The Raising Voices Team

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# What You Will Find in the Introductory Package

This Introductory Package includes the *Good School Toolkit Overview* that you are reading now, *plus* the following visual materials about Good School ideas:

## *Cartoon Booklets*

*What Is a Good School? A Companion for Teachers and Students*

*Creating a Good School: How Do We Do It?*

*What Is a Good Teacher?*

*What Is Wrong with Corporal Punishment?*

*What Is Positive Discipline?*

*What Is a Good Learning Environment?*

*How Are You Promoting Gender Fairness in Your School?*

*How Do You Use Your Power?*

## *Posters*

*What Is a Good School?*

*What Is a Good Teacher?*

*What Is a Good Learning Environment?*

*What Is a Transparent and Accountable Administration?*

*Positive Discipline: Alternatives to Corporal Punishment*

*Are You a Leader?*

**SPREAD THE WORD**

by spreading these materials  
around your school.

# What Is a Good School?



A [Good School](#) aims to create a violence-free learning environment within which students develop their skills and confidence to grow into creative, constructive and thoughtful members of their community.

The [Good School Toolkit](#) is designed to help you create such a school.

# What You Will Achieve



The [Good School Toolkit](#) has three objectives:

1. To increase **students'** and teachers' skills, voices and leadership
2. To create a **learning environment** that is safe and respectful
3. To support the **administration** in becoming more transparent and accountable

These are the [3 things](#) that transform schools!

This is what you will achieve using the [Good School Toolkit](#)!

The **Toolkit** has been designed and tested with the involvement of teachers, students and administrative leaders from schools like yours.





# Frequently Asked Questions.

## What is the Good School Toolkit?

The Toolkit is a six-step process that helps you create a Good School. This Introductory Package will give you an overview of what it contains and how you can use it.

## How long will it take?

The Toolkit has six steps. You could complete two steps per term and thus all six steps within two school years. However, your progress is entirely dependent on your school.

## Who will do the work?

The whole school! However, your Good School Committee will help coordinate the activities and spread the ideas introduced in each step. This group of students, teachers and community members will also participate in special learning and skill-building modules.

## How will we know what to do?

Every activity is outlined in detail. You'll find easy-to-follow instructions, monitoring checklists and ready-made materials. You can customize the Toolkit to your needs, or follow it step by step from beginning to end.





## What resources will we need?

You do not need any special resources or a large budget to implement the Toolkit. You just need the motivation and desire to improve the quality of education at your school.

## How will we know if we are making progress?

Each step includes a monitoring checklist that will help you to track your progress.

## What if we need help?

Once you choose to implement the Good School Toolkit, write to us to talk about the kinds of support that may be available to help you in your work: [info@raisingvoices.org](mailto:info@raisingvoices.org).

We also encourage you to join the Peer Learning Network, where schools like yours and the teachers within them share the ideas, skills and tools they have developed (details and registration form available in Step 1).

*If you need more information or have any questions, please get in touch with Raising Voices through our website ([www.raisingvoices.org](http://www.raisingvoices.org)) or by sending an email to [info@raisingvoices.org](mailto:info@raisingvoices.org).*



# The Toolkit's Six Steps

## At a Glance



Step 1 Creating Your Team & Network

Step 2 Preparing for Change

Step 3 Good Teachers & Teaching

Step 4 Positive Discipline

Step 5 Good Learning Environment

Step 6 Good Administration & The Future

### Everything Is Connected

Good students and teachers, a good learning environment and a good administration are all interconnected.

Although some of the Toolkit's steps focus on one area more than the others, every step contributes to all three aspects of a Good School. For example, every step helps build a good administration. It is just that in Step 6 the accumulation of these efforts creates an administration trusted to lead the way forward.





For each step you will receive a guide that includes the following:

### School Activities

These activities are specially designed to involve your entire school community in creating a Good School. They are the heart of the Good School Toolkit. For each activity, there is a brief overview of the activity's purpose and easy-to-follow suggestions for implementation.

### Leadership Workshop

This workshop includes a series of modules for strengthening the capacity of your Good School Committee and others—helping them to succeed as leaders and role models. The modules can be implemented as a single workshop or introduced individually over several weeks. Note: There is no leadership workshop in Step 6.

### Tools & Materials

These tools and materials are designed to make your work easier. They include ready-to-use handouts, worksheets and references that support specific school activities. You can use them as is, or as inspiration for customising something for your school.

Some steps come with **additional teaching aids and publications** to explore the step's topic in further detail.

## Step 1 Your Team & Network

This work requires the vision and dedication of many. In this step, you will create your Good School Committee and join the Peer Learning Network. The goal is to connect yourself with key people who share your commitment to creating a better school, and who will help you along the way. You will also get the entire school thinking about how everyone can help lead change using their own leadership style.

With the guide for this step, you will receive

- *What Is a Good School?* by Dipak Naker



## Step 2 Preparing for Change

Change is challenging, no matter how positive. In this step, you will conduct preliminary activities that will spark people's interest and document their starting perspectives. You will help everyone in your school realise that they have power and can use that power positively to help create a Good School—because this work will need everyone's help. The goal is to launch your efforts with an inclusive culture and with the tools to measure and celebrate change.



## Step 3 Good Teachers & Teaching

Good teaching means supporting students' cognitive, social and ethical development. It is only with all three that students can build the social awareness and decision-making skills for becoming successful adults—adults who contribute positively to their families, professions and communities. To support students in this way requires many skills that reach far beyond traditional academic instruction. In this step, you will inspire teachers with a renewed sense of their role, greater professional support, and approaches for interacting positively and creatively with students. The goal is to create motivated teachers who excel as educators and take pride in their work.





## Step 4 Positive Discipline

The strongest type of discipline comes from within. That internal motivation to do well and the ways we foster that in students is all called positive discipline. In this step, you will establish the school culture and disciplinary methods that support positive discipline instead of corporal punishment. The goal is to create students who believe in themselves and are thus motivated from within to be their best.

With the guide for this step, you will receive:

- *Positive Discipline: Alternatives to Corporal Punishment* by Raising Voices (book)



## Step 5 Good Learning Environment

When students feel protected and respected, they can learn more and grow more, knowing that their school is watching out for them and their basic needs. In this step, you will create a psychological sense of safety and inclusion, as well as enhance the school's physical compound. The goal is to give students a sense of security, dignity, value and voice.



## Step 6 Good Administration & The Future

Remaining a Good School requires valued and trusted administrative leadership. Every step so far has helped you build just that. In this step, you will measure and celebrate the successes of your Good School initiatives and transfer ongoing Good School leadership to the administration. The goal is to inspire everyone with what you have accomplished and with a vision for the future.

# Why Use the Toolkit?



The following reasons have inspired many people to envision better schools for students. Use these explanations to help express your motivation to lead change.

## Our current school is not responding to students' needs.

High levels of violence against primary and secondary school students decreases academic achievement. An accountable school cannot afford this loss of student potential. Furthermore, true success comes from not only academic development but also social and ethical development. Our school needs to think carefully about how we are supporting all three.

Our schools are designed to teach students to memorise information, motivating them by fear and humiliation. Those kinds of skills are almost useless in today's world. We need to change our teaching methodology to build students' confidence and help them explore new ways of thinking and learning. We need to teach them how to think creatively and solve problems, not merely memorise information.

## The psychological and physical environment of our school influences how and what students learn.

If students are made to be fearful and hesitant and if their opinions are silenced, they may not take the risk of exploring new ideas. If our school is falling apart and no effort is put into maintaining it, students learn that they are not valuable to the system that creates that environment. In this way, they miss out on the opportunity to learn new thinking skills and to develop beliefs about how valuable they are as individuals.



**If students have no role models and no one takes interest in their long-term development as human beings, they cannot develop positive discipline.**

Instead they develop unhealthy ways of trying to get attention. They develop anti-social behaviour and rely on external forces to control their behaviour. We know that lasting behaviour change can only come when the person sees the value of the change in behaviour and when the motivation comes from within.

**Our schools are based on ideas that no longer serve the needs and challenges of today's world.**

Look around you at the way the world is changing and the kinds of skills needed to succeed in it. We need compassionate leaders and imaginative thinkers who can analyse old problems in new ways and bring new thinking and creative solutions. Our schools are trying to produce obedient students who will do what they are told. This will not help us create leaders and creative thinkers.

**If the school governance is ineffective, unfair or only selectively enforced, teachers, parents and students lose faith in it.**

If students and teachers do not feel there are policies and consistent practices that hold everyone equally accountable for their behaviour, they lose respect for the school. They stop caring. The school will start its slow decay toward mediocrity and produce students and teachers who have no stake in performing well. What follows is a decline in academic performance and discipline at school.

For these and many other reasons, it is important that we all take proactive steps to create a Good School. The Good School Toolkit is designed to help you and your school take those proactive steps.

**Promoting Positive Mental Health with the Good School Toolkit**

The Good School Toolkit (Raising Voices, 2009) supports the whole school in creating a healthy, vibrant and violence-free school environment. Through diverse activities and strategies, the Toolkit aims to prevent violence against children, foster positive relationships and provide opportunities for children to build important life skills. While these goals are intimately connected to children's mental health, mental health was not a core theme in the original Toolkit. Through our research and practice, this has emerged as a gap—limiting opportunities for schools to unpack the idea of "mental health" and more deliberately strengthen resilience among students. In 2020, Raising Voices collaborated with the University of Alabama to strengthen this aspect of the Toolkit, developing new content focused on deepening knowledge and skills for positive mental health.

**What's New?** Revisions were informed by research and learning on mental health-related attitudes and practices in Ugandan schools. The specific objectives of the new materials are to:

- Share basic information about positive and negative mental health and potential consequences;
- Expand the existing vocabulary for discussing mental health in schools, including naming common feelings and experiences (such as depression, shame and anxiety);
- Reduce stigma around poor mental health and people who experience mental health problems;
- Help students develop practical skills on managing difficult emotions, increasing empathy and support for others and seeking help when needed; and
- Help staff create a process for recognising and managing mental health difficulties within the school.



Mental health involves how a person thinks, feels and acts. Everyone has mental health, just like everyone has physical health. At times, you can have poor mental health: for example, feeling sad, feeling anxious or failing to concentrate. Other times, your mental health can be positive, like feeling hopeful, feeling happy, or being able to focus and to cope with stress or difficult situations. Good mental health improves how children learn, play and understand others





# How the Good School Toolkit Works

Each day staff and students come to school with their beliefs, attitudes, skills and experiences. How they express these contributes to the school's operational culture. The operational culture is the typical way that things get done at the school, and it determines if the school is a Good School. The Good School Toolkit tries to improve the operational culture of the school by making changes in the four things that are most influential: teacher-student relationships, peer-to-peer relationships, student/teacher to school relationships and parent/community to school governance relationships.

Entry-points through which the **Good School Toolkit** influences the operational culture of schools.





# Is the Toolkit Right for Your School?

These questions will help you reflect on what is currently happening in your school, identify areas you would like to focus on and evaluate the commitment needed to proceed with this work.

## 1. Do we support good teachers?

- a. How do teachers feel at our school? Do teachers feel supported and valued or overwhelmed and frustrated?
- b. Do teachers help students to ask questions and learn from their mistakes?
- c. Do teachers help students to analyse information and think critically? If so, how?
- d. Are we committed to providing quality education for our students? If so, what exactly does that mean?
- e. Do students and teachers relate well to each other? Do students feel free to come to teachers with their problems?
- f. Do we have a way of recognising student effort and encouraging good behaviour instead of just punishing bad behaviour?

## 2. Do we practice positive discipline?

- a. Is there a problem with discipline in our school?
- b. How are students currently disciplined in our school?
- c. Do we have specific guidelines on how students should be disciplined?
- d. What are the shortcomings of our current approach to discipline?
- e. What do we believe is the purpose of discipline?
- f. Why do we use corporal punishment?

### 3. Does our school have a supportive environment?

#### a. Psychological environment

- i) Do students have a voice at our school? Is there a way for students' voices to be heard?
  - Do we have a student council?
  - Do we have a prefect's body?
  - Do we have a student magazine or newsletter?
  - Do we have a suggestion box?
  - Do students participate in making school rules?
- ii) Is there a clear channel of communication between students and teachers?
- iii) Is there a way for students to make a complaint about something or to suggest an idea for improving the school? Do the students know what it is?

#### b. Physical environment

- i) Is our compound clean?
- ii) Are we proud of the way our school looks?
- iii) What are some of the challenges we are facing in terms of improving our environment?
- iv) Is it possible for us to improve the environment with the resources we have? Are we willing to work toward making the environment better, even without funds? What might that involve?

### 4. Do we have a transparent and accountable administration?

#### a. Do we have school policies in place?

- i. Do we have a discipline policy? What does it say?
- ii. Do we have a policy on corporal punishment?
- iii. Do we have a policy on sexual violence?
- iv. Do we have a policy on peer violence, including bullying?
- v. Do we have a policy on fair opportunities for both girls and boys?



- b. Do we have clearly stated rules for
  - i. students?
  - ii. teachers?
  - iii. parents?
- c. Are the rules posted anywhere?
  - i. Is it clear what happens to students when the rules are broken?
  - ii. Are all students treated fairly and equally when the rules are broken?
  - iii. Are all stakeholders engaged in how the school is run?
  - iv. Is the school community inspired by clear school standards and the school's vision for the future?

#### 5. Can we commit to implementing the Good School Toolkit?

- a. How much time do we think this Toolkit will take?
- b. Can we make this Toolkit a priority?
- c. Are there other projects that the school is committed to right now? Will they conflict with this work?
- d. What are the benefits of becoming a Good School? Do we agree with them? Are they worth our time and effort?
- e. Do we believe in the objectives of the Toolkit? What are some of the challenges we might face in achieving the objectives?
- f. Are we willing to commit to not using corporal punishment?
- g. Do we have open minds? Are we willing to challenge our ways of thinking and doing things?





## Student and Teacher Stories

What a student says about the Toolkit:

"The school program is great. I like that we have sensitisation meetings with our teachers. They find out our problems, and we learn from them. We hold assemblies where teachers talk to us. Students can provide concerns in a suggestion box, and we are able to say what we feel about the school. The administration read it. We also have activities! We have football games with the teachers, and sometimes there is entertainment on the weekends. My favourite part about the Good School program is that we have been given the opportunity to talk to the teachers. To say how we feel, to share our concerns and to be part of planning processes."

SENIOR 6 STUDENT





## Student and Teacher Stories

### What a teacher says about the Toolkit:

"Our school moved through and completed the six steps of the Toolkit. We have an outgoing committee but are planning on electing a new one. Doing the Good School Toolkit has increased our awareness about violence; the children, parents and teachers have all learned. We now have many class meetings. We have conducted meetings where teachers freely open up and share their problems.

"We also involve other stakeholders: we hold meetings with the parents and have a disciplinary committee. We complete annual evaluation forms to show what we have done. We now have assemblies where students talk about their problems and teachers respond. We have put up a poster about the official ban on violence against children in the staff room and make sure we sensitise our teachers to this issue. We have also made a children's referral directory. We have improved the environment. Different classes clean on their respective day, because it is both their right and responsibility to have a clean environment.

"What I see that is most different because of the Good School program is the improved teacher-student relationships. Our students have really come closer to us. They will tell us their problems so we can help them. The environment has improved, even psychologically in matters of voice. We have even managed to bring parents closer. They know they need to come, and they do! So many members are involved in the school. Another big change is that students talk about themselves and are given the chance of expression. The skill of public speaking is developing in our learners. It is a life skill that is important and was not there before. It is a gradual process, and there are some challenges, but we are using the Toolkit, and it is working really well!"

SECONDARY SCHOOL TEACHER

# How to Get Started



## 1. Gain school support.

Would you like to use the Toolkit at your school? Whether you are a head teacher who wants to share the idea with the rest of the administration, or a teacher trying to gain administrative approval, start by doing the following:

- Read this Introductory Package again.
- Determine who you need to talk to at your school and in what order.
- Start a new exercise book, and write down key points to emphasise with administrative leaders and fellow teachers.
- Decide whether to verbally present the initiative or provide the Introductory Package in advance.
- Before meeting with leaders at your school, write down all the questions you suspect they will ask, and draft answers.
- If support is not determined within your first meeting, ask if any further information would be helpful.
- Contact Raising Voices if you require further information or materials to gain support.

## 2. Select the protagonists.

Once there is commitment from school leaders, the head teacher can select the Good School protagonists (if desired, this can also be organised as an election process).

The protagonists should include **two students** (one female, one male), **two teachers** (one female, one male) and **two community members** (one female, one male), who

- see themselves as leaders;
- feel the responsibility and inspiration to make their school a better place;
- will be motivated to endure challenges and celebrate successes;



- will demonstrate—in everything they say and do—an openness to new ideas and learning new skills;
- are well respected by school members, parents and the surrounding community;
- have compassion for students and the school community; and
- have the capacity or potential to mobilise the school community around new ideas and activities.

The protagonists help to get the work started and then become members of the Good School Committee. Once they are selected, it is recommended that these protagonists do the following:

- Read the entire Introductory Package.
- Attend a meeting held by the administration, as an opportunity to get to know each other and to divide initial tasks between themselves.

### 3. Where Can I Find the Mental Health Materials?

#### In Step 1:

- Leadership Module 1.2: Added the term “mental health” and its connection to a conducive school environment
- Leadership Module 1.3: Added a discussion point explaining that good teachers care about students’ mental health

#### In Step 2:

- Activity 2.5: Added talking points and a storyline for a school play, as well as ideas for school-wide contests and debates that delve into mental health-related topics
- Leadership Module 2.9: **All new!** Mental Health Is for Everyone!
- Tools: **All new!** Sample mental health guidelines for schools to adapt and adopt

#### In Step 3:

- Activity 3.6: Added a short visualisation to enhance teachers’ compassion and empathy for students
- Activity 3.7: **All new!** Discuss the idea of “self-care” and explore short practices for teachers

- Leadership Module 3.5: **All new!** Mental Health & Teaching
- Leadership Module 3.8: **All new!** Exploring Our Inner Experiences
- Tools: **All new!** Identification card for teachers: “How to Know if a Student Has a Mental Health Problem”

#### In Step 5:

- Activity 5.3: **All new!** Short activities that build students’ ability to cope with challenges
- Leadership Module 5.7: Added an activity called “Emotional Detective” to identify difficult emotions
- Tools: **All new!** Resources on mental health referral services in/around Kampala, Uganda

#### Additional Resources:

- **All new!** “Who Has Mental Health?” cartoon booklet
- **All new!** “Mental Health Is for Everyone!” poster

**Coming soon!** A separate module just on mental health as part of Good School Toolkit Agile.

## 4. Contact Raising Voices.

Now, it is time for one of the protagonists to contact Raising Voices. We will send you the first package of the Toolkit and help you identify possible support. That is all you need to start creating a Good School. Good luck!

#### Raising Voices

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You can turn  
**YOUR SCHOOL**  
 into a  
**GOOD SCHOOL!**



# The People Behind the Toolkit



## Our Many Thanks

First and foremost, our gratitude goes to the students, teachers and administrators of the over 750 schools who have used the Good School Toolkit to embark on the courageous enterprise of creating a Good School. After eight years, we have learned much about what works and what does not from their openness and willingness to share their experiences. Their resiliency, courage and perseverance have inspired us to believe that, with commitment and passion, it is possible to create better schools anywhere.

The Good School Toolkit began with a first and second edition that proved particularly effective at the primary school level. Special thanks to the schools and community members who informed the earliest work. This includes twenty schools that responded to our questions about what helped and challenged them in creating a Good School as well as the 1,400 children and 1,100 adults from diverse parts of the country who shared their perspectives with us about schools. The time-consuming work of testing ideas, documenting experiences, working with teachers and developing the first draft of the Good School Toolkit was heroically undertaken by Deborah Sekitoleko. Her unique ability to work with adults and students concurrently and compassionately created a strong foundation upon which others could build. Marco Tibasima's witty artwork, Sarah Healey's and Samson Mwaka's elegant design work and Emily Simon's preliminary edits of the final draft made the work accessible to a wider audience. Prema Michau's and Kirsten Zook's meticulous final editing and patient, detail-oriented copyediting as well as Sara Siebert's final editing saved us from many embarrassing oversights. We express equal gratitude to the Raising Voices team members and collaborators who later analysed feedback from 450 schools and created the second edition of this work.



More recently, through a research partnership between Raising Voices and the London School of Hygiene and Tropical Medicine (LSHTM), we identified and integrated adaptations and enhancements that would make the Toolkit more effective at the secondary school level. First, the Good School team at Raising Voices organised vast amounts of feedback from schools using the Toolkit to identify secondary school insights. Their patience and persistence was the impetus behind this secondary school version. LSHTM research fellow Heidi Grundlingh provided great leadership in developing the first draft of this new version and in spearheading the development of new secondary school topics. Lastly, Stephanie Sauvé’s creativity and imagination helped us rewrite and reorganise this secondary school version to make it clearer and responsive to users’ needs and feedback. Without the commitment of each of these individuals, and continued art and design support from Marco Tibasima and Samson Mwaka, this secondary school version would have been noticeably less.

We would like to thank the different departments and officials in the Ministry of Education and Sports who have supported our vision, including the Principal Education Officer, the Director of Primary and Secondary Education, the Commissioner of Basic Education, the Assistant Commissioner of Basic Education and the Commissioner of Government Secondary Schools. Their ongoing efforts have greatly strengthened this work.

Lastly, special thanks to Lori Michau—for thoughtful questions and friendship. Her insistence on quality inspired us to reach beyond what we thought we were capable of. Without input from these friends and colleagues, as well as many other unnamed individuals who work daily to influence the quality of our schools, this work would not have been possible. To them we owe the debt of bringing these ideas alive in our schools.

Dipak Naker  
Co-director of Raising Voices





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